



# IMPERIAL VALLEY COLLEGE

*Celebrating 60 Years of Excellence!*



## ANNIVERSARY

IMPERIAL VALLEY COLLEGE

### 2023 Midterm Report

Submitted by:  
Imperial Community College District, Imperial Valley College  
380 East Aten Road • Imperial, CA 92251

Submitted to:  
Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

March 2023



Recognized Top 10 Nationwide  
for Community College Excellence

**Midterm Report**

Submitted by

**Imperial Community College District, Imperial Valley College  
380 East Aten Road  
Imperial, CA 92251**

To

**Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  
March 15, 2023**

# IMPERIAL VALLEY COLLEGE

## CERTIFICATION OF THE ACCREDITATION MIDTERM REPORT

Date: March 15, 2023

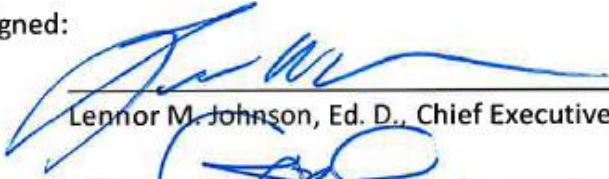
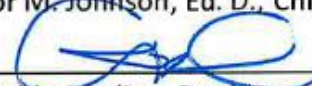

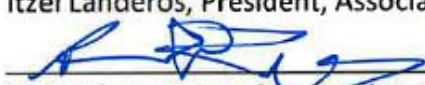
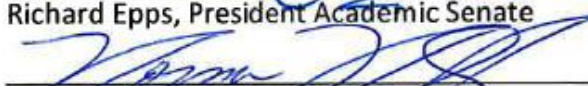
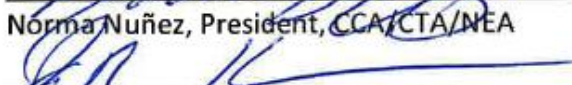
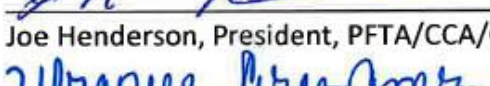
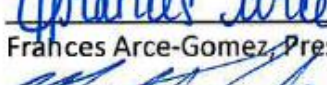
To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Imperial Community College District  
Imperial Valley College  
380 East Aten Road  
Imperial, CA 92251

The Accreditation Midterm Report is submitted to assist in the determination of the Institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Accreditation Midterm Report accurately reflects the nature and substance of this institution.

Signed:

 Lennor M. Johnson, Ed. D., Chief Executive Officer	2/18/23 Date
 Romualdo Medina, President, District Board of Trustees	2/22/23 Date
 Itzel Landeros, President, Associated Student Government	02/15/23 Date
 Richard Epps, President Academic Senate	2/15/23 Date
 Norma Nuñez, President, CCA/CTA/NEA	2/22/23 Date
 Joe Henderson, President, PFTA/CCA/CTA/NEA	2/21/23 Date
 Frances Arce-Gomez, President, CSEA, Chapter 472	2/22/23 Date
 Matthew Thale, Tri-Chair, Integrated Consultation Council	22 February 2023 Date

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## REPORT PREPARATION

Following the reaffirmation of Imperial Valley College's accreditation status in late January 2022, the College immediately began preparation for the Midterm Report. At the February meeting of the Continuous Accreditation Readiness Team (CART), discussion was held on how to best approach the preparation of the report. Initial brainstorming was carried out to identify leads and team members for writing teams on each subsection of the report. The committee stressed the importance of enlisting area/content experts to work on each section of the report, to ensure that the information in each section of the report is accurate and authentically presented by writers that carried out the actual work. The accreditation coordinator, Dr. Jia Sun, was also tasked with the development of a timeline for the production and subsequent approval of the report ([RP 1.01](#)). At the following CART meeting in March, Midterm Report writing teams were solidified, with each identified team lead agreeing to work on a specific section of the report. A tentative timeline of the report production and approval schedule was also presented to committee members for review and comments ([RP 1.02](#)). Starting with the April CART meeting, team leads began to provide committee members with regular progress updates on each report section ([RP 1.03](#), [RP 1.04](#)).

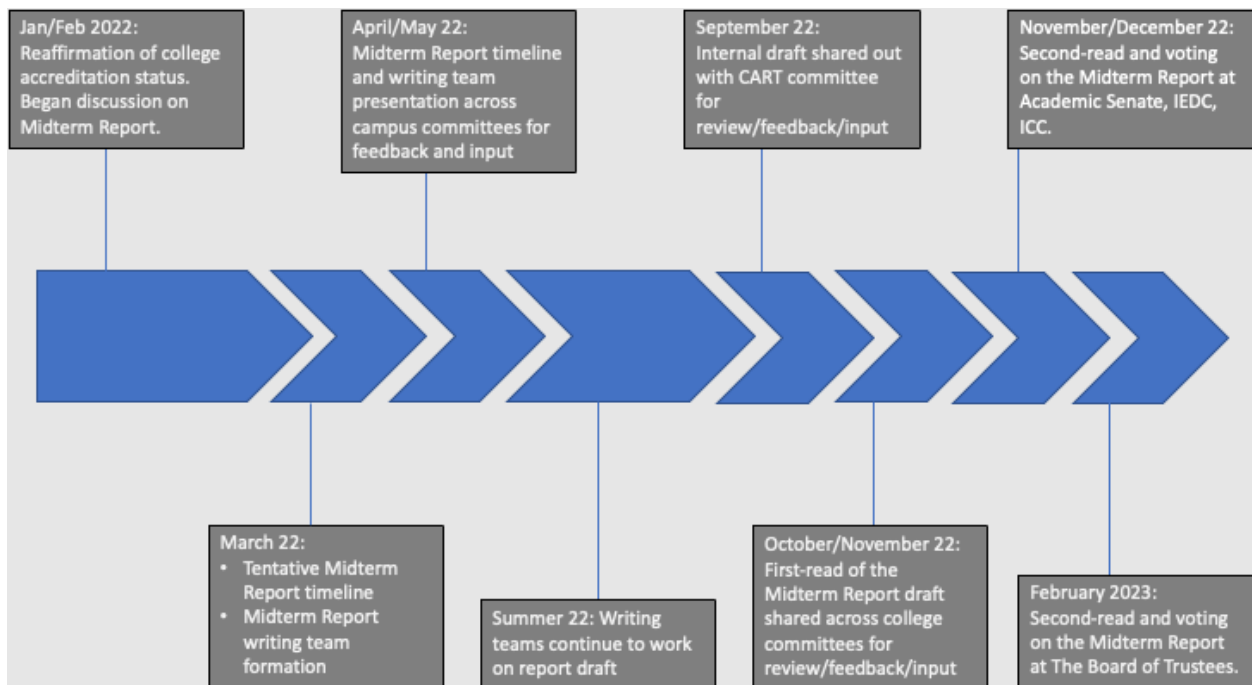
Concurrently, the accreditation coordinator presented on 1) the Midterm Report writing teams and 2) tentative production and approval timeline for the report across the College participatory governance for input. Specifically, Dr. Jia Sun made presentations on both items at meetings of the Institutional Effectiveness and Development Committee (IEDC) ([RP 1.05](#), [RP 1.06](#)), Academic Senate ([RP 1.07](#)), and the Integrated Consultation Council (ICC) ([RP 1.08](#), [RP 1.09](#)). Following feedback collected from the campus participatory governance, the report timeline was revised ([RP 1.03](#)).

Report writing continued throughout the summer months, and an internal draft of the report was shared at the September CART meeting with committee members for input and feedback ([RP 1.10](#)). The formal first draft of the report was presented to CART ([RP 1.11](#)), IEDC ([RP 1.12](#)), Academic Senate ([RP 1.13](#)), ICC ([RP 1.14](#)), and the Board of Trustees ([RP 1.15](#)). Finally, the final draft of the report was approved by CART ([RP 1.16](#)), Academic Senate ([RP 1.17](#)), IEDC ([RP 1.18](#)), ICC ([RP 1.19](#)), and the Board of Trustees ([RP 1.20](#)).

## Midterm Report Preparation and Development Personnel

Name	Title
David Drury	Interim Vice President of Academic Services
Linda Amidon	Administrative Assistant to the VP of Academic Services
Jose Carrillo	Associate Dean of Institutional Effectiveness
Dr. Jia Sun	Faculty Accreditation Coordinator/Biology Professor
Clint Dougherty	Associate Vice President of Human Resources
Kevin Howell	Outcomes and Assessments Coordinator/English Professor
Dixie Krimm	Academic Systems Specialist
Dr. Cuauhtemoc (Temo) Carboni	Interim Dean of Math and Sciences
Veronica Soto Figueroa	EOPS Counselor
Dr. Leticia Pastrana	Guided Pathway Co-Coordinator/ESL Instructor
Elizabeth Espinoza	Communications and Governmental Relations Officer
Dr. Michael Heumann	Chair, English Department
Jill Nelipovich	Chair, Math Department
Dr. Sydney Rice	Chair, ESL Department
Jeff Enz	Associate Vice President of Information Technology
Cesar Vega	Vice President of Administrative Services
Stacey Browning	Director of Fiscal Services
CART Members	

## Accreditation Midterm Report Timeline



## PLANS ARISING FROM THE SELF-EVALUATION PROCESS

Planned Action	Timeline
The SLO Coordinator and/or Department Chairpersons will make regular reports on the status of their student learning outcomes assessment cycle.	Ongoing.  <u>Responsible Party</u> : OAC Coordinator.

Progress
Since the College submitted its ISER in December 2018, the SLO Coordinator has made regular reports to various committees on the status of SLO assessments. These reports are regularly made to the Outcomes and Assessment Committee ( <a href="#">PL 1.01</a> , <a href="#">PL 1.02</a> , <a href="#">PL 1.03</a> , <a href="#">PL 1.04</a> , <a href="#">PL 1.05</a> ), CART ( <a href="#">PL 1.06</a> , <a href="#">PL 1.07</a> ), the Strategic Educational Master Planning Committee (SEMPC), which has been replaced by the Program Review Committee (PRC) ( <a href="#">PL 1.08</a> , <a href="#">PL 1.09</a> , <a href="#">PL 1.10</a> , <a href="#">PL 1.11</a> ), and Academic Senate ( <a href="#">PL 1.12</a> , <a href="#">PL 1.13</a> , <a href="#">PL 1.14</a> , <a href="#">PL 1.15</a> , <a href="#">PL 1.16</a> ).

Planned Action	Timeline
The SLO Coordinator and/or SLO Committee will provide professional development for Student Services and Learning Support Services to develop student learning outcomes instead of service area outcomes.	Ongoing training and support will continue to be provided.  <u>Responsible Party</u> : OAC Coordinator; Student Services Administration; Learning Services Administration.

Progress
<p>Starting in 2018, the Canvas website was implemented for the assessment process and training sessions were provided on an ongoing basis via videos and Zoom.</p> <p>Beginning with the spring 2021 semester the College moved to the Nuventive platform for outcomes and assessment. Training sessions were provided to Student Services for the new system via videos and Zoom (<a href="#">PL 1.17</a>).</p> <p>Prior to the implementation of Nuventive, professional development training sessions were offered via Zoom for those areas that developed SLOs to replace SAOs, these were specifically for Library Services and the Study Skills Center. As the SLO Coordinator reported to CART on April 3 and May 1, 2020, these areas developed SLOs due to the nature of services provided directly to students, whereas other service areas that do not provide services directly to students complete SAOs (<a href="#">PL 1.06</a>, <a href="#">PL 1.07</a>).</p> <p>All SLO assessments assigned through Nuventive have a guide video for support embedded in the assignment emails (<a href="#">PL 1.18</a>). The video reiterates the information provided during the</p>

training sessions. In addition, on both SLO and SAO forms there are example responses supplied for each question.

Planned Action	Timeline
The institution will enlarge and expand the charge and scope of the SLO Committee to oversee campus-wide assessment practices (the Outcomes and Assessment Committee).	Expansion of committee is completed. Recruitment of OAC members is ongoing.  <u>Responsible Party:</u> OAC Committee; campus constituents.
<b>Progress</b>	
<p>The name of the SLO Committee was changed to the Outcomes and Assessment Committee (OAC) and approved by Academic Senate in late spring 2019 (<a href="#">PL 1.19</a>). The scope of OAC covers all campus-wide assessment practices. The committee began functioning under the new name on September 9, 2019, and added new members to the committee (<a href="#">PL 1.20</a>). Upon the recommendation of CART (<a href="#">PL 1.21</a>) professional development training was provided to the reconstituted committee which focused on ACCJC’s Recommendation 1 and the applicable Accreditation Standards related to student learning outcomes (<a href="#">PL 1.22</a>).</p> <p>The OAC continues to examine its role and how it fits into the governance structure initiated in fall 2021. The unification of all outcomes assessment under OAC and all assessment measurements is accomplished through Nuventive.</p>	

Planned Action	Timeline
Due to staffing changes, IVC will be reviewing the Marketing Committee’s role on campus to continue providing pertinent information to the campus stakeholders and the community at large.	Completed.
<b>Progress</b>	
<p>The Classified Management Classification and Position for the Communications and Governmental Relations Officer (CGRO) was established by the Board on January 16, 2019 (<a href="#">PL 1.23</a>). On September 18, 2019, a proposal was made to establish a marketing department (<a href="#">PL 1.24</a>). An interim CGRO was hired on May 20, 2020; the interim was hired on a permanent full-time basis on June 16, 2021 (<a href="#">PL 1.25</a>, <a href="#">PL 1.26</a>).</p> <p>The Mailroom Technician and Graphics Designer were reassigned under the fulltime Communications and Governmental Relations Officer on October 1, 2021.</p>	



The Public Relations and Marketing Committee (PRMC) previously reported to College Council. Under the revised governance structure, PRMC now reports directly to the Integrated Consultation Council (ICC) and serves as a way for the campus and students to bring marketing requests and ideas to the Public Relations and Marketing Committee.

Planned Action	Timeline
<p>Recent changes in California Education Code (AB 705) require California Community Colleges to take steps to move students from pre-collegiate to transfer level courses within one year. English and Mathematics departments will take steps to address the new requirements.</p>	<p>Ongoing.</p> <p><u>Responsible Party</u>: Department Chairs; Area Deans; Vice President for Academic Services.</p>
<b>Progress</b>	
<p><b>English:</b> The English Department created a support course for sections of our English 110 (Freshman Composition) to assist those students who need additional help with reading and writing (<a href="#">PL 1.27</a>). The department developed a second Freshman Composition course, English 105, which has the support mechanisms included as part of the course (<a href="#">PL 1.28</a>, <a href="#">PL 1.29</a>). Students may choose the support option that works best for them.</p> <p>In addition, the department also drastically reduced offerings of pre-transfer level English courses to the point that, in spring 2023, IVC will offer no pre-transfer English classes. Pre-transfer level sections have been replaced with additional transfer level sections.</p> <p>This year (2022-23), the department plans to develop non-credit versions of pre-transfer composition and reading courses so continued support can be offered for those students who wish it.</p> <p><b>Mathematics:</b> The Math Department created a support course for sections of Mathematics 110, 112, 119, 140, 150, 170, 190, and 192 courses (Elementary Mathematics Number Sense, Elementary Mathematics Geometry, Statistics, Trigonometry, College Algebra, Business Calculus, Pre-calculus and Calculus I) to assist those students who need additional help with the algebraic skills necessary for success in these courses (<a href="#">PL 1.30</a>, <a href="#">PL 1.29</a>).</p> <p>The department is in the process of developing a course in Statistics, Trigonometry, College Algebra and Pre-calculus that will embed the support within the course itself. Courses with the support embedded in the course will be created and request for approval made during fall 2023.</p> <p>The department will continue to offer pre-transfer mathematics courses through spring 2023. Beginning fall 2023, no pre-transfer courses will be offered for credit.</p>	

The department will develop non-credit algebra courses for students who feel they need additional review. The department will replace pre-transfer level sections with additional transfer level sections.

Additionally, the department is developing a mathematics course for CTE (Career Technical Education) and liberal arts majors ([PL 1.29](#)). The Liberal Arts math courses will be created and sent to the state for articulation in fall 2023. This will hopefully be the "replacement" for an Associate degree.

**English as a Second Language (ESL):** The ESL Department greatly refined and realigned its program to make a more clear, more streamlined pathway. This has included:

- Moving two levels to non-credit.
- Instituting a self-assessment piece as part of multiple measures for placement.
- Getting two transfer-level ESL courses approved for Humanities credit ([PL 1.31](#), [PL 1.32](#)).

This year, the department has also submitted a course which will give students the option of completing their composition course in English or ESL ([PL 1.33](#); [PL 1.34](#)).

The department is also instituting pathway certificates which will highlight student language acquisition and achievement for being successful in content courses ([PL 1.33](#)).

Planned Action	Timeline
The Admissions and Records Office will codify the College catalog procedures for transfer of credits into Imperial Valley College in an appropriate Administrative Procedures document.	Discontinued.
<b>Progress</b>	
<p>Information regarding the transfer of credit into Imperial Valley College is published in the IVC Catalog (<a href="#">PL 1.35</a>). Consequently, the plan to codify procedures for transfer of credits into Administrative Procedure documents have been discontinued as it was determined to be unnecessary.</p> <p>Imperial Valley College maintains a list of institutions with which the College has established an articulation agreement and partnership on its website (<a href="#">PL 1.36</a>).</p>	

Planned Action	Timeline
An institutional evaluation of Strategic Planning On-Line (SPOL) is planned following this current Institutional Self-Evaluation Report cycle.	Institutional evaluation of SPOL is completed. Training on Nuventive will be ongoing.  <u>Responsible Party:</u> IEDC, ICC.
<b>Progress</b>	
Across campus surveys/discussions found dissatisfaction with SPOL ( <a href="#">PL 1.37</a> , <a href="#">PL 1.38</a> ). In response, plans to replace SPOL were established in fall 2019 ( <a href="#">PL 1.39</a> ). Campus constituents began evaluating alternatives during spring 2021 ( <a href="#">PL 1.40</a> ), and Nuventive was identified as the replacement and procured. Implementation of Nuventive began July 2021 ( <a href="#">PL 1.41</a> ).	

Planned Action	Timeline
The Chief Technology Officer (CTO) and the Technology Planning Committee will develop additional policies and procedures in response to the 2018 security audit.	Ongoing.  <u>Responsible Party:</u> Information Technology Department; Technology Planning Committee.
<b>Progress</b>	
<p>The Information Technology Department has continued to move the security program forward. As part of this process the department is continually reviewing, modernizing, and adding new policies. Since the 2018 security audit the following policies have been updated and/or added:</p> <ul style="list-style-type: none"> <li>• Added new AP 3580 - Public Safety and Operational Camera Placement and Acceptable Use (<a href="#">PL 1.42</a>).</li> <li>• Added BP 3723 and AP 3723 - Accessibility of Information and Communication Technologies (<a href="#">PL 1.43</a>, <a href="#">PL 1.44</a>, <a href="#">PL 1.45</a>).</li> <li>• Updated AP 3720 - Computer and Network Use (<a href="#">PL 1.46</a>, <a href="#">PL 1.45</a>).</li> <li>• Added Password Policy (<a href="#">PL 1.47</a>, <a href="#">PL 1.48</a>).</li> <li>• All the policies within the IT Policy Handbook were reviewed and updated as needed in January 2021. Additionally, procedures for equipment ordering, guest/visitor access, and remote/VPN access were added.</li> <li>• Updated Password Policy (<a href="#">PL 1.49</a>, <a href="#">PL 1.50</a>, <a href="#">PL 1.51</a>).</li> </ul>	

- Proposed update to AP 3721 - Data Classification is currently under review by legal counsel.
- Proposed update to AP 3722 - Electronic Communication is currently under review by legal counsel.

## INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS

### Response to Recommendations for Improvement

**Recommendation 3:** In order to improve institutional effectiveness, the team recommends the College document its review process to ensure accuracy, clarity, and integrity of information provided to the public and community. (I.C.1)

The College established a Communications and Governmental Relations Officer position in 2019 to better review the process and integrity of information available to the public ([PL 1.23](#)). This led to publishing an annual report highlighting the accomplishments and long-term plans for the College ([R3 1.01](#)). The report highlighted student testimonials, alumni spotlights, campus demographics and educational outcomes statistics, student support services, and other informational resources to allow the community to learn more about the College.

In addition, Imperial Valley College underwent a total redesign of its website in 2020 to better serve students, staff, and the community. The website underwent a major overhaul to make information more accessible, student centered, and faster to navigate by removing duplication, providing high quality content, and a responsive design with a strong brand identity ([R3 1.02](#)). All accreditation materials backdated to 2020 are currently housed and available to the public and community on the redesigned website ([R3 1.03](#)).

The Office of Institutional Research (OIR) has increased visibility and availability of data to the community through a series of resources available on its public interface of the OIR website ([R3 1.04](#)). These resources include data reports, dashboards ([R3 1.05](#)), and an annual Fact Book ([R3 1.06](#)). The community can access live demographic information on student enrollment ([R3 1.07](#)), latest IPEDS (Integrated Postsecondary Education Data System) annual reports, labor market information, as well as an array of student outcome information by visiting the report website ([R3 1.08](#)). The site also has a direct link to CCC Student Right-To-Know Rates Disclosure ([R3 1.09](#)) providing data on completion and transfer rates to all current and prospective students. In partnership with the National Student Clearinghouse the College has also made available a series of reports on cohort persistence, transfers, and completion reports.

The College has also expanded the use of BoardDocs to all committees to share agendas, minutes, and attachments of all participatory governance committees ([R3 1.10](#)). Through this process, the College has added a layer of accountability and transparency and standardized the process for all committees on campus. All committee documentation now resides under one website, easing dialogue, accuracy, and clarity in the participatory governance process.

**Recommendation 4: In order to improve institutional effectiveness, the team recommends the College follow its performance evaluation cycle and process for all employees. (III.A.5)**

Evaluation tracking and documentation of faculty was transferred from the Office of Instruction to Human Resources (HR) to improve documentation and completion rate starting in 2019. Each semester reports are generated and tracked throughout the semester. The report starts in HR based on records in Banner (HRIS-PEAREVW). The list of evaluations due for each semester are distributed to corresponding administrators to ensure that the evaluation process defined in the collective bargaining agreement is followed, including timelines. As per the collective bargaining agreement with full-time faculty, the Vice President of Academic Services or Vice President of Student Services sends notification to regular faculty to be evaluated ([R4 1.01](#)). Tenure track faculty, full-time temporary faculty, and categorically funded faculty are evaluated every year. After the fourth year, tenure track faculty who obtain tenure status, full-time temporary faculty, and categorically funded faculty are then evaluated every three years. Completed evaluations are routed for signatures and then sent to HR for documenting in our database (PEAREVW). Updated lists are sent out at the end of each semester showing any outstanding evaluations. The completed evaluation rate for full time faculty improved to an 88% completion rate in fall of 2020 despite the negative impact of COVID-19 ([R4 1.02](#))

Administrator evaluations are now tracked and documented by HR using a reporting mechanism in ARGOS. In addition, administrator evaluations are now completed electronically with email notifications at each step. In FY 2021-22 the completion rate of administrator evaluations improved to 81% ([R4 1.03](#)). Administrators are evaluated in their first year and third year and then every three years after that.

Classified staff are evaluated at their third and sixth month point upon hire, and then every two years thereafter. Classified staff evaluations are also completed electronically through ARGOS and sent to HR for recording and filing. In 2020-2021 FY the completion rate for classified evaluations stood at close to 75%. Evaluations are still being completed and routed for FY 2021-2022; however, we are on track to have an even higher completion rate ([R4 1.04](#)).

Overall, the evaluation process, tracking, and documentation has significantly improved. The new streamlined processes and workflow has paved the way for ensuring evaluations are conducted on time and reach HR.

**Recommendation 5: In order to improve institutional effectiveness, the team recommends the College improve the evaluation and assessment of the professional development efforts. (III.A.14)**

The College has made many improvements to the professional development program over the past few years. The College has joined 4CSD to take advantage of the professional development programs available through the Foundation for California Community Colleges. By doing so, the College has implemented Cornerstone and the Vision Resource Center in planning, conducting, tracking, and documenting professional development at the College, to include mandated training ([R5 1.01](#)). Through the resources provided through the Teaching and Learning Center for Advancement and Success (TALCAS) Title V grant, the College and Academic Senate established the Teaching and Learning Center (TLC), which plans and conducts faculty professional development on a regular basis. The goal of the TLC is to create a resource-rich environment to foster new technologies and innovations in teaching strategies for faculty and staff at the College. In addition, the College has funded professional development for faculty and classified staff and has enhanced this funding each year. The College also reached an agreement with faculty to establish release time for both a faculty professional development coordinator and professional development liaison. These two faculty reassignments will join up with the Professional Development Committee in planning professional development events and opportunities. We continue to supply surveys and review forms to evaluate and guide us in improving and offering targeted professional development for faculty and staff ([R5 1.02](#), [R5 1.03](#))

Looking forward, the College is in the process of incorporating professional development into Institutional Effectiveness where we can continue to collect data and tie professional development to improving IVC's overall effectiveness ([R5 1.04](#)).

## Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

### Student Learning Outcomes (Standard I.B.2)

- **What are the strengths of the process that help the College to improve teaching and learning?**

Imperial Valley College has made important changes to our program review and student learning outcomes assessment processes to strengthen our capacity for improving teaching and learning. The College's Outcomes and Assessments Committee (OAC), Program Review Committee (PRC), and Integrated Consultation Council (ICC) collaborate to ensure that support is given to each department. More specifically, the OAC uses Nuventive to collect SLOs, PLOs, and Mapping data. This data is then used by the departments to complete their annual program reviews (APRs) and comprehensive program reviews (CPRs), which occur every three years ([SL 1.01](#)). This assessment information can be used seamlessly to complete the APRs and CPRs within Nuventive.

- **What growth opportunities in the assessment process has the College identified to further refine its authentic culture of assessment?**

IVC and its OAC have taken steps to refine its culture of assessment. First, IVC researched and chose Nuventive, a new planning and assessment platform. Nuventive was chosen because of its ability to connect the SLO, PLO, and mapping data to all program reviews within one system. Second, all SLOs and PLOs that are due are managed through Nuventive. For example, the Outcomes and Assessments Coordinator works with all departments to make sure all SLOs, PLOs, and mapping are completed. To make the data collection easier for these areas, Nuventive assignments are sent to each instructor who must complete a specific SLO or PLO assessment. Nuventive is used to track the submission and completion of assignments on a three-year cycle. The actual data collection is monitored via Nuventive as well. For example, if there is an assessment missing or that is late, the Outcomes and Assessment Coordinator can resend the Nuventive assignments. Since this is a new program, a video of how to complete the assessment form within Nuventive is embedded within each Nuventive Invitation/Assignment ([PL 1.18](#)). Faculty and staff have been much more open to the assessment process since Nuventive has been implemented because of its ease of use.

To further build the assessment culture of our college, the Outcomes and Assessments Coordinator is a member of the Program Review Committee. Since assessments and program reviews are completed in Nuventive, these two committees work together to make processes seamless.



- **Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.**

Some departments, through the assessment process, have updated their SLOs in consideration of the modality changes that have been made in the recent years. When looking at SLOs that are written for a primarily face-to-face offering the viability of an appropriate assessment was not adequate. These changes are made through the College's curriculum systems and then brought into Nuventive. Next, comprehensive program reviews (CPRs) are based on all collected SLOs and PLOs. The PLOs are used as tangible evidence for departments to base any request for new items, instructors, or anything other items that will further student learning ([SL 1.02](#)).

- **In those areas where assessment may be falling behind, what is the College doing to complete the assessments per the College's schedule?**

The College is currently on track with input and assessment at this stage in the review cycle ([SL 1.03](#)). To ensure continued progress and mitigate any areas that fall behind in assessments, the SLO Coordinator sends regular reminders about the schedule through Nuventive. More importantly, to ensure course improvements that facilitate student outcomes, achievements, and success, the PRC and OAC supports faculty by providing data reports from Nuventive ([SL 1.04](#)). Additionally, ongoing professional development for faculty and staff for various SLO topics is provided through personal appointments as well as stored videos.

### **Institution Set Standards (Standard I.B.3)**

The College used the 2022 Annual Report ([IS 1.01](#)) to reflect on trends data for institution-set standards (ISS) on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) students.

- **Has the College met its floor standards?**

For 2018-19 to 2020-21, the College met its floor standards for degrees awarded, transfer, average CTE student licensure examination pass rates, and average CTE student employment rates as shown by the Institutional Set Standards Report ([IS 1.02](#)). For certificate completion, the College met its floor standards in 2018-19 and 2020-21, and nearly met its floor standards in 2019-20, missing the floor by only seven degrees granted.

The COVID-19 effect on student enrollment and retention was a big challenge for the College to keep up with the standards set pre-pandemic, but the College continues to reevaluate standards on an annual basis through an ad-hoc Continuous Accreditation Readiness Team (CART) task force: the ISS Task Force, to drive the discussion on realistic and attainable benchmarks for the College ([IS 1.03](#)).

The College met its floor standards for floor completion in 2018-19, and nearly met its floor standards in 2019-20, missing the floor by only one percent. Because of the clear decreasing trend for course completion from 2019-20 through 2020-21, the focus of the spring 2022 ISS Task Force discussion was centered around this metric (see below).

In discussion, the task force felt that the completion rate for both fall 2020 and fall 2021 (only fall data were used for this ISS metrics) were somewhat anomalous because of the severe and devastating impact COVID-19 had on both the College and the community at large. Many students had to shift from their primary role as students to one of caregivers, worker, and/or provider. Similarly, many faculty and staff also had to adjust rapidly to deal with the effects of the pandemic. Therefore, the task force felt that completion rates might have overall been negatively affected by the drastic shift in response to the pandemic.

Furthermore, the discrepancy in completion rate could be exacerbated by the fact that many distance education (DE) courses were taught by faculty members with little to no DE experience or training and were therefore unprepared for DE course instruction. During both years, more courses were offered as DE than ever before, and the increased number of DE courses may have also contributed to the downward skew of the completion percentage.

Forecasting into the future, the task force felt that both issues pointed out above have now been sufficiently remedied by the fact that 1) fall 2022, continuing from spring 2022, will have many more in-person courses compared with the two previous years. And 2) that all faculty now teaching DE courses have been properly trained and are certified to teach DE courses. Therefore, the task force believes that the completion percentages should autocorrect and rebound going forward. Therefore, the group felt that it is reasonable to keep the floor at 70% and slightly lower the aspiration to 75%, despite the current dip in completion percentage.

- **Has the College achieved its stretch (aspirational) goals?**

For 2019-20 to 2020-21 (stretch goals were not set prior to 2019-20 by ACCJC), the College has exceeded its stretch goals for degrees awarded. In addition, the College also exceeded its stretch goals for certificates awarded in 2020-21.

For CTE student metrics, the College exceeded its own program-established average student licensure examination pass rates stretch goal in 2018-19, and only fell short of the stretch goal in 2020-21 by .3 percent.

- **What initiative(s) is the College undertaking to improve its outcomes?**

### ***ISS Task Force***

Starting in 2018, CART in conjunction with the Strategic Educational Masterplan Committee (now the Institutional Effectiveness and Development Committee [IEDC] after its formation in 2021) have been leading an ad-hoc task force to discuss the Institutional Set Standards in detail

each spring semester. Past task force members have included department chairs, area deans, Vice President for Academic Services, Vice President for Student Services, students and Institutional Research ([IS 1.04](#)).

During these meetings, ISS data are analyzed, interpreted, and extrapolated to understand them within the context of the greater college community. When needed, Institutional Research has provided additional datasets for further analysis, interpretation, and forecasting. Where changes or deficits have appeared in the ISS data, the task force discusses a set of remediation plans, if necessary.

### ***Infusion into Program Review***

One shortcoming self-identified during the most recent round of task force discussions in spring 2022 was the need to have greater participation throughout the entire institution-set standards and goals development process across all levels of the College. Specifically, the task force suggested that ISS standard floors and goals are still nebulous to the college community at-large: why are they set where they are? How are they set? Who determines them? Etc. The task force found that while the formation of a working task force was a good start, more would need to be done to increase participation and penetrance of the ISS standards across the College ([IS 1.05](#)).

A solution proposed for this problem was to directly infuse the ISS into the program review. In conjunction with the newly formed Program Review Committee (PRC) and the separate but related plans to overhaul program review, the PRC co-chair (an ISS task force member) posited that the discussion on ISS metrics really needs to start at the departmental level. Each department or area should discuss, as a department, what the ISS data means to them, how the ISS trends impact their area, and how they can contribute or positively impact the ISS, or how they can reverse any negative trends currently in the dataset. ([IS 1.05](#), [IS 1.06](#)).

### ***CTE Area Outcomes Improvement Initiatives***

In response to the average CTE student licensure examination pass rates, and average CTE student employment rates reported in the 2022 ACCJC Annual Report ([IS 1.01](#)), the Economic and Workforce Development Division has strategized these activities and area improvements to the Career Services Center. The Center has restructured the scope of services by increasing services for resume preparation, mock interviews, clothes closet to provide professional interview attire, strong preparations to increase chance of success in hiring, and increased internship programs to facilitate students to be selected as interns while still in college ([IS 1.07](#)).

#### **• How does the College inform its constituents of this information?**

At the conclusion of the last ISS task force meeting during each spring semester, a set of final recommendations are produced by the task force. These recommendations then go to CART for

review and revision. Once finalized, these recommendations are disseminated to the College governance structure at-large (Academic Senate, IEDC, ICC) for review and action ([IS 1.08](#)).

### ***CTE Area Dissemination of Information***

CTE area outcomes and data analysis are presented to the participatory governance body on campus ([IS 1.09](#), [IS 1.10](#)) and posted onto the College website ([R3 1.08](#)). Additionally, Imperial County Employment Numbers are disseminated to the College via email updates ([IS 1.11](#), [IS 1.12](#)).

## REPORT ON THE OUTCOMES OF THE QUALITY FOCUS PROJECTS

The Institutional Self-Evaluation Report written in 2018, included the Quality Focus Essay stating Imperial Valley College would focus the institution on student completion of degrees, certificates, and/or transfer to four-year institutions. Advancing on the work of the 2017 IEPI Indicators, the College Institutional Effectiveness Partnership Initiative work group reviewed a series of metrics and selected Indicator 12: Completion Rate Overall from the California Community Colleges Student Success Scorecard. Since then, the California Community College Chancellor's Office (CCCCO) adopted the use of the Student Success Metrics to replace the Student Success Scorecard. The College had approved using the completion rate, for cohort starting in 2017-18 tracked for six years through 2023-24, as a measure of student outcomes for the institution. Due to the CCCCCO retiring of the Student Success Scorecard, IVC will now use the Student Success Metrics Cohort View (<https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View>) to track student outcomes for six (6) years. The addition of the cohort view for the Student Success Metrics in August 2022 has added the ability for the College to monitor cohorts at three, four, and six years on a number of metrics including:

- a) Course success rate
- b) Completion of transfer level courses
- c) Persistence beyond the first term
- d) Number of units completed in first year
- e) Award completion
- f) Transfer rates
- g) Vision for Success goal definition attainment
- h) Employment metrics

The move to the Student Success Metrics will provide the College the ability to have a comprehensive view of not only the cohort's outcomes measure, but also other measures to monitor momentum points, progress, and ultimately completion.

In addition, the Continuous Accreditation Readiness Team (CART) and the Office of Institutional Effectiveness have continued to promote the use of Institutional Set Standards ([IS 1.02](#)) in partnership with Academic Senate and the Institutional Effectiveness Development Committee (IEDC) to closely monitor course success, retention, degrees/certificates awarded, and transfer rates for the institution.

The CCCCCO has identified Four Pillars of Guided Pathways:

1. Create clear curricular pathways to employment and further education;
2. Help students choose and enter their pathway;
3. Help students stay on their path; and
4. Ensure that learning is happening with intentional outcomes.

These four pillars have served as the four goals of the Imperial Valley College in the development and implementation of the Guided Pathways framework for our local District.

**Goal 1. Create clear curricular pathways to employment and further education.**

Beginning in fall 2018, coinciding with the comprehensive program review, the program pathways for each academic program will be reviewed and updated to make specific recommendations for general education and/or elective courses to supplement their program learning outcomes as well as the Institutional Student Learning Outcomes.

Responsible Parties: The academic deans will ensure that department chairpersons include this program pathway review as part of the programs' comprehensive program review.

Deadline: By December 2020, the discipline faculty in all programs will have completed their review of program pathway(s) and made specific recommendations for general education and/or elective course over a three-year period. The full review and recommendations will be completed by December 2020.

**Goal 1 Progress/Outcome:**

Since the Academic Senate recommendation in 2017 to update program pathways as part of the planning and implementation of the Guided Pathways framework ([QF 1.01](#)), the following academic and career pathways were developed:

- Agriculture
- Arts, Humanities, and Communication
- Business
- Education
- Industrial Technology
- Public Safety, Health, and Wellness
- STEM (Science, Technology, Engineering, and Math)
- Social & Behavioral Sciences

**(QF 1.02)**

Discipline faculty in academic programs at Imperial Valley College conduct comprehensive program reviews (CPR) on a three-year cycle. Faculty conduct a yearly update in the second and third year (annual program review – APR). In fall 2021, the College began using a new centralized database called Nuventive to capture each program review. Program pathways for each academic program have been reviewed and updated as of the 2018-2019 program review cycle. The focus is always on providing

specific recommendations for general education and/or elective courses to supplement their program learning outcomes as well as the Institutional Student Learning Outcomes.

**Goal 2. Help students choose and enter their pathway.**

**Goal 2.1** – In the fall of 2018, the Academic Senate recommended that the Curriculum Committee begin work to develop appropriate meta-majors. The Curriculum Committee will research and develop an appropriate number of meta-majors to address interests and goals of local students. These meta-majors will include specific recommendations for general education course work to support students who switch from one meta-major to another or into an associate degree pathway.

Responsible Parties: As a member of the Curriculum Committee, the Vice President for Academic Services will ensure completion of 3-6 meta majors.

Deadline: By fall of 2020, the Curriculum Committee will have 3-6 meta majors in place.

**Goal 2.1 Progress/Outcome:**

Following the Academic Senate recommendation that the Curriculum Committee begin work to develop appropriate meta-majors, the Guided Pathways foundation team made a presentation to the College board on guided pathways ([QF 1.03](#)). Thereafter, several meetings took place culminating in the development of eight (8) Learning Community Pathways.

Committee	Meeting Date	Action
PSCC	3/25/19	Reviewed/discussed suggested names for meta majors ( <a href="#">QF 1.04</a> ).
Curriculum Committee	5/8/19	Reviewed examples of titles used by colleges for their major groupings and selected 3 proposed titles ( <a href="#">QF 1.05</a> ).
ASG	5/20/19	Reviewed the 3 proposed names for IVC's meta majors: Learning and Career Pathways; Program Pathways; Interest Areas. Agreed that "Learning and Career Pathways" is the better option ( <a href="#">QF 1.06</a> ).
Curriculum Committee	5/22/19	Approved 3 meta major alternative titles: Learning and Career Pathways; Roadmaps to Success; Program Pathways ( <a href="#">QF 1.07</a> ).
Academic Senate	6/15/19	GP Foundation Team Member reported on the 3 meta major titles approved by the Curriculum Committee ( <a href="#">QF 1.08</a> ).

PSSC	5/18/20	Identified 8 LCPs developed to date ( <a href="#">QF 1.09</a> ).
Board of Trustees	6/9/21	GP Foundation Team presented a PowerPoint on LCPs ( <a href="#">QF 1.10</a> ).

In addition to these meetings, on September 20, 2019, the College GP Foundation Team along with the San Diego/Imperial Region Guided Pathways Coordinators, hosted a retreat where members of the Curriculum Committee and Pathways to Student Success Committee met to determine what majors fit into each LCP ([QF 1.11](#)). The College has regularly reported its efforts related to the development of its meta majors in the Scale of Adoption Assessment (SOAA), most recently in the report approved by the board on February 16, 2022 ([QF 1.12](#)).

The Learning and Career Pathways are found on the IVC website ([QF 1.02](#)). The ESL program is included on the website and links to the ESL Department webpage to provide the student population with information about the program ([QF 1.13](#)).

While working on our meta-major structure, the College purchased predictive analytics software to help develop student intervention strategies based on student success metrics. Increasing student success and retention became the quality focus of the institution. Our institutional Research team developed dashboards on these student success metrics that are now used across campus to make programmatic decisions ([R3 1.05](#)).

**Goal 2.2** – In the spring of 2020, the discipline faculty in each instructional program will review the general education course offerings and streamline course offerings to reflect recommendations made by departments in the reviews of their program pathways.

Responsible Parties: The Vice President for Academic Services, instructional deans, and department chairpersons will review course scheduling for the 2020-2021 academic year.

Deadline: The modified course schedules will initiate with the spring of 2021 class schedule.

**Goal 2.2 Progress/Outcome:**

For this goal, all courses were reviewed and recommendations were made for each pathway by the chairs and academic deans. Scheduling is now based on these recommendations.

**Goal 3.** Help students stay on their path.

**Goal 3.1** – Increase the percentage of Basic Skills students who successfully complete a transfer level English course within one calendar year.



Student Success and Support Programs will engage in multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4 scores when establishing recommendations for initial English placement.

Student Equity will provide Embedded Tutors in designated English Composition classes and individual tutoring in the Study Skills Center.

The English Department will increase the number of sections of ENGL 010 – English Composition (Accelerated) as well as short-term ENGL 009 – Basic English Composition II and ENGL 110 – Composition and Reading (transfer level and graduation requirement). These changes will reflect compliance with AB 705 passed by the California legislature.

**Goal 3.1 Progress/Outcome:**

Student Success and Support Programs are utilizing multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4 scores when establishing recommendations for initial English placement.

Embedded Tutors have been provided in designated English Composition classes and individual tutoring in the Tutoring Center ([QF 1.14](#)).

The English Department increased the number of sections of ENGL 010 – English Composition (Accelerated) as well as short-term ENGL 009 – Basic English Composition II and ENGL 110 – Composition and Reading (transfer level and graduation requirement). These changes were made to reflect compliance with AB 705. Support courses were developed and offered in conjunction with the transfer level courses.

As mentioned earlier in the report, the English Department created a support course for sections of our English 110 (Freshman Composition) to assist those students who need additional help with reading and writing ([PL 1.27](#)). The department developed a second Freshman Composition course, English 105, which has the support mechanisms included as part of the course ([PL 1.28](#), [PL 1.29](#)). Students may choose the support option that works best for them.

In addition, the department also drastically reduced offerings of pre-transfer level English courses to the point that, in spring 2023, IVC will offer no pre-transfer English classes. Pre-transfer level sections have been replaced with additional transfer level sections.

This year (2022-23), the department plans to develop non-credit versions of pre-transfer composition and reading courses so continued support can be offered for those students who wish it.

**Goal 3.2** – Increase the percentage of Basic Skills students who successfully complete a degree-applicable Mathematics course within one calendar year.

Student Success and Support Programs will engage in multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4 scores when establishing recommendations for initial Mathematics placement.

Student Equity will provide Embedded Tutors in designated Mathematics classes and individual tutoring in the Study Skills Center.

The Mathematics Department will ensure the number of exit points in the Basic Skills Math sequence is decreased. Individual and group tutoring will be provided in the Math Lab. The Mathematics Department also will provide Embedded Tutors for designated Math classes.

**Goal 3.2 Progress/Outcome:**

Student Success and Support Programs engaged in multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4 scores when establishing recommendations for initial Mathematics placement.

Embedded Tutors in designated Mathematics classes and individual tutoring in the Tutoring Center have been provided ([QF 1.14](#)).

The Mathematics Department combined courses with support courses to decrease the sequence of courses students will have to take.

The Math Department created a support course for sections of Mathematics 110, 112, 119, 140, 150, 170, 190, and 192 courses (Elementary Mathematics Number Sense, Elementary Mathematics Geometry, Statistics, Trigonometry, College Algebra, Business Calculus, Pre-calculus and Calculus I) to assist those students who need additional help with the algebraic skills necessary for success in these courses ([PL 1.30](#), [PL 1.29](#)).

The department is in the process of developing a course in Statistics, Trigonometry, College Algebra and Pre-calculus that will embed the support within the course itself. Courses with the support embedded in the course will be created and request for approval made during fall 2023.

The department will continue to offer pre-transfer mathematics courses through spring 2023. Beginning fall 2023, no pre-transfer courses will be offered for credit.

The department will develop non-credit algebra courses for students who feel they need additional review. The department will replace pre-transfer level sections with additional transfer level sections.

Additionally, the department is developing a mathematics course for CTE and liberal arts majors ([PL 1.29](#)). The Liberal Arts math courses will be created and sent to the state for articulation in fall 2023. This will hopefully be the "replacement" for an Associate degree.

**Goal 3.3** – Increase the percentage of ESL students who complete a transfer-level course.

Student Success and Support Program engage in multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4 scores when establishing recommendations for initial ESL placement.

Embedded Tutors in designated ESL classes and individual tutoring sessions are provided.

**Goal 3.3 Progress/Outcome:**

In an effort to reach Goal 3.3, the ESL Department shortened the credit pathway from five semesters to three by moving two levels (semesters) to non-credit. The department developed bridge courses (ESL 106 and ESL 107) that carry transferrable Humanities credit (CSU/UC) ([PL 1.31](#), [PL 1.32](#)). In addition, In fall 2023, Imperial Valley College will begin offering ESL 108, College Composition for Non-Native Speakers, which meets the English requirement for graduation ([PL 1.34](#)). Additionally, the course meets the C-ID for ENGL 100 and is transferrable to both the CSU and UC systems. The course sequence is designed to increase ESL student passage of transfer-level English while supporting high-level language acquisition.

A variety of multiple measures are used to help students decide the level of instruction they feel would be most beneficial, including high school transcripts self-assessment, and the use of an approved CCCO assessment (Accuplacer). Most notably, the college has invested in a dedicated ESL Counselor and Student Support Specialist who assist ESL students with placement and academic advising.

Embedded Tutors in designated ESL classes have been provided, as reflected in the table below.

Embedded Tutors in ESL Classes				
Semester	Year	Total Section Count	ESL Section Count	ESL %
Fall	2017	64	19	29.69%
Winter	2018			
Spring	2018			
Summer	2018			
Fall	2018	97	19	19.59%
Winter	2019	13	0	0.00%
Spring	2019	109	23	21.10%
Summer	2019	22	0	0.00%
Fall	2019	97	21	21.65%
Winter	2020	20	1	5.00%
Spring	2020	102	21	20.59%
Summer	2020	17	0	0.00%
Fall	2020	82	14	17.07%
Winter	2021	22	0	0.00%
Spring	2021	87	14	16.09%
Summer	2021	28	0	0.00%
Fall	2021	105	15	14.29%
Winter	2022	18	0	0.00%
Spring	2022	88	15	17.05%
Summer	2022		0	
Fall	2022	91	9	9.89%
Winter	2023	23	0	0.00%
Spring	2023			
Summer	2023			
		<b>1085</b>		

**Goal 3.4** – Increase students’ educational goal completion (degrees, certificates, or transfer).

Student Success and Support Program (SSSP) will engage in multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4 scores when establishing recommendations for initial course placement. In addition, SSSP will ensure that counselors and students collaborate to complete Comprehensive Educational Plans in a timely manner.

Student Equity will provide textbooks, transportation assistance, and parking passes to disproportionately impacted students. Student Equity will assist identified students with critical course expenses such as CPR masks, TB test fees, health identification cards, fingerprinting fees, etc.

### **Goal 3.4 Progress/Outcome:**

Student Success and Support Program (SSSP) engage in multiple measures by accepting high school course work, grades, overall GPA, and EAP level 4 scores when establishing recommendations for initial course placement. In addition, SSSP ensures that counselors and students collaborate to complete Comprehensive Educational Plans in a timely manner.

Student Equity provides textbooks, transportation assistance, and parking passes to disproportionately impacted students. Student Equity assists identified students with critical course expenses such as CPR masks, TB test fees, health identification cards, fingerprinting fees, etc. We have a food pantry and needs-based student housing as well.

**Goal 3.5** – Increase the number of employees receiving professional development in areas that directly impact and are aligned with the Guided Pathways implementation at Imperial Valley College.

Student Success and Support Program will provide professional development for faculty and staff in order to promote advocacy for the unique needs of ESL students. SSSP will provide professional development supporting the design and implementation of the Guided Pathways at IVC for faculty, staff, students, and administrators.

Student Equity will provide professional development for faculty and staff in order to promote advocacy for the unique needs to ESL students. Student Equity will provide professional development relevant to the needs of the College's disproportionately impacted student population. These professional development opportunities will be provided for faculty, staff, students, and administrators.

The Basic Skills Committee will provide professional development regarding English, reading, Mathematics, and ESL curricula. The professional development opportunities addressing the needs of Basic Skills students will be provided for faculty and staff in order to promote advocacy for the unique needs of ESL students.

### **Goal 3.5 Progress/Outcome:**

The Teaching and Learning Center (TLC) provided professional development for faculty and staff to promote advocacy for the unique needs of students. The Pathways to Student Success Committee provided professional development supporting the design and implementation of the Guided Pathways at IVC for faculty, staff, students, and administrators.

During the time this report was written, an equity institute is being offered in partnership with 3CSN and it has faculty, staff and administrators participating. Student Equity is sponsoring the professional development opportunity ([QF 1.15](#)).

**Goal 4. Ensure that learning is happening with intentional outcomes.**

At the 6 June 2018 meeting of the Academic Senate, the senators approved a resolution to reorganize the SLO Committee into a campus-wide Outcomes and Assessment. During the fall semester of 2018, the proposed reorganization was reviewed by other campus constituencies who would be affected by the wider reaching committee.

The proposed Outcomes and Assessment is designed to (in part):

- provide support and training,
- recommend and provide samples of effective assessment tools,
- provide training and assistance to correctly and effectively use current campus outcomes-related practices, and
- ensure that operational outcomes and student learning outcomes are connected to the Strategic Educational Master Plan Goals and Strategies.

The new Outcomes and Assessment Committee will be staffed and begin work in the fall of 2019. The restructured committee will receive training in their new responsibilities. This training will be provided by the Institutional Researcher and the SLO Coordinator.

Responsible Parties: The Vice President for Academic Services, Institutional Researcher, and SLO Coordinator.

Deadline: The SLO Coordinator will begin making twice yearly reports to the Academic Senate (student learning outcomes) and College Council (operational outcomes) on the campus assessment status beginning in November 2020 in accordance with Standard I.B.# - “The institution establishes institution-set standards for student achievement appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and *publishes this information.*”

**Goal 4 Progress/Outcome:**

The new Outcomes and Assessment Committee was created and began work in the fall of 2019. The restructured committee received training in their new responsibilities which focused on ACCJC’s Recommendation 1 and the applicable Accreditation Standards related to student learning outcomes ([PL 1.22](#)).

The SLO Coordinator began making twice a year reports to the Academic Senate and College Council and now to the ICC on student learning outcomes and operational outcomes beginning in November 2020 in accordance with Standard I.B.3 – “The

institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information” ([PL 1.12](#), [PL 1.13](#), [PL 1.14](#), [PL 1.15](#), [PL 1.16](#)).

## FISCAL REPORTING

A full copy of the 2022 ACCJC Annual Fiscal Report submitted by the College on April 7, 2022, is depicted beginning on the next page ([FR 1.01](#)).



**Annual Fiscal Report**  
**California Community College**  
Reporting Year: 2020-2021  
**Final Submission**  
04/07/2022

Imperial Valley College  
380 E. Aten Road  
Imperial, CA 92251

**General Information**

#	Question	Answer
1.	Confirm College Information	<b>Confirmed</b>
2.	District Name: Is the college a single college district?	<b>Imperial Community College District</b> <b>Yes</b>
<b>2. Additional Information:</b> If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d respectively.		
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	<b>Cesar Vega</b> <b>Vice President of Administrative Services</b> <b>(760) 355-6241</b> <b>cesar.vega@imperial.edu</b> <b>Cesar Vega</b> <b>Vice President of Administrative Services</b> <b>(760) 355-6241</b> <b>cesar.vega@imperial.edu</b>
<b>3. Additional Information:</b> The District CBO email address will be copied on the final report once it has been approved by the CEO		

**DISTRICT DATA (including single college organizations) Revenue**

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)																																
		FY 18/19	FY 19/20	FY 20/21																												
4.	a. Total Unrestricted General Fund Revenues (excluding account 8900)	<b>\$ 52,473,105</b>	<b>\$ 62,374,328</b>	<b>\$ 59,104,048</b>																												
	b. Other Unrestricted Financing Sources (Account 8900)	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>																												
	i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (two largest components, if applicable):																															
	<table border="1"> <thead> <tr> <th>Year</th> <th>Description</th> <th>Amount</th> <th>Sustainable/One-time</th> </tr> </thead> <tbody> <tr> <td><b>FY 18/19</b></td> <td></td> <td><b>\$ 0</b></td> <td></td> </tr> <tr> <td><b>FY 18/19</b></td> <td></td> <td><b>\$ 0</b></td> <td></td> </tr> <tr> <td><b>FY 19/20</b></td> <td></td> <td><b>\$ 0</b></td> <td></td> </tr> <tr> <td><b>FY 19/20</b></td> <td></td> <td><b>\$ 0</b></td> <td></td> </tr> <tr> <td><b>FY 20/21</b></td> <td></td> <td><b>\$ 0</b></td> <td></td> </tr> <tr> <td><b>FY 20/21</b></td> <td></td> <td><b>\$ 0</b></td> <td></td> </tr> </tbody> </table>	Year	Description	Amount	Sustainable/One-time	<b>FY 18/19</b>		<b>\$ 0</b>		<b>FY 18/19</b>		<b>\$ 0</b>		<b>FY 19/20</b>		<b>\$ 0</b>		<b>FY 19/20</b>		<b>\$ 0</b>		<b>FY 20/21</b>		<b>\$ 0</b>		<b>FY 20/21</b>		<b>\$ 0</b>				
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<b>4. Additional Information:</b> ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue. ACCJC will count HEERF funds as sustainable for 2020-21. Transfers-in from OPEB trusts are not sustainable; list as one-time.																																
5.	(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)																															
		FY 18/19	FY 19/20	FY 20/21																												

a. Net (Adjusted) Unrestricted General Fund Beginning Balance	\$ 11,911,970	\$ 11,957,353	\$ 14,330,605
b. Net Unrestricted General Fund Ending Balance, including transfers in/out	\$ 11,829,299	\$ 14,330,605	\$ 19,134,929

**5. Additional Information:**  
a. use adjusted beginning fund balance from CCFS 311 Annual  
b. This amount is the amount reported on the CCFS 311 report after transfers in/out

**Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)**

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 18/19	FY 19/20	FY 20/21
a. Total Unrestricted General Fund Expenditures (including account 7000)	\$ 52,555,776	\$ 60,001,076	\$ 54,298,294
b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	\$ 41,795,234	\$ 44,661,774	\$ 44,251,512
6. c. Other Unrestricted General Fund Outgo (6a - 6b)	\$ 10,740,542	\$ 15,339,302	\$ 10,046,782
d. Unrestricted General Fund Ending Balance	\$ 11,829,999	\$ 14,330,605	\$ 19,134,929
e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 21/22 with a deficit?			N/A
i. If yes, what is the estimated unrestricted deficit?			

**6. Additional Information:**  
d. 6.d. same as 5.b., which includes transfers in/out

**Liabilities - Debt**

7.	Did the District borrow funds for cash flow purposes?	FY 18/19 No	FY 19/20 No	FY 20/21 No
8.	Total Borrowing/Total Debt — Unrestricted General Fund	FY 18/19	FY 19/20	FY 20/21
a.	Short-Term Borrowing (TRANS, etc)	\$ 0	\$ 0	\$ 0
b.	Long-Term Debt (COPs, Capital Leases, other long-term borrowing):	\$ 0	\$ 0	\$ 0

**8. Additional Information:**  
a. list total short-term Unrestricted General Fund Borrowing/Debt  
b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)

9.	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	FY 18/19 No	FY 19/20 No	FY 20/21 No
	b. What type(s)			
	c. Total amount	\$ 0	\$ 0	\$ 0

10.	Debt Service Payments (Unrestricted General Fund)	FY 18/19 \$ 0	FY 19/20 \$ 0	FY 20/21 \$ 0
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**10. Additional Information:**  
This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments

**Other Post Employment Benefits**

11.	(Source: <b>Most recent GASB 74/75 OPEB Actuarial Report</b> )	FY 20/21
a.	Total OPEB Liability (TOL) for OPEB	\$ 69,718,732
b.	Net OPEB Liability (NOL) for OPEB	\$ 67,508,641

c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	<input type="text" value="0.032 %"/>
d. NOL as Percentage of OPEB Payroll	<input type="text" value="233 %"/>
e. Service Cost (SC)	<input type="text" value="\$ 976,443"/>
f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	<input type="text" value="\$ 3,552,182"/>

**11. Additional Information:**

Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.

12. Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy)	<input type="text" value="06/30/2019"/>
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13.	a. Has an irrevocable trust been established for OPEB liabilities?	<input type="text" value="Yes"/>		
		FY 18/19	FY 19/20	FY 20/21
	b. Amount deposited into OPEB Irrevocable Trust	<input type="text" value="\$ 2,946,734"/>	<input type="text" value="\$ 2,082,762"/>	<input type="text" value="\$ 642,484"/>
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>	<input type="text" value="\$ 0"/>
	d. OPEB Irrevocable Trust Balance as of fiscal year end	<input type="text" value="\$ 3,205,504"/>	<input type="text" value="\$ 5,500,943"/>	<input type="text" value="\$ 7,003,303"/>
e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2020/21?	<input type="text" value="No"/>			

**13. Additional Information:**

b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit, and trust is referred to as Fiduciary Trust or Plan Fiduciary.  
e. If "yes", that description and amount should be reported in 4.b.i. for FY 20/21

**Cash Position**

14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted-accounts 9100 through 9115)	FY 18/19	FY 19/20	FY 20/21
		<input type="text" value="\$ 17,011,434"/>	<input type="text" value="\$ 17,173,926"/>	<input type="text" value="\$ 17,303,647"/>
15.	a. Does the district prepare cash flow projections during the year?	<input type="text" value="Yes"/>		
	b. Does the district anticipate significant cash flow issues during 21/22?	<input type="text" value="No"/>		

**15. Additional Information:**

b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted GF revenues

**Annual Audit Information**

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	<input type="text" value="02/28/2022"/>		
	<b>NOTE:</b> Audited financial statements are due to the ACCJC no later than April 8, 2022. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.			
17.		FY 18/19	FY 19/20	FY 20/21
	a. List the number of audit findings (financial statement, federal compliance, and state compliance) for each year. (Enter 0 if none):	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
	b. From Summary of Auditors Results (Annual Audit) for 2020-21 (this is usually a single page at the beginning of the Findings and Questioned Costs section):			
	<u>Financial Statements</u>			
	i. Type of auditor's report issued	<input type="text" value="Unmodified"/>		
ii. Internal Control Material Weaknesses identified	<input type="text" value="No"/>			

iii. Internal Control Significant Deficiencies identified	<input type="text" value="No"/>
<b>Federal Awards</b>	
i. Type of auditor's report issued on compliance	<input type="text" value="Unmodified"/>
ii. Internal Control Material Weaknesses identified	<input type="text" value="No"/>
iii. Internal Control Significant Deficiencies identified	<input type="text" value="No"/>
iv. Qualified as low-risk auditee	<input type="text" value="Yes"/>
<b>State Awards</b>	
i. Type of auditor's report issued on compliance	<input type="text" value="Unmodified"/>
If qualified, how many state programs were qualified	<input type="text" value="N/A"/>
ii. Internal Control Material Weaknesses identified	<input type="text" value="No"/>
iii. Internal Control Significant Deficiencies identified	<input type="text" value="No"/>

**Other District Information**

		FY 18/19	FY 19/20	FY 20/21
18.	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	7,451	7,450	7,450
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	7,450	7,659	6,477

**18. Additional Information:**

- a. Resident FTES only.  
b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.

		FY 18/19	FY 19/20	FY 20/21
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	9	31	58

**19. Additional Information:**

- d. If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.

20.	a. During the report year, did the district settle any contracts with employee bargaining units?	<input type="text" value="No"/>
	b. Did any negotiations remain open?	<input type="text" value="No"/>
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	<input type="text" value="N/A"/>

**College Data**

**NOTE:** For a single college district the information is the same that was entered into the District section of the report.

		FY 18/19	FY 19/20	FY 20/21
21.	a. Final Adopted Budget - budgeted Full Time Equivalent Students (FTES) (Annual Target)	7,451	7,450	7,450
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	7,450	7,659	6,477
	c. Is the college experiencing enrollment decline in the current (21/22) year?	<input type="text" value="Yes"/>		
	i. If yes, what is the estimated FTES decline?	<input type="text" value="-352"/>		

**21. Additional Information:**

- For a single college district the information is the same that was entered into the District section of the report.

		FY 18/19	FY 19/20	FY 20/21
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	\$ 52,473,105	\$ 62,374,328	\$ 59,104,048

		FY 18/19	FY 19/20	FY 20/21
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	\$ 52,555,776	\$ 60,001,076	\$ 54,298,294
<b>23. Additional Information:</b> For a college within a multi-college District, include District allocated costs.				
		FY 18/19	FY 19/20	FY 20/21
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	\$ 11,829,999	\$ 14,330,605	\$ 19,134,929
		FY 18/19	FY 19/20	FY 20/21
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	23.8 %	23.9 %	23.6 %
		Cohort Year 2016	Cohort Year 2017	Cohort Year 2018
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	0 %	0 %	0 %

#### District and College Data

27.	a. Were there any executive or senior administration leadership changes at the College or District during the most recent report year, including June 30? List for the District and for the College.	Yes
	b. Please describe the leadership change(s)	<b>The Vice President of Administrative Services (CBO) resigned in May, 2021. The Chief Human Resources Officer (CHRO) was appointed the fiscal duties and the Chief Technology Officer (CTO) was appointed the facilities and construction duties, both on an interim basis.</b>
	c. How many executive or senior administration positions have been replaced with an interim, or remain vacant, as of 6/30/2021?	1
<b>27. Additional Information:</b> Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.		

The data included in this report are certified as a complete and accurate representation of the reporting college.

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## Imperial Valley College Glossary of Acronyms

AAT	Associate of Arts for Transfer
ACCJC	Accrediting Commission for Colleges and Junior Colleges
AP	Administrative Procedure
APR	Annual Program Review
ASG	Associated Student Government
BP	Board Policy
CART	Continuous Accreditation Readiness Committee
CBA	Collective Bargaining Agreement
COR	Course Outline of Record
CPR	Comprehensive Program Review
CSU	California State University
CTE	Career Technical Education
ESL	English as a Second Language
FT	Full Time
GP	Guided Pathways
GPA	Grade Percentage Average
HR	Human Resources
IC	Imperial County
ICC	Integrated Consultation Council
IEDC	Institutional Effectiveness and Development Committee
ISS	Institution Set Standards
ISSC	Integrated Student Success Committee
IVC	Imperial Valley College
LCP	Learning and Career Pathways
OAC	Outcomes and Assessment Committee
OIR	Office of Institutional Research
PD	Professional Development
PLO	Program Learning Outcomes
PRC	Program Review Committee
PRMC	Public Relations and Marketing Committee
PSSC	Pathways to Student Success Committee
SEMP	Strategic Educational Master Planning Committee
SLO	Student Learning Outcomes
TLC	Teaching and Learning Center
TPC	Technology Planning Committee
UC	University of California

## EVIDENCE LIST

### Report Preparation

RP 1.01	CART Minutes 02-18-21
RP 1.02	CART Minutes 03-18-22
RP 1.03	CART Minutes 04-29-22
RP 1.04	CART Minutes 05-20-22
RP 1.05	IEDC Minutes 04-05-22
RP 1.06	IEDC Minutes 05-03-22
RP 1.07	Academic Senate Minutes 05-04-22
RP 1.08	ICC Minutes 04-08-22
RP 1.09	ICC Minutes 05-13-22
RP 1.10	CART Minutes 09-16-22
RP 1.11	CART Minutes 10-21-22
RP 1.12	IEDC Minutes 11-01-22
RP 1.13	Academic Senate Minutes 11-02-22
RP 1.14	ICC Minutes 11-04-22
RP 1.15	Board Minutes 11-16-22
RP 1.16	CART Minutes 11-18-22
RP 1.17	Academic Senate Minutes 12-07-22
RP 1.18	IEDC Minutes 12-06-22
RP 1.19	ICC Minutes 12-02-22
RP 1.20	Board Minutes 02-15-23

### Plans Arising from the Self-Evaluation Process

PL 1.01	OAC Minutes 04-13-21
PL 1.02	OAC Minutes 05-11-21
PL 1.03	OAC Minutes 10-12-21
PL 1.04	OAC Minutes 11-09-21
PL 1.05	OAC Minutes 04-12-22
PL 1.06	CART Minutes 04-03-20
PL 1.07	CART Minutes 05-01-20
PL 1.08	SEMPC Minutes 03-05-21
PL 1.09	SEMPC Minutes 04-02-21
PL 1.10	PRC Minutes 09-15-22
PL 1.11	PRC Minutes 11-17-22
PL 1.12	Academic Senate Minutes 03-03-21
PL 1.13	Academic Senate Minutes 03-31-21
PL 1.14	Academic Senate Minutes 05-19-21
PL 1.15	Academic Senate Minutes 10-20-21

PL 1.16	Academic Senate Minutes 06-01-22
PL 1.17	OAC Trainings Flyer
PL 1.18	Nuventive Assignment Email
PL 1.19	Academic Senate Minutes 05-01-19
PL 1.20	OAC Minutes 09-09-19
PL 1.21	CART Minutes 09-17-19
PL 1.22	OAC Minutes 10-14-19
PL 1.23	Board Minutes 01-16-19
PL 1.24	PRMC Minutes 09-18-19
PL 1.25	Board Minutes 05-20-20
PL 1.26	Board Minutes 06-16-21
PL 1.27	ENGL 055 COR
PL 1.28	ENGL 105 COR
PL 1.29	Curriculum Minutes 09-28-22
PL 1.30	MATH Support Courses CORs
PL 1.31	ESL 106 COR
PL 1.32	ESL 107 COR
PL 1.33	Curriculum Minutes 12-08-21
PL 1.34	ESL 108 COR
PL 1.35	2022-23 General Catalog – Transfer of Credit
PL 1.36	Articulation Agreements and Partnerships Website
PL 1.37	2018-19 Program Review Evaluation
PL 1.38	2019-20 Program Review Evaluation
PL 1.39	SEMPC Minutes 09-06-19
PL 1.40	SEMPC Minutes 04-02-21
PL 1.41	2021-22 Program Review Timeline
PL 1.42	TPC Minutes 10-12-18
PL 1.43	BP 3723 Accessibility of Info and Communication Tech
PL 1.44	AP 3723 Accessibility of Info and Communication Tech
PL 1.45	TPC Agenda 03-13-20
PL 1.46	AP 3720 Computer and Network Use
PL 1.47	New Password Policy
PL 1.48	TPC Minutes 11-13-20
PL 1.49	Updated Password Policy
PL 1.50	TPC Minutes 05-05-22
PL 1.51	TPC Agenda 06-02-22



## **Institutional Reporting on Quality Improvements**

### **Response to Recommendation for Improvements**

#### **Recommendation 3**

PL 1.23	Board Minutes 01-16-19
R3 1.01	Annual Report
R3 1.02	Board Minutes 12-16-20
R3 1.03	IVC Accreditation Website
R3 1.04	OIR Website
R3 1.05	Dashboards Website
R3 1.06	Fact Book Website
R3 1.07	Student Demographics Website
R3 1.08	Reports Website
R3 1.09	Student Right to Know Rates Disclosure
R3 1.10	BoardDocs Website

#### **Recommendation 4**

R4 1.01	2021-2024 FT Faculty CBA Article 10.5.1
R4 1.02	FT Faculty Evaluations Fall 2020-21
R4 1.03	Administrator Evaluations Fall 2021-22
R4 1.04	Classified Employee Evaluations 2020-21

#### **Recommendation 5**

R5 1.01	PD Plan 2020-25
R5 1.02	PD Evaluation Form
R5 1.03	PD Activity Tracking Form
R5 1.04	BP 7160 Professional Development

## **Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards**

### **Student Learning Outcomes (Standard I.B.2)**

PL 1.18	Nuventive Assignment Email
SL 1.01	Fall 2021 Program Review Cycles and Timelines
SL 1.02	Studio Arts AAT CPR-Budget Enhancement Request
SL 1.03	Program PLO and Dept SLO Assessment Status
SL 1.04	Dept SLO Assessment Overview/Program PLO Assessment Summary

### **Institution Set Standards (Standard I.B.3)**

IS 1.01	2022 ACCJC Annual Report
IS 1.02	ISS 04-16-21
IS 1.03	AP 3225 Institutional Effectiveness
IS 1.04	ISS Task Force Notes 03-30-21
IS 1.05	ISS Task Force Notes 04-08-22
IS 1.06	PRC Minutes 09-15-22
IS 1.07	Career Services Center Core Services
IS 1.08	ISS Task Force Final Recommendations Fall 2022
IS 1.09	Academic Senate 05-04-22
IS 1.10	Board Minutes 11-17-21
IS 1.11	IC Labor Force-Industry Employment Estimates May 2022
IS 1.12	IC Labor Force-Industry Employment Estimates October 2022
R3 1.08	Reports Website

### **Report on the Outcomes of the Quality Focus Projects**

IS 1.02	ISS 04-16-21
PL 1.12	Academic Senate Minutes 03-03-21
PL 1.13	Academic Senate Minutes 03-31-21
PL 1.14	Academic Senate Minutes 05-19-21
PL 1.15	Academic Senate Minutes 10-20-21
PL 1.16	Academic Senate Minutes 06-01-22
PL 1.22	OAC Minutes 10-14-19
PL 1.27	ENGL 055 COR
PL 1.28	ENGL 105 COR
PL 1.29	Curriculum Minutes 09-28-22
PL 1.30	MATH Support Courses CORs
PL 1.31	ESL 106 COR
PL 1.32	ESL 107 COR
PL 1.34	ESL 108 COR
QF 1.01	Academic Senate Minutes 10-04-17
QF 1.02	Learning and Career Pathways Website
QF 1.03	Board Minutes 02-09-19
QF 1.04	PSSC Minutes 03-25-19
QF 1.05	Curriculum Minutes 05-08-19
QF 1.06	ASG Minutes 05-20-19
QF 1.07	Curriculum Minutes 05-22-19
QF 1.08	Academic Senate Minutes 06-15-19
QF 1.09	PSSC Minutes 05-18-20
QF 1.10	Board Minutes 06-09-21
QF 1.11	GP Retreat Agenda 09-20-19

QF 1.12	Board Minutes 02-16-22
QF 1.13	ESL Department Website
QF 1.14	Academic Senate Minutes 05-18-22
QF 1.15	Equity Leadership Institute Invitation
R3 1.05	Dashboards Website

**Fiscal Reporting**

FR 1.01	2022 ACCJC Annual Fiscal Report
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