Imperial Valley College

IMPERIAL VALLEY COLLEGE

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Institutional Self Evaluation Report in Support of Reaffirmation of Accreditation

December 13, 2012

Barbara A. Beno, Ph.D.
President
Accrediting Commission for Community and Junior Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949

Re: Imperial Community College District's Institutional Self Evaluation Report in Support of Reaffirmation of Accreditation

Dear Dr. Beno,

It is my pleasure to present the College's 2013 Institutional Self Evaluation Report in Support of Reaffirmation of Accreditation. This self-study not only represents the extensive involvement and work of faculty, classified staff, administrators and students, but provides a thorough analysis of the college as reflected within the ACCJC Accreditation Standards.

This process began two years ago with the formation of a special committee made up of a cross section of our campus constituencies. This "Continuous Accreditation Steering Committee" or CART was tasked with consistent monitoring of Accreditation Standards and compiling evidence in an ongoing basis.

This Self Study contains the work product of the CART. The Study itself has been completed by teams of faculty, staff, students and administrators working in a collaborative manner to assess the college against the Accreditations Standards and sub standards. This document represents the work of these teams and support staff. It contains more than 800 individual pieces of evidence.

As we are sure you are aware, the current financial crisis in California has not left the Imperial Community College District untouched. This midterm Self Study has been prepared in an environment of concern and uncertainty regarding the financial health of the College. In light of those realities, Imperial Valley College voluntarily commissioned the services of the of the state's Fiscal Crisis Management Assessment Team (FCMAT) in April 2012. The team provided its report and recommendations to IVC on December 3 after an extensive evaluation of all aspects of our college's fiscal situation.

Over the past six years our college has restructured its planning process, reorganized our divisions and departments with an eye to improving the overall effectiveness of our institution and has provoked an atmosphere of change. FCMAT's comprehensive analysis contains more than 70 individual recommendations that will become the foundation in developing a new district-wide

strategic vision regarding programs and services that should be offered, re-designed, added or deleted to sustain the college's long-term financial solvency in this new fiscal reality we face.

Keeping our focus clearly on service to the community and improvement of student learning continues to be the destination toward which we are moving. On behalf of the College, I present this 2013 Institutional Self Evaluation Report in Support of Reaffirmation of Accreditation. All of us at the College await your review and visit.

Should you have any questions, please contact me at 760.355.6219.

Sincerely,

Victor M. Jaime, Ed.D.
Superintendent/President

IMPERIAL VALLEY COLLEGE

**Institutional Self Evaluation Report
in Support of
Reaffirmation of Accreditation**

December 12, 2012

**Submitted by:
Imperial Valley College
P.O. Box 158
380 East Aten Road
Imperial, CA 92251-0158**

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

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IMPERIAL VALLEY COLLEGE

CERTIFICATION OF THE INSTITUTIONAL SELF EVALUATION REPORT
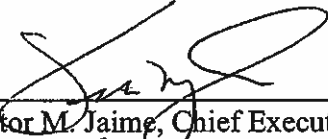
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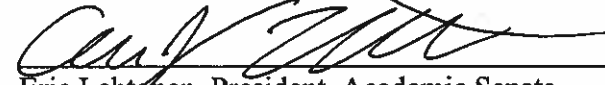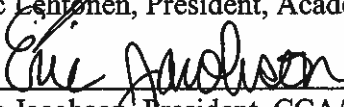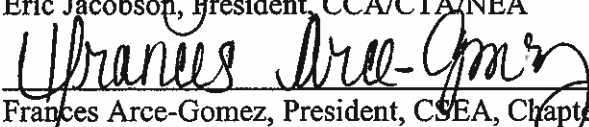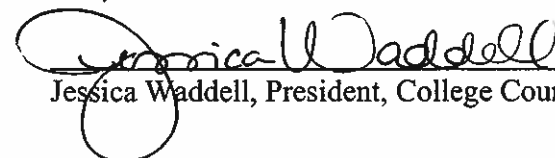
TO: Accrediting Commission for Community and Junior Colleges
                Western Association of Schools and Colleges

FROM: Imperial Community College District
                Imperial Valley College
                380 East Aten Road
                P.O. Box 158
                Imperial, CA 92251

This Institutional Self Evaluation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

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

Signed:

_____   12/12/12
Victor M. Jaime, Chief Executive Officer   Date

_____   12-12-12
Rudy Cardenas, Jr., President, District Board of Trustees   Date

_____   12-12-12
Lisa Tylenda, President, Associated Student Government   Date

_____   12-12-12
Eric Lehtonen, President, Academic Senate   Date

_____   12-12-12
Eric Jacobson, President, CCA/CTA/NEA   Date

_____   12/12/12
Frances Arce-Gomez, President, CSEA, Chapter 472   Date

_____   12/12/12
Jessica Waddell, President, College Council   Date

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TABLE OF CONTENTS

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Introduction

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INTRODUCTION

History of the College
Imperial Valley College celebrates its 50th anniversary in 2012. The opening of the IVC campus in September of 1962 was the culmination of years of hard work by visionary citizens to finance and build a freestanding community college in Imperial County.

Work to establish what today is the Imperial Community College District had originated three years before the opening of the IVC campus. The State Department of Education approved a recommendation on July 10, 1959, to establish a community college district in Imperial County. The Imperial County Superintendent of Schools then set a date for an election at which all qualified voters residing within the boundaries of the seven high school and unified school districts were eligible to vote. The election was held on October 6, 1959; and by an overwhelming vote, the Imperial Valley Junior College District was established. This was followed by the election of the first Board of Trustees, one from each of the seven high school or unified school districts served by the Imperial Junior College District.

Approval for construction of a campus followed in 1960 when district residents set an all-time state record, voting by a ratio of thirteen to one in favor of bonds to finance a new IVC campus on Aten Road.

But even though the grand opening of the main campus in 1962 signaled a new era for higher education in the Imperial County, IVC's roots run even deeper into the county's heritage. In September 1922, exactly 40 years before the opening of the new campus, classes of Central Junior College began on the grounds of Central Union High School in El Centro. Two years later, in the fall of 1924, instruction began at a second college, Brawley Junior College, on the grounds of Brawley Union High School.

Under the administration of the Central Union High School District, IVC gained recognition as an accredited institution of higher education. As the institution grew with the community, this growth was reflected in the steady rise in enrollment and in the diversity of courses and curricula.

Central Junior College first conferred the Associate in Arts degree in 1934. Enrollment increased in both schools until World War II, when attendance dropped sharply. Brawley Junior College was forced, by lack of attendance, to discontinue classes at the close of the 1947 school year.

In the fall of 1951, Central Junior College students petitioned the Central Union High School Board of Trustees for a more representative name for the college because it was now serving students from all of the Imperial Valley. The board agreed to change the college's name to Imperial Valley College.

When IVC and the new college district finally received its own campus in 1962, it was basic. The facility consisted of a library, science laboratories, fine arts rooms, a student activities

building, academic classrooms, administration and faculty offices, social science rooms, physical education shower and locker rooms, and agricultural education classrooms and shop. Over the next two decades, additional buildings were funded from various sources.

A steady growth pattern began in April 1967 with the addition of a gymnasium that was designed to house sporting and theater events. It was dedicated on May 26, 1996, as the John A. "Buck" DePaoli Sports Complex in honor of the late John A. "Buck" DePaoli who served IVC for 30 years, of which 14 years were as Superintendent/President.

The Meyer Center for Business and Commerce was dedicated February 20, 1972, at ceremonies commemorating the 10th anniversary of the Imperial Community College District.

Other major building projects that followed included:

*   The Associated Students Activities Building, 1971;

*   The Spencer Library Media Center, in 1975, named in honor of the late Terrel Spencer, President Emeritus and IVC's second President;

*   The Swimming Pool Complex, 1975;

*   The Preschool, 1981.

In November 1986, Imperial Valley College began construction of a 17,500 square foot, fully state-funded building that now houses Health Technologies programs as well as the Disabled Students Program and Services. The $2.2 million project was completed at the end of 1987, which was also the 25th anniversary of the opening of the Imperial Valley College campus.

IVC passed its second General Obligation bond in 1987: A $2.5 million measure that allowed the college to do major campus refurbishing and other general improvements including the opening of an extended-campus center in El Centro; rejuvenating classrooms, the library, the college center, the counseling center, the print shop; doubling the size of the Meyer Center for Business and Commerce; and computerizing the energy control system.

In May 1999, the Spencer Library Media Center opened a 4,200 square foot addition funded by the State of California that houses the Learning Center and Tutoring Center. The $1,000,000 project included a complete renovation of the existing library.

In April 2002, the Jean Raulston Reading/Writing Lab was relocated to the newly constructed 2600 building, sharing space there with the Pauline Benoit Rice Language Lab.

The Childhood Education Center celebrated its grand opening on October 28, 1991, and the Infant Care Center was built and opened for service in June of 1999.

Thanks to the passage of two additional board measures (in 2004 and 2010), the IVC campus is marking its 50th Anniversary with a dramatic transformation, adding facilities as it redefines itself as an institution committed to both sustainability and mobility for future generations.

This milestone was recognized in 2010 when Imperial Valley College received the Compass Blueprint Excellence Award for Visionary Planning for Prosperity by the Southern California Association of Governments. IVC was one of four projects in Southern California to receive a 2010 Excellence Award and was the only community college to receive one.

Compass Blueprint Recognition Awards are presented annually by SCAG in recognition of projects that demonstrate excellence and achievement in the four key elements of Compass Blueprint planning: Livability, Mobility, Prosperity and Sustainability.

This award-winning expansion plan is drastically changing the footprint of IVC. Xeriscape landscaping and people-scaled features have not only altered the aesthetics of this campus, but have redefined the pivotal role integrated uses can play with the incorporation of expanded public transit facilities.

Funding for these projects has come through a variety of sources, including the $58.6 million Measure L bond issue passed in 2004 and the $80 million Measure J measure passed in 2010.

Transportation improvements have been funded in partnership with the U.S. Department of Transportation and the Imperial County Transportation Commission (ICTC). IVC and the ICTC have partnered to develop new transit centers on campus which have improved the safety and security of transit riders. Other circulation improvements have included two new entrances to the campus.

The most significant new building in this expansion is the 2700 building. It is a 70,000 square foot, two-story, classroom and laboratory building that opened to students in January 2010. This building became the first LEED certified science building (silver) in Southern California and the first publicly-owned LEED certified building in Imperial County.

As fall 2011 came to a close, the groundbreaking on two new Measure J-funded Career Technical Education (CTE) buildings took place west of the 2700 building. These CTE buildings will be home to classrooms that will be training our residents for the careers of the future, including alternative energy development, law enforcement, emergency medical technician, and automotive technology. The buildings are also being built to LEED standards.

IVC is located east of the city of Imperial on a 160-acre plot next to Highway 111, the main north-south route into Mexicali, Baja California, Mexico. The campus sits at the center of Imperial County and is within reasonable commuting distance of all communities in the Valley.

The Imperial Community College District includes all of Imperial County except a small area in the northwest corner that is a part of the Desert Community College District.

The following Superintendent/Presidents have served the District and College since its formation:

Milo P. Johnson 1960-1963
Dr. Terrel Spencer 1963-1978
Dr. Dan Angel 1978-1981
Dr. John A. DePaoli 1981-1995
Dr. Gilbert M. Dominguez 1996-2002
Dr. Paul Pai 2003-2007
Dr. Ed Gould 2008-2011
Dr. Victor Jaime 2012-present

Over time, IVC has grown and adapted to meet the circumstances and challenges of a changing region. Serving the post-secondary educational needs of the community has remained the core responsibility through this half century.

IVC today serves a county of 175,000 residents over a rural, agriculture-based area comprising more than 4,600 square miles. The college enrolls approximately 8,000 students each semester, receiving graduates from seven feeder high school districts. Approximately 62 percent of the graduating seniors enroll at IVC immediately after graduation.

Over the years, IVC's mix of students has changed to reflect the demographic and economic base of its service area. Today more than 80 percent of its students are Latino and many are first generation college students.

The economic base of Imperial County has also been in transition. Fifty years ago, Imperial County was primarily an agricultural region. While agriculture today is still a significant industry, the region's top employers today are in various governmental sectors. Within the past three years, there has been a burgeoning renewable energy industry including solar, wind, and geothermal power producing plants.

Imperial Valley College plays a critical role in providing a trained workforce for an area that has been called the "Capital of the Great Recession." This region's unemployment rate has consistently been the highest in United States over the past four years.

The college prepares many law enforcement students for jobs with Homeland Security, including Border Patrol, US Customs, and Immigration Services. State and local law enforcement agencies also rely on IVC as its primary source of educated employees. IVC's Allied Health program, using sophisticated mannequins and other high tech equipment, works closely with area hospitals and other medical providers to provide competent allied healthcare workforce and nurses at several levels of certification.

In recent years, IVC has taken the initiative through the B-Green grant to integrate itself with the burgeoning alternative energy industry. An expanding geothermal industry, along with an exploding solar photovoltaic and wind generating capacity will find qualified workers among IVC's future graduates.

As a feeder college to the nearby SDSU Imperial Valley Campus, IVC gives local residents their foundational education for becoming teachers and administrators, among other majors.

Through its wide-ranging transfer majors, including computer science, business, and behavioral and social science degrees, IVC has trained generations of local professionals and technicians. Studies have shown that graduates holding Associates Degrees generally earn $8,150 more per year than those with just a high school diploma and twice as much than a worker without a high school diploma.

A 2010 economic analysis shows that the total economic impact of IVC on Imperial County over the next decade will exceed $5.9 billion with an average annual economic impact over the same period of $456.6 million. This includes the new construction projects to build as per the ten year facilities plan. One in seven jobs in Imperial County has some connection to IVC, including direct college employees, student workers and graduates of IVC who are in the local workforce.

Like most community colleges, IVC has experienced rapid growth coupled with declining fiscal resources since 2004. In 2009, a Strategic Plan was developed that prioritized short-term and long-term goals of the institution. The plan established priorities and designated resources for achieving those priorities. The strategic planning process also updated the IVC Facilities Master Plan. This all-inclusive framework enables the college to identify the most critical and campus-wide priorities and strategic goals.

As the campus community looks forward to 2013, Imperial Valley College still occupies 160 acres of former farmland that itself was reclaimed from the empty desert in the first decades of the 20th century. Today IVC is an oasis of learning, an attractive, inviting campus where students have access to cutting edge, broad-band wireless service parking lot to parking lot and cloud-based computing. Its staff works hard to bring the same inviting atmosphere into each classroom, and looks forward to celebrating another 50 years of educational leadership for Imperial County.

Institutional Effectiveness – Program Review – Student Learning Outcomes

Program Review – Sustainable Continuous Quality Improvement

Program Review has become the foundation tool used in data-driven collaborative decision-making at Imperial Valley College. The analysis of program review data informs decisions that promote academic excellence and promotes student success through faculty and staff dialogue, innovation and evaluation. The college community looks at program specific data, student learning outcomes, and environmental influences to inform decisions regarding

curricula and student support needs. The campus community through the shared governance process plans and allocates resources based on educational and student support need. Faculty review programs based on student success data, while support programs review data based on effective processes.

Imperial Valley College's Program Review has the following core objectives:

- Collect and analyze key data regarding student success indicators, student support services key indicators (number of student's served, persistence, etc.) and administrative units' process accomplishments

- Provide rationale for planning, budget, staff, facilities, curriculum and professional development decisions based on data analysis and student learning outcomes, service area outcomes aligned with program learning and institutional learning outcomes

- Align current and future program goals with the college's mission and goals

- Assist in compliance with Accreditation Standards, Federal and State law, and other legal certification requirements

The Comprehensive Program Review three-year cycle is augmented by annual program reviews that assess program goals and inform resource allocation processes. When either a comprehensive program review or annual program review analysis indicates the need for new or increased resources planning committees review the request and prioritizes that request by rank order based on established goals and institutional/program needs. A Resource Plan is generated which informs the Educational Master Plan. The Annual Program Review process is also used in times of reduced resource allocation to plan for reductions to budgeted request. The main function of the Annual Program Review process, besides review of Comprehensive Program Review goals and objectives, is to develop a planning tool for budget and resource allocations.

Using the Annual Program Review (APR) tool, programs/departments develop initial budget requests, delineating the contractual and fixed costs from the desired requests, which are submitted to their area vice president on or before the end of the fall semester. The area dean completes the first review and requests further information or adjustments, if needed. The dean forwards the APR to the area Vice President who reviews the document and accepts the review and recommendations. A summation of their review is made available by mid-February. All resource plan committees begin their review of the program review resource requests, the APR resource plan reports, and the Comprehensive Program Reviews for content pertinent to their specific resource plan. By the first of March, each resource plan committee submits its updated/revised resource plan, which includes the committee's prioritization of requests and goals, and recommendations based on predetermined criteria, all of which tie to the Educational Master Plan goals and objectives. In addition, the resource plan committees submit any recommendations for improvements to the planning process.

The Educational Master Plan Committee forwards the updated Educational Master Plan (along with the resource plans, the prioritized requests, and the recommendations) to the Budget and Fiscal Planning Committee and the Academic Senate and College Council by March 10, or early enough to ensure the item is on the agenda for a March meeting. These shared governance committees will review and recommend action as appropriate. By April 15, this portion of the planning cycle is finalized. The Chief Business Officer will then direct the date for data entry into the Banner budget module, creating the Tentative Draft Budget. Once the tentative draft budget data entry is complete and the tentative budget is evaluated and the planning cycle of the planning process begins as depicted in the chart below.

Imperial Valley College 2012-2013 Planning Process
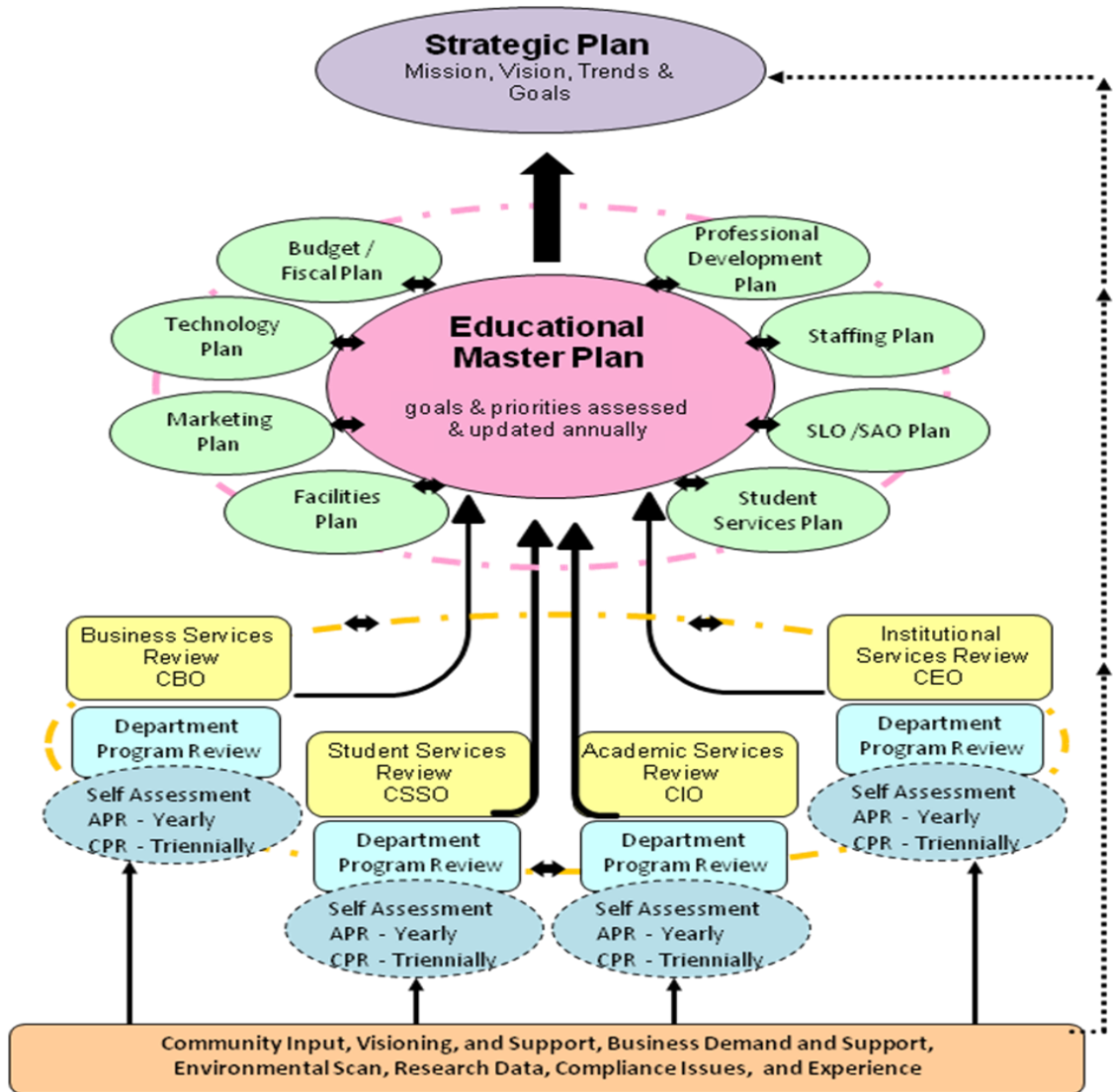
Annual Program Review (APR)   Evaluation & Validation of Planning Process
Comprehensive Program Review (CPR)   Evaluation & Validation of Programs

Program Review processes at Imperial Valley College are ongoing, systematic and used to assess and improve student learning and achievement. Per Accreditation Standards and Title V, Section 51022, Imperial Valley College has established a three-year Program Review cycle. Comprehensive Program Reviews, and the associated unit and division plans, are required every three years. Annual Program Reviews are submitted each of the ensuing two years.

Every three years, the program faculty and staff complete a Comprehensive Program Review. That is, the faculty and staff review comprehensive program specific data, analyze student and program learning outcomes, goals and additional data to develop goals and objectives for the next three years. Every year, unless completing a Comprehensive Program Review, the program will complete an Annual Program Review that assesses goals and allocates resources.

Imperial Valley College Instructional Comprehensive Program Review assesses student learning and achievement utilizing data for student success, retention rates, including those based on gender, ethnicity and age, grade distribution, certificates and degrees earned, and allows input and interpretation of other relevant data.

The college, as all of California, has faced significant fiscal challenges since the last self-study which have threatened the future of the college. As a proactive step the college sought assistance from the California Chancellor's Office to have a Fiscal Crisis Management Assistant Team (FCMAT) study done at the college. The campus community worked with FCMAT team members to complete an analysis of the college's financial processes, organization, enrollment management and program review/planning processes. Results from this study will inform future planning processes at the college and have already transformed program review processes for instructional and non-instructional processes.

In summer 2012 all instructional divisions conducted program health status program review snapshots utilizing spring 2012 data as part of the FCMAT review. These reviews revealed that several CTE programs were under enrolled and indicate that further review should be done to determine what curriculum changes should be undertaken (program redesign, redirection, or better marketing). Poor success rates in some general education courses and degrees indicate that further evaluation and dialogue should occur to improve outcomes. This method of program health will be incorporated into ongoing annual program review processes and evaluated in future reviews.

In summer 2012, non-instructional student support programs adopted a new approach to program review through process improvement team approach. Program leads meet bimonthly to review unit outcomes and develop improved processes. This approach has been successful in the early stages and will be evaluated in 2013. It is anticipated that this process will link with program review and improve institutional effectiveness.

The Program Review Process has worked well for analysis of programs and allocation of resource planning; the next step in the process for the college is to utilize the same process in decision making processes when program analysis leads to program or service resource

allocation retraction. The college's program review process is evolving and indicates that the college is at the Sustainable Continuous Quality Improvement level and will continue to evolve as the college moves forward.

<u>Student Learning Outcomes</u>

Appointed by the Academic Senate, and working closely with the Vice President for Instruction, the Student Learning Outcome Coordinator is a full-time faculty member that receives 60% reassigned time during the academic year. This time is spent supporting faculty, department chairs and division deans with the development of student learning outcomes and program learning outcomes, which are written for all degrees and certificates offered by the College. The Coordinator also assists non-teaching service areas in setting goals and collecting data through Service Area Outcomes. The position of Coordinator was established in 2008. The role of the Coordinator is to provide leadership, training, and guidance in campus-wide assessment activities – both teaching and non-teaching – that pertain to student success as defined by five Institutional Learning Outcomes (communication skills, critical thinking skills, personal responsibility, information literacy, and global awareness) and the college Mission Statement. Additional responsibilities include annual reporting, and providing assistance with the integration of assessment data into departmental Program Reviews.

The framework for defining student learning outcomes was established several years ago. Deadlines have since been instituted, and data collection/assessment plans have also been developed assuring that each course is assessed at least once in the year in which it is offered, and that all the student learning outcomes for a course are assessed over a three year period. Program learning outcomes are on a similar schedule ensuring that all identified outcomes are assessed during the three year period. Both processes lead up to, and align with, each department's comprehensive program review.

As of the 2011-2012 school year, all active courses at Imperial Valley College had identified student learning outcomes. These outcomes are included on each Course Outline of Record. During the course of the 2012- 2013 school year, the department chairs are also actively working to ensure that course outcomes are listed on the syllabus for each course. Though there is evidence of discussion amongst and between faculty regarding course level and program level outcomes, during the fall of 2012 it was decided that departments would conduct regular meetings specifically to discuss outcomes. These meetings are held in addition to monthly department meetings. The result has been a sweeping review of all previously written course level outcomes which has resulted in assessments that not only have greater validity, but are a better reflection of what faculty find to be the core knowledge in a course. In addition to working on course level outcomes, the meetings have also allowed faculty to review, discuss, and write remaining program level outcomes. As a result, all degrees and certificates offered by the college now have three program level outcomes identified. These program outcomes have been input into CurricUNET. The Office of Instruction is also working on having all program level outcomes included on certificate/major descriptions, which are published in the college catalog. All program level outcomes will be assessed by the end of the 2012-2013 school year.

To date, the Student Learning Outcome Coordinator, together with the Student Learning Outcome Committee, has:

1. developed a website to act as a resource for faculty (full-time and part-time), and for service areas;

2. met and trained faculty/departments on student learning outcomes, and program learning outcomes;

3. met with non-teaching service area coordinators to develop service area outcomes;

4. worked to develop a schedule for the assessment of course level outcomes, and program level outcomes that leads up to departmental program review.

Two areas that have been of a particular challenge have been the tracking of data submission and the creation of a permanent database for outcome and assessment data. Typically, information has been submitted to the Student Learning Outcome Coordinator through both electronic and paper forms, and this information, in turn, has been reviewed and logged as received. Unfortunately, this system, coupled with an issue with technology, resulted in the loss of some data and the misplacement of other information. This became a particular challenge when a new Student Learning Outcome Coordinator was appointed in the 2012-2013 school year. Also, though there has been discussion of creating a permanent repository, the files are still kept on one central computer and disseminated or posted as called for. This has made for a system that is not as effective or transparent as the college – both faculty and administration – would like to have. As such, the college will be implementing a new system that will accomplish both tasks: data collection and storage. To date, several options have been reviewed by a team including the Vice President for Academic Services, the Vice President for Technology, the ATLAS (technology) grant coordinator, the curriculum specialist, and the Student Learning Outcomes Coordinator. The college is looking at beginning implementation of the system in spring 2013. The use of the system will streamline the submission process making it more useable and accessible by all those responsible for the collection and submission of data. Having the data in a centralized location will also make it easier to look at trends in course/program progress as measured by learning outcomes and then be able to use that data to make decisions regarding curriculum development as well as better integration into the budget allocation process.

Demographics and Student Data

Imperial Valley College Service Area Population Density

Imperial Community College District is located in Imperial Valley, bordering Arizona and Mexico. It is part of the El Centro Metropolitan area. The college primarily serves seven cities: Brawley, Calexico, Calipatria, El Centro, Holtville, Imperial, Westmorland, as well as ten other non-incorporated cities. The population of Imperial County as reported in the 2010 Census is 174,528. The ethnic demographics reveal that roughly 80 percent of the population is of Hispanic or Latino descent. The population of Imperial County if relatively young, with

a median age of 31.9 years and 60 percent of the population under 39 years of age and one half of the population is between 15 and 49 years of age. The gender distribution is 51 percent male and 49 percent female.

Race/Ethnicity	Imperial Valley College Service Area Incorporated and Non-Incorporated cities	
	2010 Census Population	% of Population
White	23,927	13.71%
Black or African Ameican	5,114	2.93%
American Indian or African American	1,642	0.94%
Asian	2,201	1.26%
Native Hawaiian & Other Pacific Islander	87	0.05%
Hispanic Or Latino	140,271	80.37%
Two or more races	1,097	0.63%
Some Other Race Alone	189	0.11%
Total Population	174,528	

Source: U.S. Census Bureau 2010

Distribution of Ethnic Demographics
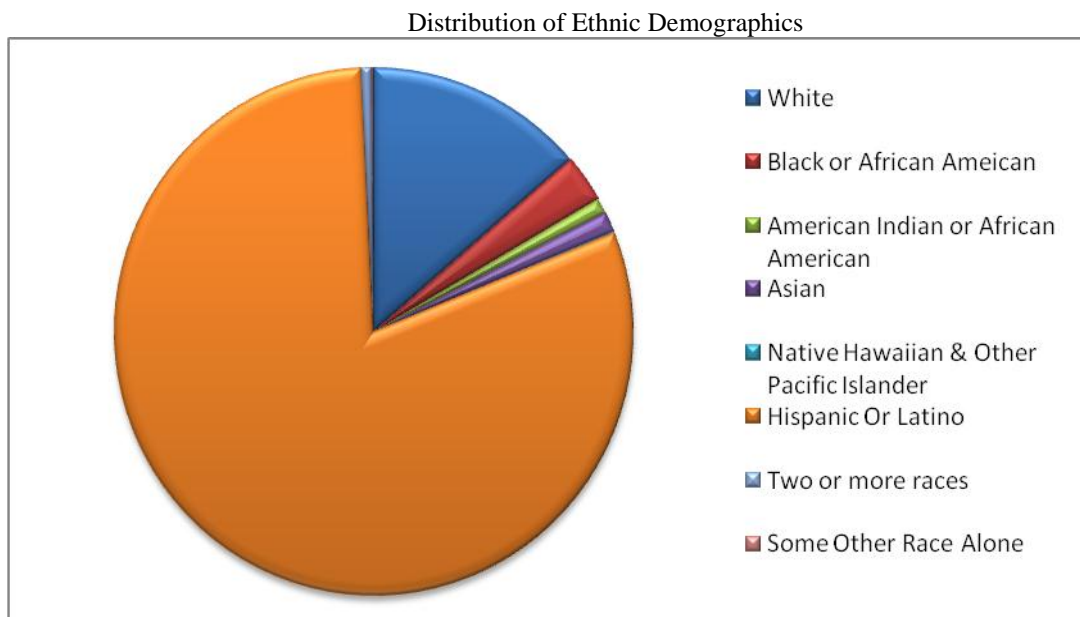
Table 1: Imperial Valley County Ethnic Demographics

Gender	Imperial Valley College Service Area Incorporated and Non-Incorporated cities	
	2010 Census Population	% of Population
Male	**89646**	**51.36%**
Male ≤ 39 years old	56120	32.16%
Female	**84882**	**48.64%**
Female ≤ 39 years old	49589	28.41%
Total Population	**174528**	

Source: U.S. Census Bureau 2010

Table 2: Imperial Valley County Gender Demographics of total population and population less than 39 years old.

Age	Imperial Valley College Service Area Incorporated and Non-Incorporated cities	
	2010 Census Population	% of Population
Under 5 years	13,526	7.75%
5 - 9 years	13,841	7.93%
10 - 14 years	14,536	8.33%
15 - 19 years	15,047	8.62%
20-24 years	13,188	7.56%
25-29 years	12,511	7.17%
30-34 years	11,686	6.70%
35-39 years	11,374	6.52%
40-44 years	11,567	6.63%
45-49 years	11,413	6.54%
50-54 years	11,084	6.35%
55-59 years	9,236	5.29%
60-64 years	7,367	4.22%
65-69 years	5,371	3.08%
70-74 years	4,420	2.53%
75-79 years	3,618	2.07%
80-84 years	2,738	1.57%
85 and older	2,005	1.15%
Total population	**174,528**	

≤ 14 years   15 - 19 years   20-24 years
25-29 years   30-34 years   35-39 years
40-44 years   45-49 years   ≥ 50 years

Source: U.S. Census Bureau – Factfinder

Table 3: Distribution of Ages in Imperial Valley County in 2010
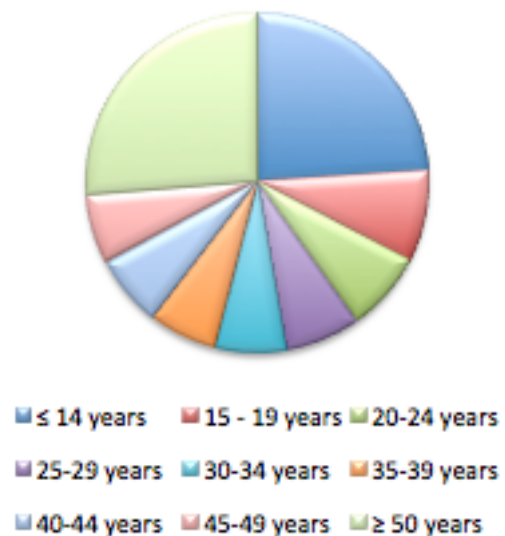
Feeder High School College Going Rates

The California Postsecondary Education Commission (CPEC) data shows that public Imperial County High Schools have low college-going rates relative to the states average of roughly 48%. However, of the 2007 high school graduates, 62.6% of the students attended college. It appears the 2009 data provided by CPEC has not been completely compiled since the data shows only 14.5% of Imperial County students attended college in 2009. The California Department of Education (CDC) data suggest that 79.6% of Imperial County high school graduates attended postsecondary institutions. The data also reveals that there is roughly a 50 percent decline in first-time students to the CCC system from 2008 to 2009.

College-Going Rate	High School Graduates	First-Time Students				College-Going Rate				State Average
Imperial County	Public	UC	CSU	CCC	Total	UC	CSU	CCC	Total	
2009	2237	74	170	80	324	3.3%	7.6%	3.6%	14.5%	**40.6%**
2008	2226	78	163	408	649	3.5%	7.3%	18.3%	29.2%	**48.0%**
2007	2071	92	167	1037	1296	4.4%	8.1%	50.1%	62.6%	**49.4%**
2006	1791	99	112	551	762	5.5%	6.3%	30.8%	42.5%	**47.5%**

Source: California Postsecondary Education Commission

Table 4: Imperial Valley County High School Graduates attending a college in the UC Regents, CSU or CCC

High School	2009 High School Graduates	2009 Graduates College Attendees	College-going Rate
Brawley High	278	56	20.14%
Calipatria High	68	11	16.18%
Calexico High	542	131	24.17%
Central Union High	317	58	18.30%
Holtville High	104	46	44.23%
Imperial High	171	37	21.64%
Southwest High	447	59	13.20%
Total Graduates	1927	398	

Source: California Postsecondary Education Commission

Table 5: Number of high school graduates from each Imperial County High School who attend California Community Colleges

The table below illustrates duplicated head counts each year of the number of students attending Imperial Valley College from each high school. According to the incomplete data from California Postsecondary Education Commission, there are 92 first-time students that came to IVC from six local high schools. Although the sample is not complete, the proportions are consistent with self-reported high school data from students.

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	First-time Freshmen	
									Fall 2009	Percent
Brawley High	15.57%	15.89%	15.82%	16.30%	15.10%	15.10%	15.67%	15.53%	19	20.65%
Calexico High	29.09%	28.13%	27.44%	26.95%	31.35%	28.70%	27.87%	27.48%	34	36.96%
Calipatria High	3.33%	3.15%	3.57%	3.30%	2.86%	3.18%	3.14%	3.11%	2	2.17%
Central High	19.23%	19.44%	19.34%	18.86%	17.60%	18.25%	18.13%	18.37%	20	21.74%
Desert Oasis High	3.68%	3.45%	3.38%	3.10%	2.52%	2.75%	2.88%	2.08%		
Holtville High	5.71%	5.96%	5.79%	6.10%	5.34%	5.20%	5.02%	5.32%	7	7.61%
IVC GED	1.71%	1.59%	1.50%	1.54%	1.04%	0.98%	0.70%	0.53%		
Imperial High	6.53%	6.86%	7.11%	7.33%	7.40%	7.68%	7.60%	7.88%	10	10.87%
Southwest High	15.16%	15.53%	16.04%	16.52%	16.81%	18.16%	18.97%	19.70%		
Total Students	**7308**	**7622**	**8112**	**8093**	**8502**	**7661**	**6552**	**5492**	**92**	

Source: IVC Banner | First-time Freshmen - California Postsecondary Education Commission

Table 6: Percent of students attending Imperial Valley College in each year from each high school.

Annual Growth

The FTEs, headcount and enrollment increased at Imperial Valley College from fall 2008 to fall 2010. As of November 8, 2012, IVC FTES is 2,919.79. From fall 2008 to fall 2010, FTES increased by 14.1% and then decreased by 9.4% between fall 2010 to fall 2011. There is a projected 12.2% decrease in FTES from fall 2011 to fall 2012. Table 9 illustrates increases and decreases in FTEs, Headcount and Enrollment from fall to fall.
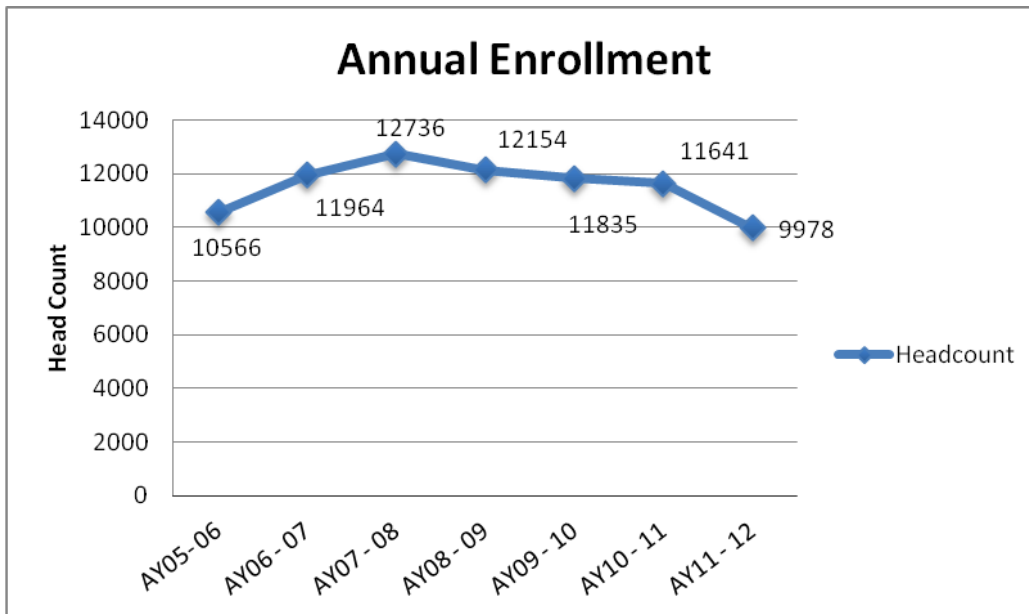
Source: MIS DataMart Chancellor's Office

Table 7: Annual Enrollment by Head Count

Imperial Valley College Fall 2008 to Fall 2012
Headcount, Duplicated Enrollment & FTEs

	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12
■ FTEs	3175	3397	3637	3324	2919
■ Headcount	8534	8961	9173	8044	7855
■ Duplicated Enrollment	26757	28237	29251	25872	24581
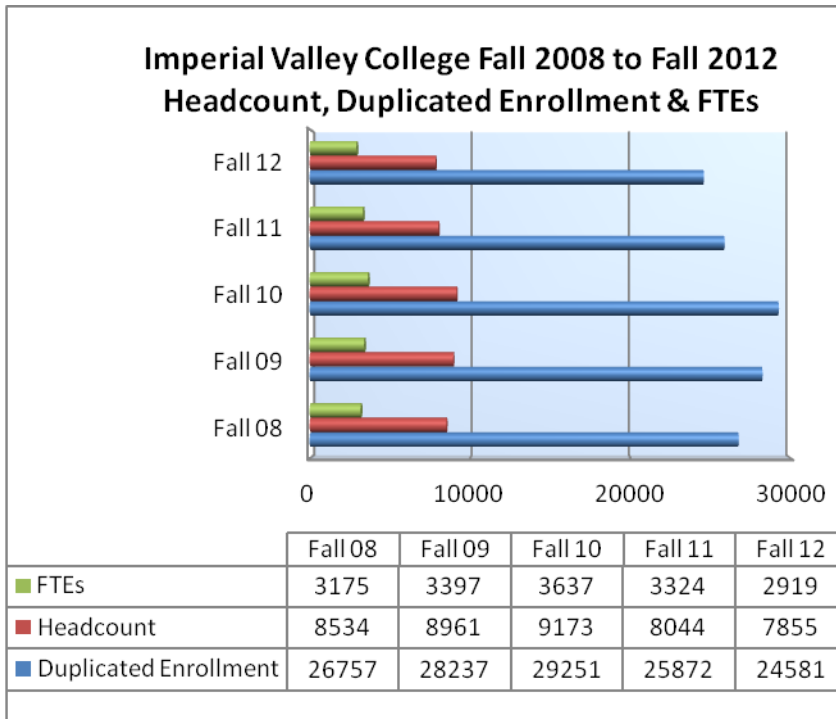
Source: MIS DataMart Chancellor's | IVC Banner

Table 8: Imperial Valley College Heatcount, Enrollment and FTEs fall 2008 – fall 2012

	Fall 08	Fall 09	Fall 10	Fall 11	Fall 2012
FTEs	n/a	7.0%	7.1%	-8.6%	-4.90%
Headcount	n/a	5.0%	2.4%	-12.3%	-2.30%
Enrollment	n/a	5.6%	3.6%	-11.6%	-12.20%

Source: IVC Banner Data

Table 9: Imperial Valley College Increase and Decrease in Headcount & Enrollment

Imperial Valley College Annual Enrollment is decreasing beginning in the academic year 2008-2009. Some of this decrease is due to a planned reduction in sections due to a decrease in state funding. The significant decrease in student head count contributed to the decrease in FTEs. The institution is incorporating enrollment management strategies to increase enrollment and head count in the upcoming years.
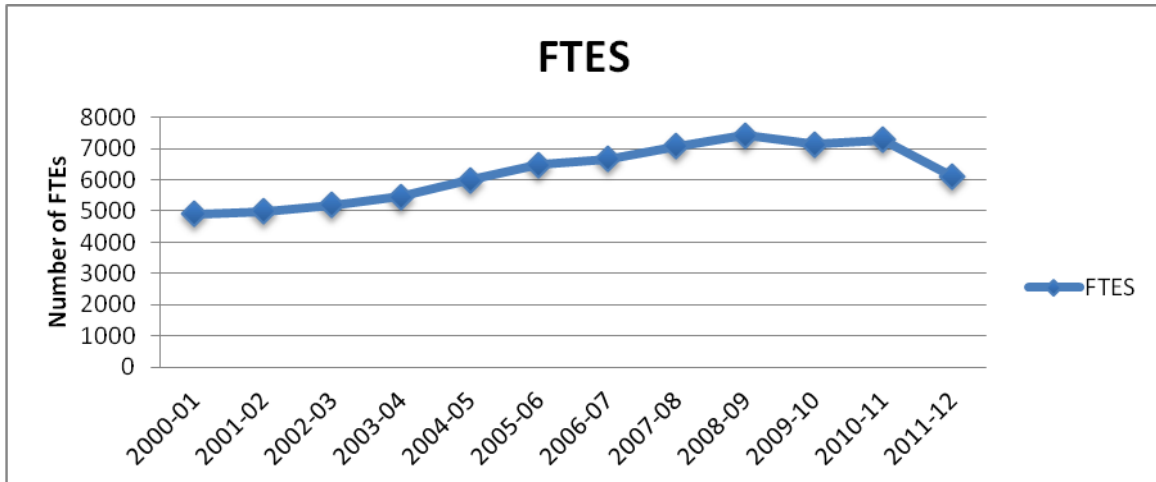
Source: 320 Report

Year	FTES	Year	FTEs
2000-01	4901.45	2006-07	6671.69
2001-02	4983.93	2007-08	7085.69
2002-03	5188.69	2008-09	7426.24
2003-04	5456.06	2009-10	7131.83
2004-05	5995.51	2010-11	7289.93
2005-06	6484.16	2011-12	6119.5

Source: 320 Report

Table 10: Imperial Valley College 320 Report of FTES

Imperial Valley College offers limited non-credit courses. Due to fiscal impacts from the state, the number of non-credit courses offered has decreased since the 2007-2008 academic year.

FTEs: Credit and Non-Credit

	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
Credit	6445.18	6512.5	6888.8	7289.85	7052.06	7226.72	6062.81
Non-credit	38.98	159.19	196.89	136.39	79.77	63.21	56.69
Total	6484.16	6671.69	7085.69	7426.24	7131.83	7289.93	6119.5
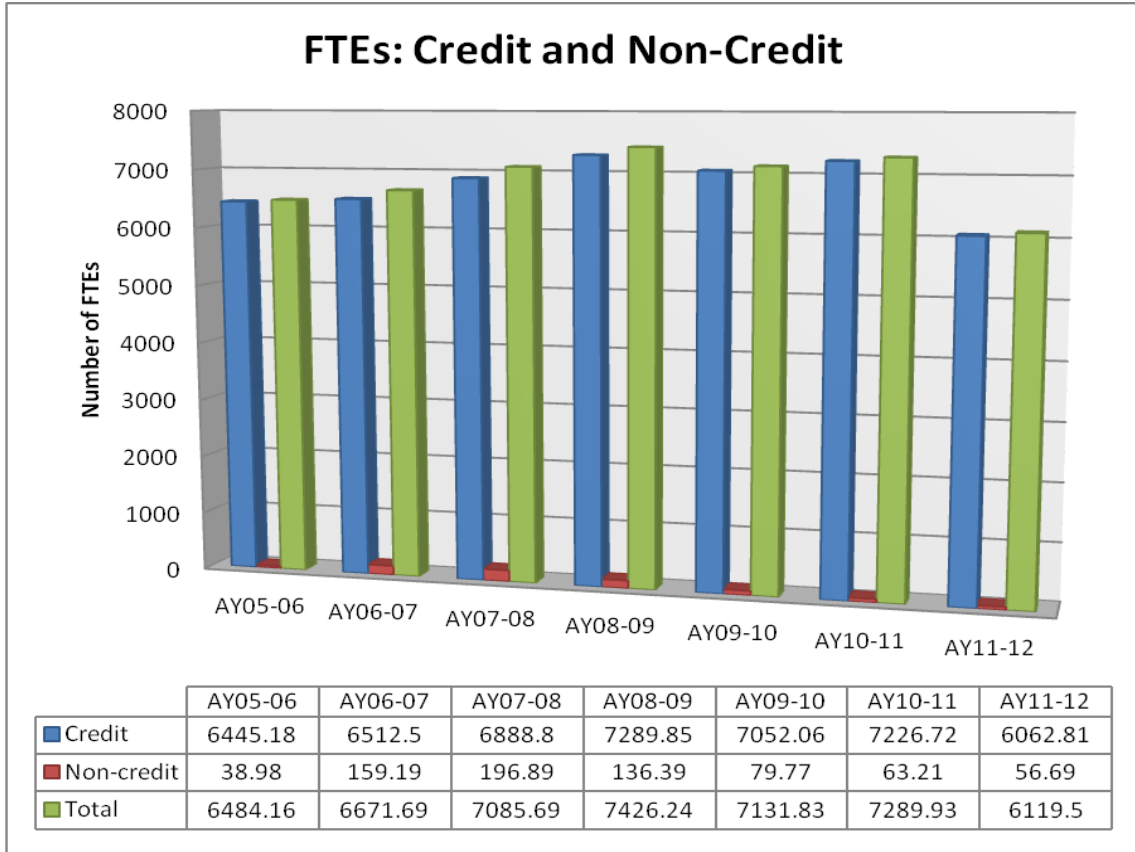
Source: IVC Banner

Table 10: Imperial Valley College FTEs Credit and Non-Credit Courses.

Full Time and Part Time Student Enrollment

Full-Time and Part-Time Student Enrollment Status for fall and spring semesters suggest that there is a greater number of part-time students than full-time students. The trend of full-time students and part-time students is approximately the same for fall semesters. In spring semesters, there is a significant increase in full-time students up through spring 2012, where the number of full-time and part-time students is about the same.

Fall Student Enrollment Status

	Fa 06	Fa 07	Fa 08	Fa 09	Fa 10	Fa 11	Fa 12
Fall Part Time	4731	5115	4853	4840	4842	4189	3994
Fall Full Time	3332	3338	3676	4120	4327	3850	3859
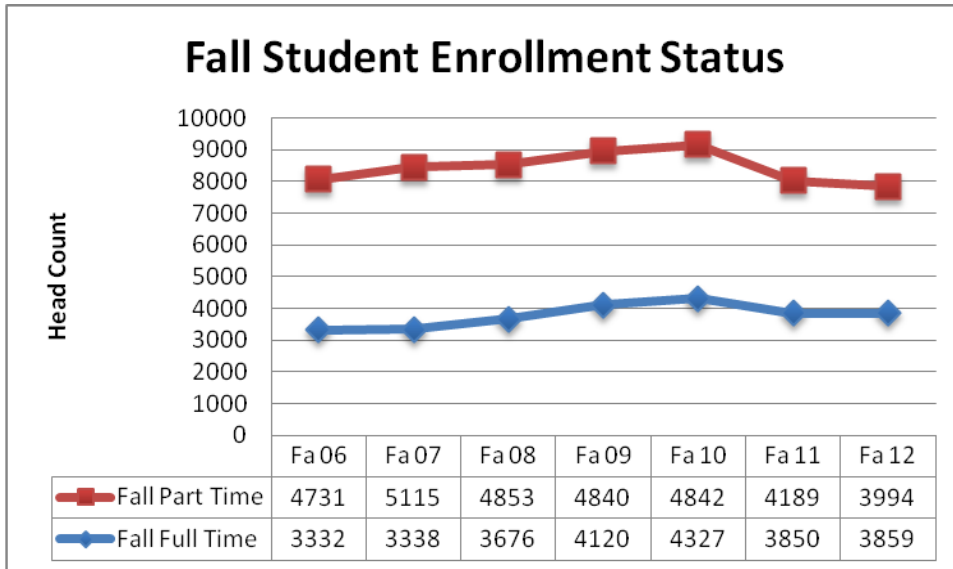
Source: IVC Banner

Table 11: Fall Enrollment Status by Headcount

Spring Student Enrollment Status

	Sp 07	Sp 08	Sp 09	Sp 10	Sp 11	Sp 12
Spring Full Time	2865	2989	3328	3853	4171	3529
Spring Part Time	4805	4831	4931	4743	4768	3565
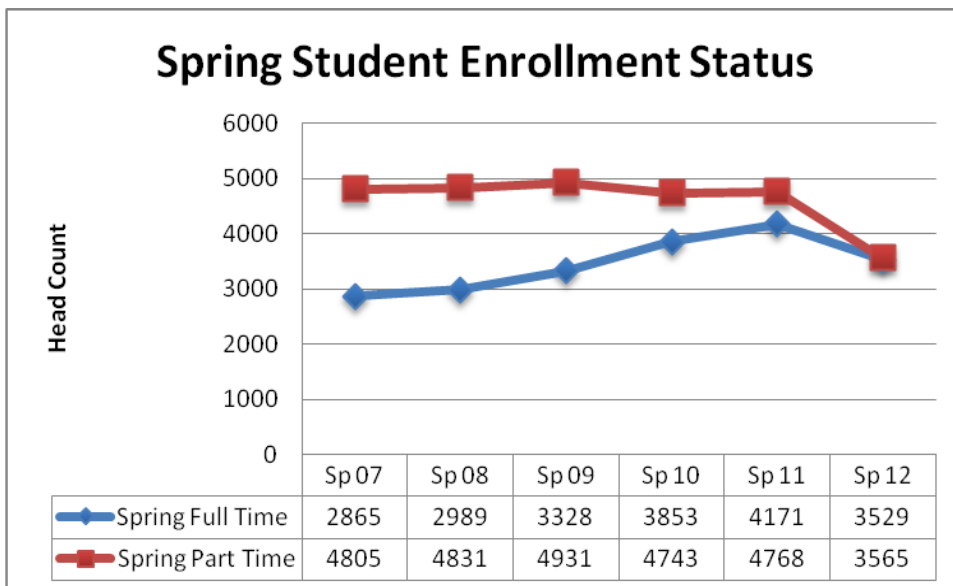
Source: IVC Banner

Table 12: Spring Enrollment Status by Headcount

Time of Day Enrollments and Distance Education

Most Imperial Valley College students take courses in the day and the percent of students remains relatively consistent from Academic Year 2006-2007 to Academic Year 2011-2012. There is a decrease in evening courses, which may be, in part, due to a reduction of course offerings mandated by the state.
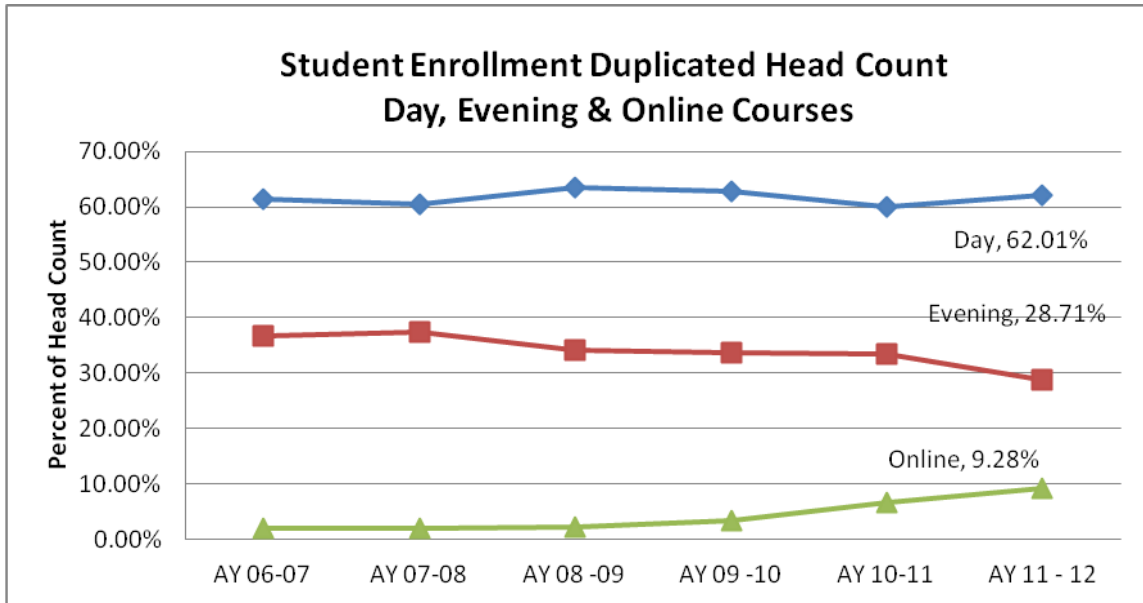
Source: IVC Banner

Table 13: Percent of headcounts in Day, Evening , and Online Courses

Distance Education Enrollment

Imperial Valley College is in the process of improving Distance Education course offerings. All degree applicable and transfer level distance education courses were taken off-line for fall 2012 while the program undergoes a review. In upcoming years, a goal is to build distance education course offerings.
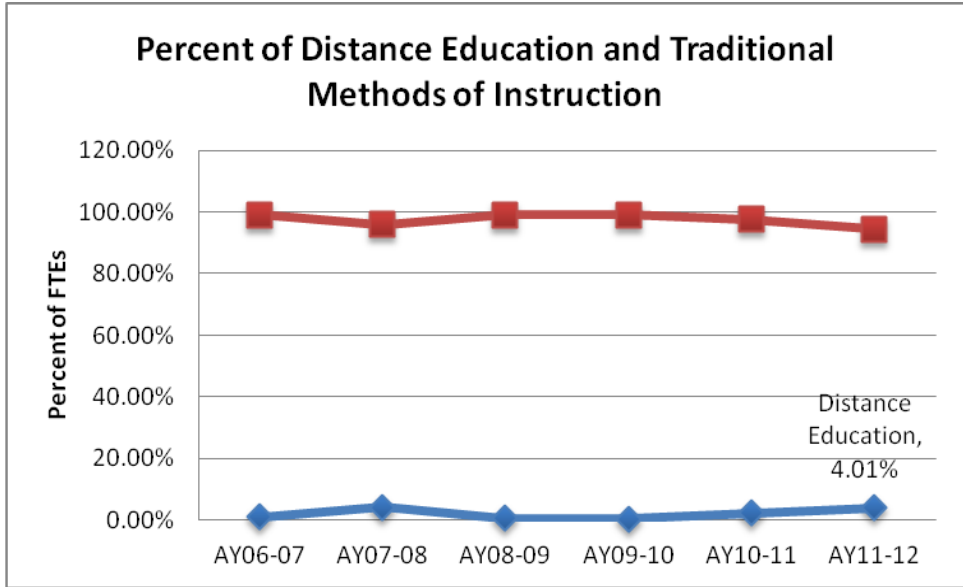
Source: IVC Banner

Table 14: Percent of Distance Education relative to Traditional Methods of Instruction

Student Achievement Data

Students at IVC have a persistence rate of around 73% from fall to spring semesters. The persistence rate of fall to fall significantly decreases to roughly 55%. As part of an integrated effort to improve program completers, the institution will implement measures to ensure an improvement of persistence rate, program completers and transfer rates in a timely fashion.

		2000-01	2001-02	2002-03	2003-04	2004 - 05	2005-06	2006-07
	count in cohort	649	710	757	695	331	635	716
Years to Transfer	1	1%	1%	1%	1%	1%	1%	1%
	2	3%	4%	4%	5%	5%	4%	3%
	3	7%	8%	8%	10%	12%	13%	13%
	4	15%	17%	18%	19%	25%	26%	22%
	5	28%	29%	29%	32%	35%	34%	33%
	6	37%	39%	37%	41%	40%	41%	36%

Source: MIS DataMart Chancellor's Office

Table 15: Percent of students that begin in a cohort year and transfer to a four year institution after one to six years

Persistence Rate of Students

71.40%   73.10%   74.10%

56.90%   57.80%   53.70%

Rate of Persistence

80.00%
70.00%
60.00%
50.00%
40.00%
30.00%
20.00%
10.00%
0.00%

Fa 08 - Sp 09; Fa 08 - Fa 09

Fa 08 - Sp 09; Fa 08 - Fa 09

Fa 08 - Sp 09 Fa 08 - Fa 09

Fall to Spring and Fall to Fall

Fa-Sp
Fa-Fa
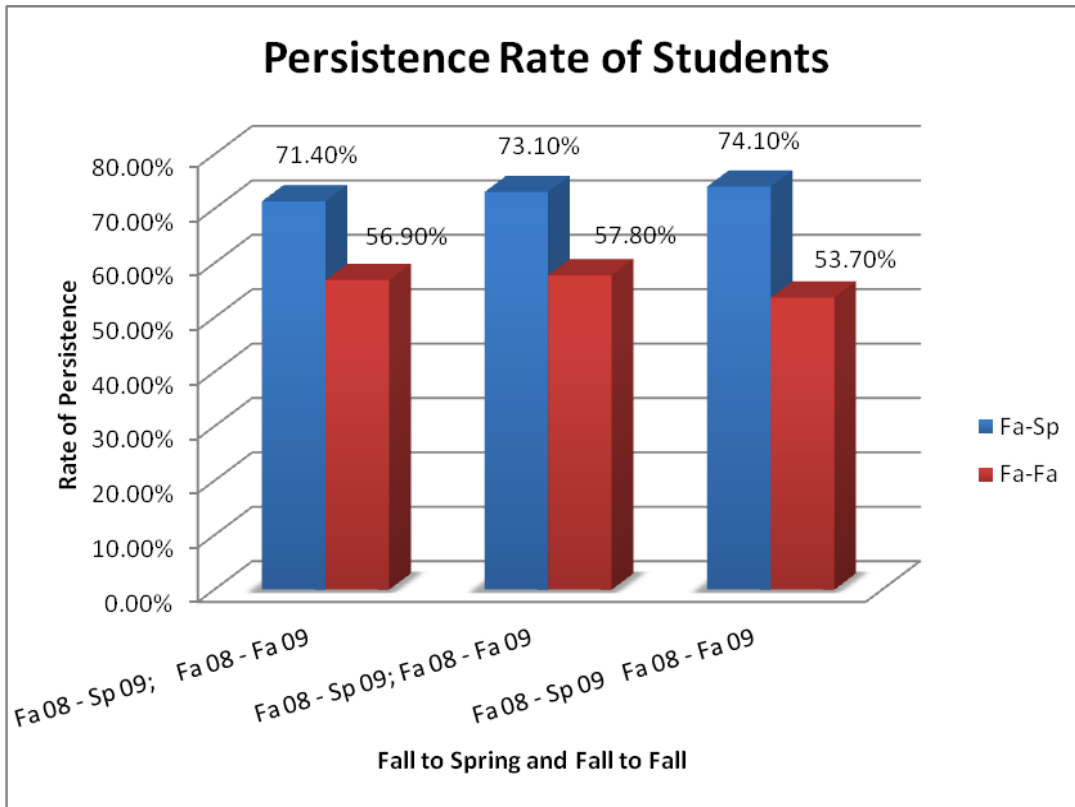
Source: IVC Banner

Table 16: Persistence Rate from Fall to Spring and Fall to Fall

Imperial Valley College
Degree and Certificates Awarded

PROGRAMS	Certification						Cert. Total	Degree						Degree Total	Grand Total
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		2006-07	2007-08	2008-09	2009-10	2010-11	2011-12		
Administration of Justice	14	4	4	8	5	10	45	35	25	26	43	35	64	228	273
Agriculture Crop Science				1			1								1
Agricultural Science									4		2	3	1	10	10
Air Conditionand and Refrig.	11	8	10	14	15	4	62								62
Alcohol and Drug Studies	6	6	4	6	8	3	33	3	6	3	7	5	5	29	62
Anthropology													3	3	3
Art								4	7	4	9	1	8	33	33
Auto Brakes Susp Wheel Align	4	5	2				11								11
Automative Air Conditioning	4	4	1				9								9
Automotive Collision Repair	2	1	3	1	2		9								9
Automotive Electronics	3	3	2				8								8
Automotive Engine Machinist	2						2								2
Automotive Engine Performance	4	3	1				8								8
Automotive Technology	1	1		1	3		6	2	1			2		5	11
Basic Computer Skills		3	1				4								4
Behavioral Science								10	13	12	23	21	29	108	108
Bldg Const Tech Carpentry Spec					1	2	3								3
Bldg Const Tech Concr Mas Spec						1	1								1
Building Const Technolog	2	1					3								3
Business Accounting Technician	2	4	6	1		1	14	9	7	4	3	5	7	35	14
Business Administration								37	37	44	24	30	36	208	208
Business Administration Asst.								1	2	1		2	2	8	8
Business Financial Services	1		1	1	1		4	2		4	4	2	2	14	18
Business Management	1		1	1	1		4	4	4	4	6	2	5	25	29
Business Marketing	1		1	1	1		4	2	4	3	3	1	3	16	20
Business Office Technician	3	5	1	4	4	4	21	5	8	1	2	7	4	27	48
CalState University GE Breadth			2	78	129	173	382								382
Carpentry Const Technology			2				2								2
Cement Mason Const Tech			2				2								2
Child Dev Admin Specialization			1				1								1
Child Dev Infant/Todlr Speciality				1			1								1
Child Development												1	11	12	12
Child Development Assoc Teacher				2	11	9	22								22
Communication Arts												1		1	1

Program															
Computer Information Systems				6	3	5	14	2	6	6	6	8	14	42	56
Computer Science											6	2	1	9	9
Correctional Science	1	1					2	3			1	1	2	7	9
Court Services Specialist		3	1	1			5								5
Dental Assistant						14	14								14
Disability Services Technician				1			1				3	1		4	5
Early Childhood Assistant	20	25	4				49								49
Early Childhood Assoc. Teacher	17	21	3	3	1		45								45
Early Childhood Ed Admin Specialist	2	1					3								3
Early Childhood Ed Fam Chldc	5						5								5
Early Childhood Ed Infant Tdlr	7		1				8								8
Early Childhood Ed School Age	1						1								1
Early Childhood Education					1		1	16	5	12	5	4	5	47	48
Electrical Technology					1		1								1
Electrical Trades Program		4	5	1			10								10
Electrical Wiring Technologoy	4	11	11		1		27								27
Electronics	3		2				5								5
Emergency Medical Services								1			3	2		6	6
Emergency Medical Tech 1	1	1	1				3								3
Emergency Medical Tech Paramedic	12	16	13		18	7	66								66
Energy Efficiency Technology					28	16	44					1		1	45
English								2	8	2	1	9	2	24	24
Fire Science	1						1								1
Fire Technology	4	1					5	1		3	4	1	3	12	17
Firefighter I			1	1	1		3								3
General Major								6	11	3		1		21	21
General Science								9	5	15	37	67	58	191	191
Health Assistant			1				1								1
History										1	4	1	2	8	8
Human Relations			1	1	1	1	4	4	9	4	13	1	7	38	42
Humanities									1	1	2		3	7	7
Intersegmental GE for CSU					2	6	8								8
Intersegmental GE for NAU					2	2	4								4
Intersegmental GE for UC					11	19	30								30
Intersegmental GE Transfr Curr				11	6	1	18								18
Journalism								2	3	1	1	1	1	9	9
Legal Assistant	1	2			1	1	5	2	2			3		7	12
Liberal Studies - General Option								12	26	28	31	16	19	132	132
Liberal Studies - SDSU Tchr Prep										2	4	12	14	32	32
Library Technician	3	4	2	6		1	16	2	2	1	1	2		8	24
Life Science								4		3	3	1	1	12	12
Mathematics								1	6	6	5	11	11	40	40
Medical Assistant	17	18	24	25	17		101					1		1	102

Program																
Medical Office Assistant	26	14	18			2		60								60
Multimedia						1		1						1	1	2
Multimedia and Web Development						1		1						1	1	2
Music											1	1	2	2	6	6
Nursing Registered									58	71	67	71	45	39	351	351
Nursing Vocational	17		9	3		2		31	7	1	5	10		17	40	71
Patient Services Admin	1							1		1					1	2
Pharmacy Technician	5	4	4			2	2	17					2	3	5	22
Physical Education										1			2	1	4	4
Physical Science												1	3	1	5	5
Pre-engineering										3		1		1	5	5
Psychology									25	47	34	45	41	43	235	235
Rehab Technician for Disabled		1						1	2	2					4	5
Social Science									73	83	71	90	58	63	438	438
Solar Energy Spec						1		1								1
Spanish for Native Speaker										2	2		3	1	8	8
Transfer Studies									133	125	95	27	4	2	386	386
Univ Stu-Art/Hum - CSUGE														27	27	27
Univ Stu-Art/Hum - IGETC/CSU														4	4	4
Univ Stu-Art/Hum- IGETC/UC														3	3	3
Univ Stu- Beh/Soc - CSUGE														45	45	45
Univ Stu-Beh/Soc - IGETC/NAU														1	1	1
Univ Stud-Arts/Hum Emphasis													38	6	44	44
Univ Stud-Beh/Soc Emphasis													58	22	80	80
Univ Stud - Sci/Math Emphasis													30	7	37	37
Univ Stu-Sci/Math CSUGE														13	13	13
Univ Stu-Sci/Math-IGETC/CSU														1	1	1
Univ Stu-Sci/Math IGETC/UC														1	1	1
University Studies												70	2		72	72
WastewaterTechnologyc	3	5	4		1			13								13
Water Treatment Systems Tech					4			4						3	3	7
Water Treatment Technology	6	7	3		2	1		19			1	3	4	4	12	31
Welding Technology	2	2	6	7	7	7		31	1		2				3	34

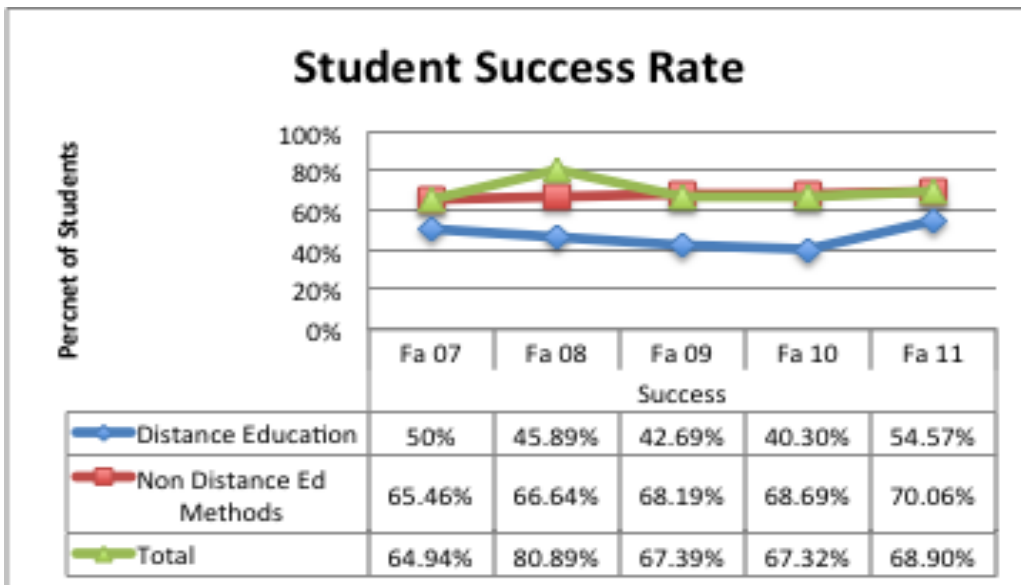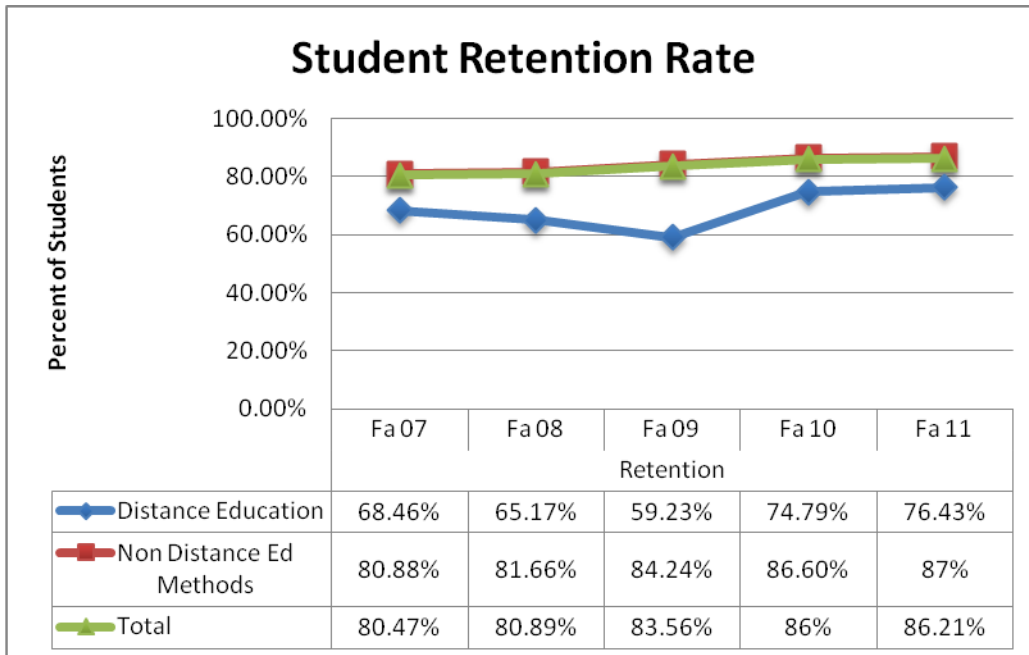Source: Imperial Valley College MIS DataMart

Student Success and Retention Rates

Imperial Valley College success and retention rates suggest a steady, slightly upward progression, with a slight deviation of transfer students in fall 2010. Overall, students at Imperial Valley College have good academic standing. Distance education students have lower success and retention, as is true of statewide data. Distance education success and retention rates at Imperial Valley College are 70% and 76%, respectively.
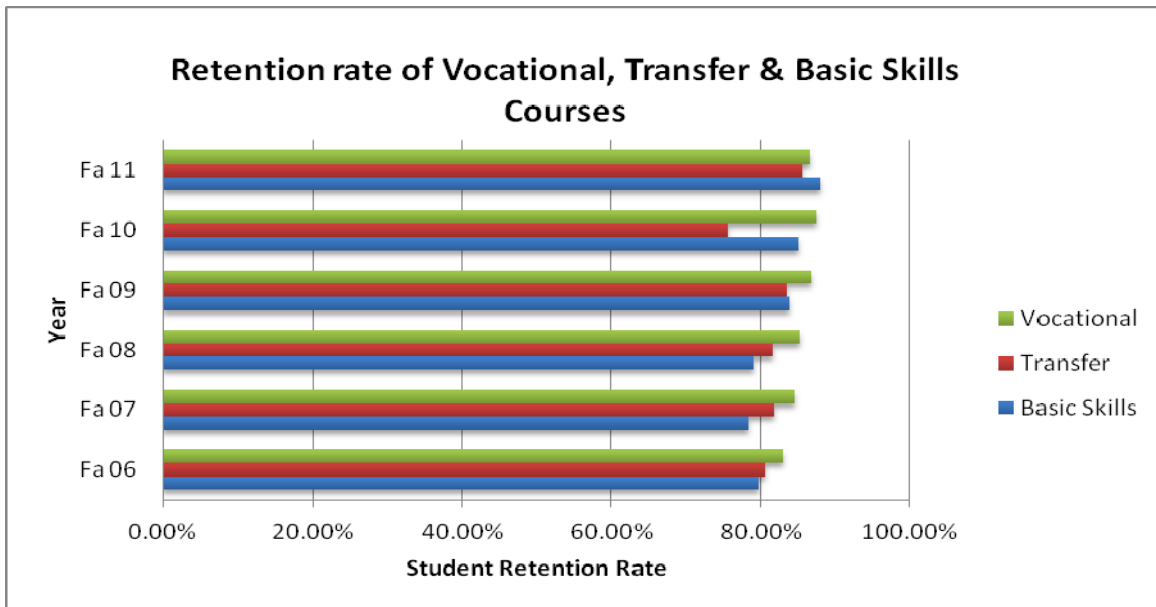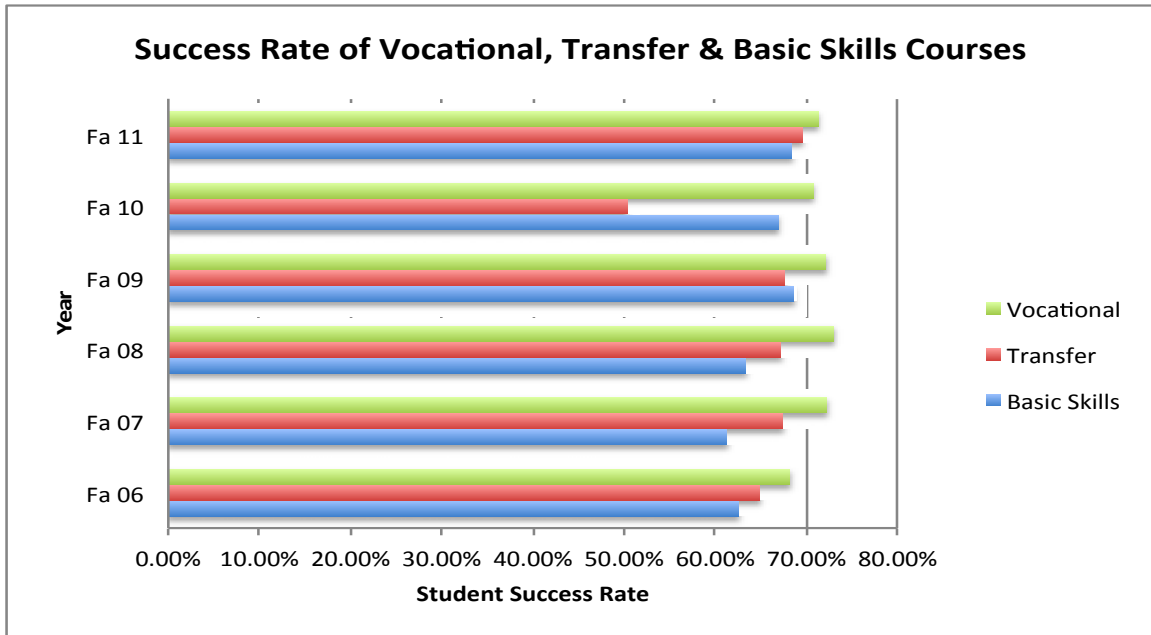
Source: MIS DataMart Chancellor's Office

Table 19: Success & Retention of Vocational, Transfer, and Basic Skills Courses

Student Retention Rate

Retention	Fa 07	Fa 08	Fa 09	Fa 10	Fa 11
Distance Education	68.46%	65.17%	59.23%	74.79%	76.43%
Non Distance Ed Methods	80.88%	81.66%	84.24%	86.60%	87%
Total	80.47%	80.89%	83.56%	86%	86.21%

Student Success Rate

Success	Fa 07	Fa 08	Fa 09	Fa 10	Fa 11
Distance Education	50%	45.89%	42.69%	40.30%	54.57%
Non Distance Ed Methods	65.46%	66.64%	68.19%	68.69%	70.06%
Total	64.94%	80.89%	67.39%	67.32%	68.90%

Source: MIS DataMart Chancellor's Office

Table 20: Overall Success and Retention Rates

Student Demographics

The majority of students at Imperial Valley College list their ethnicity as Hispanic or Latino. This is consistent with the population data provided by the U.S. Census Bureau. As a student body, the institution serves about 1.5 times as many females than males.
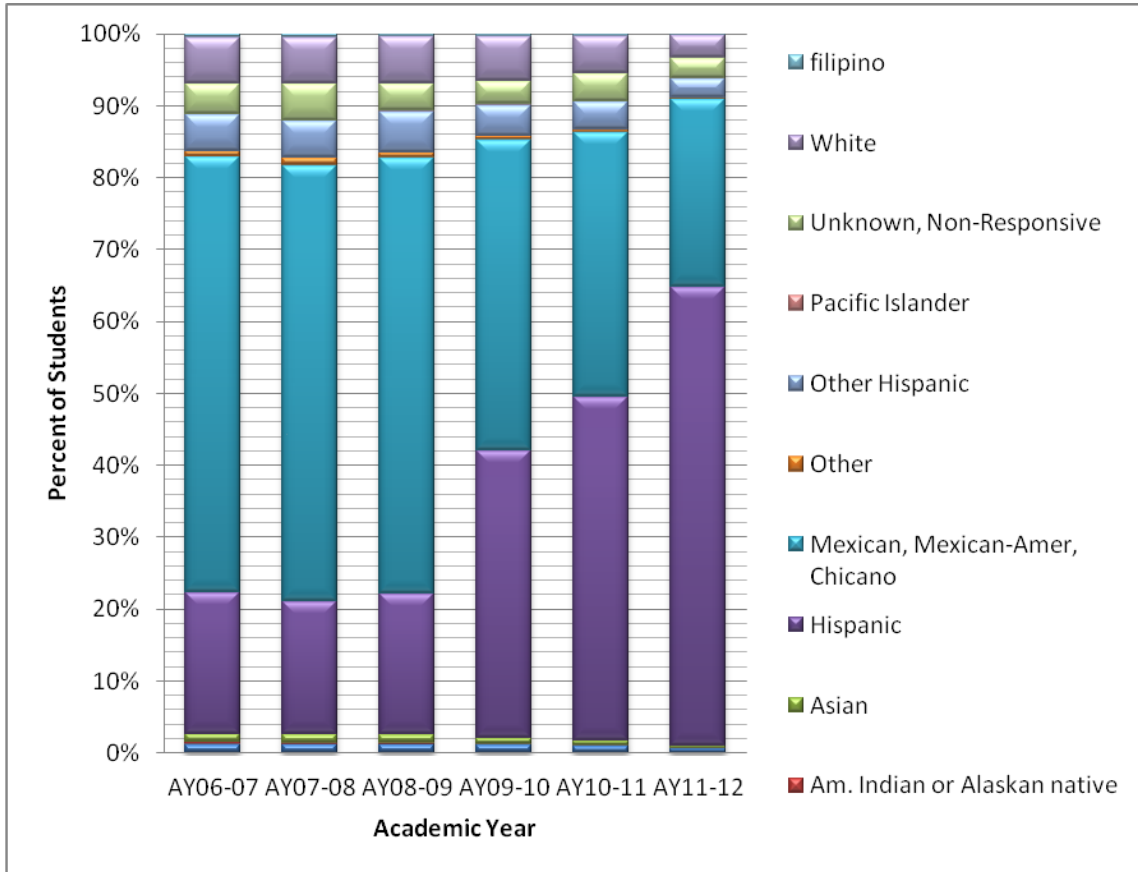

Source: IVC Banner

Table 21: Imperial Valley College Ethnic Demographics

	AY06-07	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12
Female	60.60%	60.18%	58.14%	55.83%	54.49%	55.68%
Male	37.82%	38.00%	40.37%	42.53%	43.47%	42.68%
Unknown	1.58%	1.82%	1.49%	1.64%	2.04%	1.64%
Total students	11964	12736	12154	11835	11641	9988

Source: MIS DataMart Chancellor's Office

Table 22: Imperial Valley College Gender Demographics
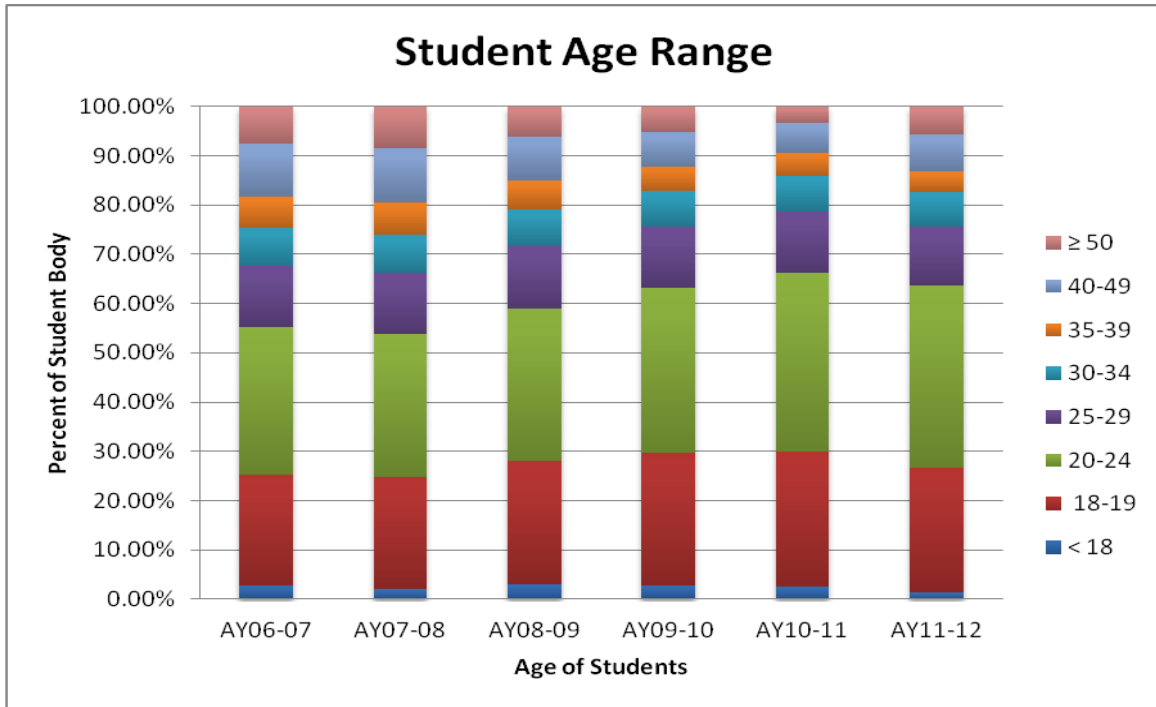
Source: MIS Chancellor's Office DataMart

Table 23: Imperial Valley College Age Demographics

Student Assessment Data

Counselors administer an ACCUPLACER exam for graduating seniors at local high schools in Imperial Valley. About 12% of students test into an English as a Second Language (ESL) course. Over a three year span, there was an increase of 0.39% of students that tested into the ESL programs each year.

Approximately 20% of high school seniors test into a transfer level reading class and 37% test into a transfer level writing course. In spring 2012, only 8.4% of students test into transferable mathematics.
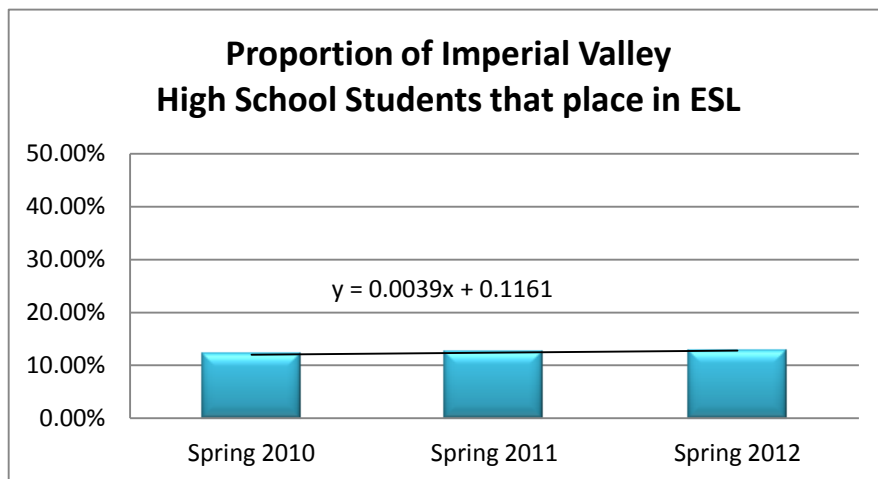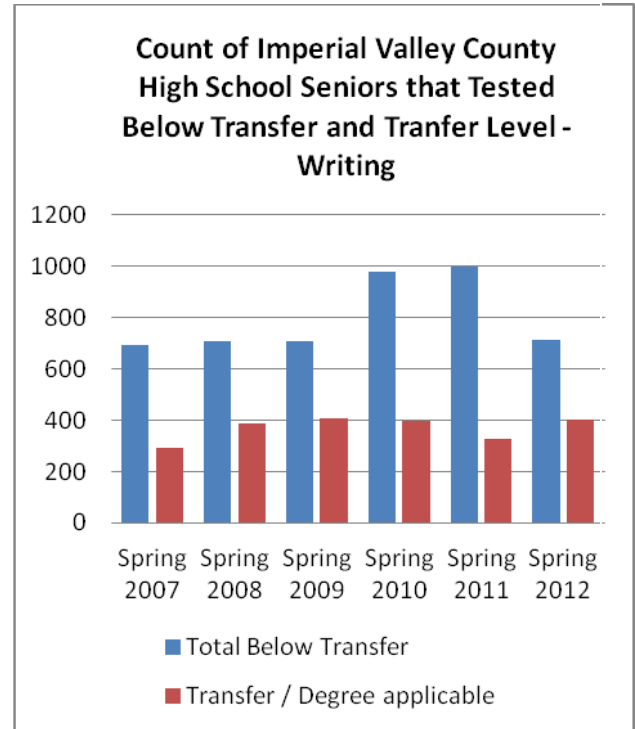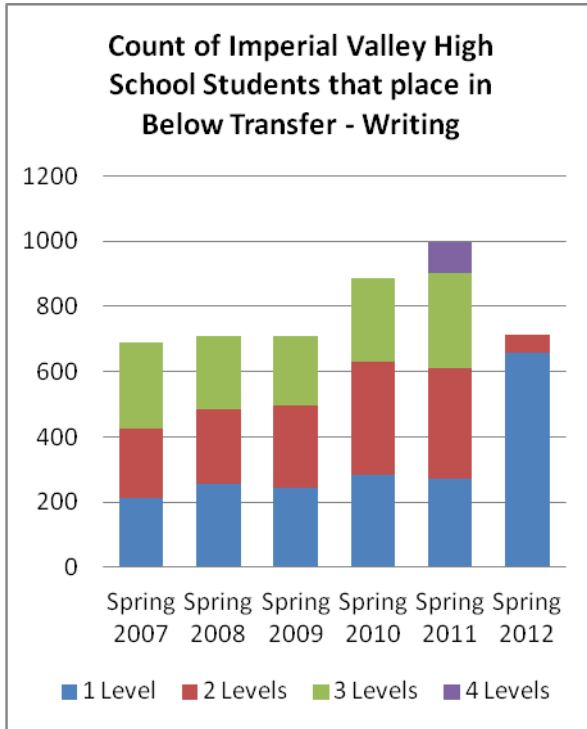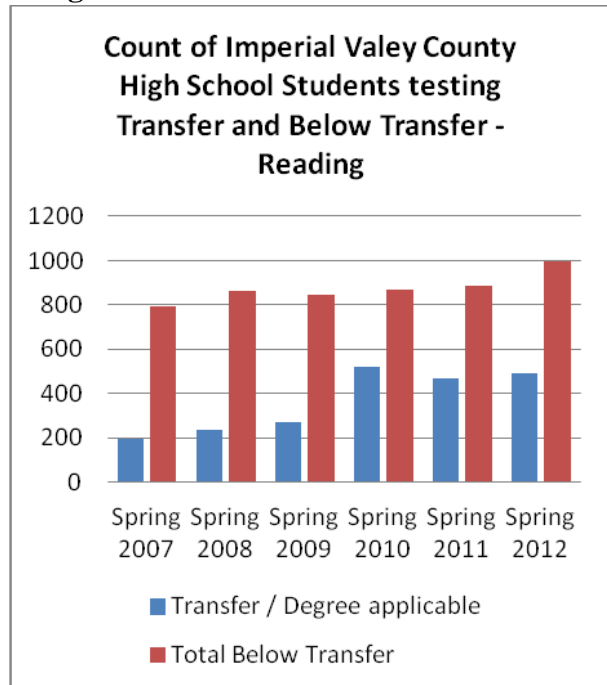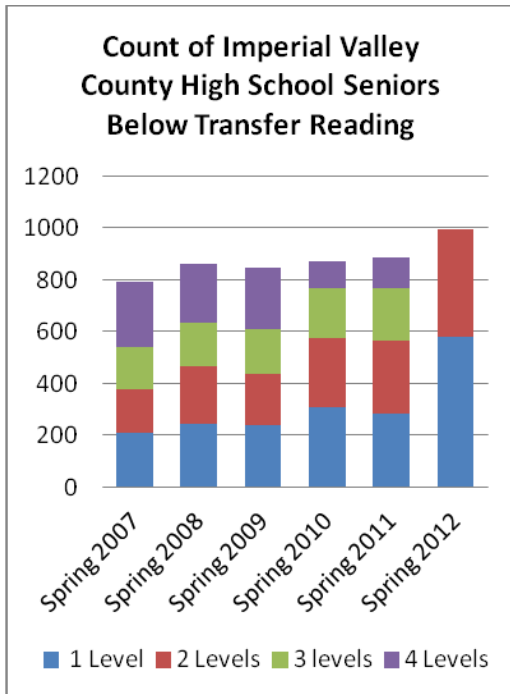

Table 24: Proportion of Imperial Valley College high school seniors testing into ESL courses

Writing

Count of Imperial Valley High School Students that place in Below Transfer - Writing

Count of Imperial Valley County High School Seniors that Tested Below Transfer and Tranfer Level - Writing

Source: ACCUPLACER Data Imperial Valley College
Table 25: ACCUPLACER placement writing

Reading

Count of Imperial Valley County High School Seniors Below Transfer Reading

Count of Imperial Valey County High School Students testing Transfer and Below Transfer - Reading

Source: ACCUPLACER Data Imperial Valley College
Table 26: ACCUPLACER placement reading

Mathematics

Count of Imperial Valley County High School Seniors Testing Below Transfer - Mathematics

(Bar chart with values ranging 0 to 1800 for Spring 2007, 2008, 2009, 2010, 2011, 2012; legend: 1 Level, 2 Levels, 3 Levels, 4 Levels)

Imperial County High School County High School Seniors Testing Transfer vs. Below Transfer - Mathematics

(Bar chart with values ranging 0 to 2000 for Spring 2007 through Spring 2012; legend: Transfer / Degree applicable, Total Below Transfer)

Source: ACCUPLACER Data Imperial Valley College
Table 27: ACCUPLACER Placement - Mathematics

Employee Demographics

The college is committed to promoting diversity campus-wide through its student body as well as its employees. The college is amongst the top in California for employee diversity.

Administrative Ethnicity	
American Indian or Alaskan Native	0.0%
Asian	0.0%
Black or African American	0.0%
Hispanic	30.8%
White	69.2%
Two or More Races	0.0%
Unknown/Non Respondent	0.0%
Total	**100.0%**

Administrative Gender	
Male	76.9%
Female	23.1%

Classified Confidential Ethnicity	
American Indian or Alaskan Native	0.0%
Asian	8.33%
Black or African American	8.33%
Hispanic	75.0%
White	8.33%
Two or More Races	0.0%
Unknown/Non Respondent	0.0%
Total	**100.0%**

Classified Confidential Gender	
Male	0.0%
Female	100.0%

Full Time Faculty Ethnicity	
American Indian or Alaskan Native	0.0%
Asian	2.1%
Black or African American	2.8%
Hispanic	29.0%
White	64.1%
Two or More Races	1.4%
Unknown/Non Respondent	0.7%
Total	**100.0%**

Full Time Faculty Gender	
Male	48.3%
Female	51.7%

Classified Ethnicity	
American Indian or Alaskan Native	0.0%
Asian	0.0%
Black or African American	0.8%
Hispanic	78.5%
White	16.9%
Two or More Races	1.5%
Unknown/Non Respondent	2.3%
Total	**100.0%**

Classified Gender	
Male	40.0%
Female	60.0%

Classified Management Ethnicity	
American Indian or Alaskan Native	0.0%
Asian	15.4%
Black or African American	0.0%
Hispanic	23.1%
White	53.8%
Two or More Races	0.0%
Unknown/Non Respondent	7.7%
Total	**100.0%**

Classified Management Gender	
Male	69.2%
Female	30.8%

Part-Time Faculty Ethnicity	
American Indian or Alaskan Native	1.0%
Asian	1.5%
Black or African American	3.1%
Hispanic	52.1%
White	34.0%
Two or More Races	2.1%
Unknown/Non Respondent	6.2%
Total	**100.0%**

Part-Time Faculty Gender	
Male	55.3%
Female	44.8%

Off-Campus Locations and Distance Education

Off-Campus Locations
As the only community college in the Imperial County, IVC has enjoyed long-standing affiliations with industry partners that support our programs and off-campus applied education. The nursing and allied health programs have clinical placement sites in a variety of settings including local acute care hospitals, home health agencies, outpatient centers, clinics, physician offices, and a hospice.   Paramedic students demonstrate applied skills in one course primarily set at the local hospitals and in two capstone courses where mandated skills and 'ride-alongs' are arranged with the local ambulance service agency and local fire stations that provide emergency responses.

In addition, there are a few career technical programs that are offered primarily off-campus. The Fire Fighter I Academy requires theory and practical application of knowledge and skills in a setting specific to fire fighting. The County Fire Station I provides the students with opportunities to develop skills in a fire station tower, fire trucks, simulation burn trailer, etc. The local Fire Chiefs have networked with an auto-dismantling center to allow firefighting students to hone skills in auto extrication and rescue.   The new piloted Dental Assisting program is a grant funded program which requires access to dental equipment likened to a dental office. To ensure students the optimal experience, the college has opted to provide most of the theory in a lecture room within an existing dental practice and has a rental agreement for a location that simulates a dental office with five dental chairs, reception area, procedure prep room, etc.

Further, Imperial Valley College is the Lead Educational Agency (LEA) for eleven apprenticeship programs with the Imperial Irrigation District (IID). The IID funds all instructional costs for these programs. Instruction includes coursework approved by the Department of Apprenticeship Standards (DAS) and includes on-the-job training instruction. Students will be entitled to a certificate of achievement upon the completion of the program. All instruction is conducted off-campus on IID facilities and classrooms.

Distance Education
Imperial Valley College offered its first Distance Education class more than ten years ago: an online music appreciation course. That was the sole online offering until IVC was awarded a Title V grant in 2004. This multi-million-dollar grant allowed for the creation of the ACCESO (Accessing Community College Education by Strengthening Student Outreach) program, which resulted in the creation of the Distance Education Program at IVC.

In spring 2012, IVC offered 66 online courses (a combination of hybrid and fully online classes) taught by 40 instructors (both full- and part-time faculty members).
These 66 courses represent the culmination of seven years of steady effort, beginning with the ACCESO program in 2004. The college now offers a rich online General Education experience for students. And, since 2009, a complete set of core Fire Technology courses have been available online. There are 11 majors (degree programs) that can be taken at least 50% online; however, at this time no certificates or degrees can be taken completely online.

In April 2012 a Substantive Change Proposal was submitted to ACCJC to approve the DE programs in which 50% or more of a program is offered through distance education. The Commission acted to defer the proposal until the November 15, 2012, meeting and requested additional information. Due to the Commission's request for more information regarding support services for online classes, IVC decided in fall 2012 to convert all transfer-level online courses to a face-to-face format. The current plan is to continue in this manner for spring 2013. More specifically, the college has decided to pull down all online classes that are connected to a degree or certificate program.

Another major factor contributing to this decision to not offer the full slate of online classes in spring 2013: in May 2012 IVC made the decision to adopt Blackboard Learn 9.1 as the new Course Management System for the college. Now, every single class at IVC is provisioned with a course shell. Accordingly, there are over 300 instructors using Blackboard at this point, and there are over 6,000 active student Blackboard accounts. Accordingly, the DE Committee initiated the process, advocating for the "moratorium" on online courses. The DE Committee felt that more time was needed to ensure that instructors were adequately trained in the utilization of Blackboard. Additionally, more time was needed to ensure the "new" online courses, converted to Blackboard, possessed the requisite academic rigor.

The current goal is to move judiciously, preparing the online classes for deployment in fall 2013, after sufficient time has been invested in training, new course creation, and evaluation of each course prior to deployment online.

External Independent Audit and Integrity in the Use of Federal Monies

Imperial Valley College complies with the requirement to contract with an independent auditor by April 1 of each year to conduct an annual audit. Wilkinson Hadley King & Co. LLP performs the annual audits for the district each fiscal year. The audit report is reviewed with the Board of Trustees. IVC responds to all annual audit findings and recommendations in a timely fashion within existing financial restraints.

All Imperial Valley College financial documents demonstrate proper allocation and use of resources to support student learning programs and services. As illustrated in the last three audit reports, the college is meeting all of the necessary budgeting and accounting standards and practices with no significant exceptions. The audits are published on the college website and made available to district faculty, staff, the Board of Trustees, and the public.

Audits of the Imperial Valley College Bond Fund (Measures J and Measure L) indicate the college is meeting all required budgeting and accounting standards and practices with no significant exceptions. The audits can be found on the Citizens Bond Oversight Committee webpage on the college website.

Wilkinson Hadley King & Co. LLP's annual audit reports include an Independent Auditor's Report on Compliance with Requirements That Could Have a Direct and Material Effect on

Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133. The report includes the Schedule of Expenditures of Federal Awards, which identifies the federal programs, in compliance with OMB Circular A-133 and state requirements. The Independent Auditor's Report can be found in the Other Independent Auditor's Report Section of the annual audits; the Schedule of Expenditures of Federal Awards can be found in the Required Supplementary Information section of the annual audit reports.

ABSTRACT

Imperial Valley College has undergone tremendous changes since the 2006 Accreditation Self-Study and Site Visit in 2007. The college has experienced a physical transformation with the addition of the Science Complex and Transportation Terminals. The college's environment now reflects the deserts surrounding the Valley while acknowledging the Valley's gardens with green lawns and roses.

The new LEED-certified Science Complex opened in spring 2010 and has transformed the learning environment of the college by creating spaces for students to dialogue and study in its expansive lobbies and for faculty and students to learn in the smart classrooms. The complex houses 60-plus faculty on the building's second floor in close proximity to students and colleagues; this has improved informal dialogue amongst department and division faculty. In addition to the 2700 building and transformative landscaping, the newly renovated 400 building showcases how the college will renew itself in the coming years.

The physical changes have been matched by a college culture change in decision-making processes based on data-driven program review data. Our annual program review and comprehensive program review cycles have transformed the ways that the college makes decisions and allocates its resources.

New programs have been developed since the last self-study; others have been reengineered to prepare a workforce that will be able to respond to the area emerging alternative energy industry Industrial Technology and Health and Human Services careers while maintaining transfer level programs.

Beginning in fall 2012 the college has embraced a college hour concept which allows the campus community including faculty, staff and students to participate in activities to promote student engagement, staff development and student learning outcome dialogue, planning and assessment. This shared hour will further transform the college's culture of inquiry.

This Self Evaluation is the result of work by faculty, classified staff, students, and administrators who actively participated on the Accreditation Standards.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

I.A. Mission

The Imperial Valley College mission statement provides the institutional principles and purpose for the college. The mission statement is published in the college catalog, class schedules, and all applicable reports. All classrooms and instructional areas have the mission statement prominently displayed. It is also published on the college website. The mission statement is also the guiding principle that drives all institutional planning and decision making.

The mission statement is reviewed regularly by shared governance groups and by the Board of Trustees. The most recent affirmation of the mission statement by the Board of Trustees was in April 2012. The current mission is reviewed and reaffirmed in the annual updates of the Educational Master Plan.

I.B. Improving Institutional Effectiveness

Imperial Valley College uses a variety of processes to measure institutional effectiveness as a mechanism to improve student learning.

Shared governance, through a formal committee mechanism, includes representation from all stakeholders and promotes open dialogue and inclusivity. These committees hold regularly scheduled meetings that are open to the entire community. Agendas are distributed through an internal communication system called "All Users" that distributes emails to all staff and faculty.

The college incorporates planning through the Strategic Plan, the Educational Master Plan, and program review. This model integrates planning through a district-wide process that allows objective evaluation of program and services.

The college uses data to evaluate its effectiveness and create the necessary dialogue on improvement. Comprehensive Program Review for instructional and non-instructional programs are on a three-year cycle, where objectives are analyzed, measured, and provides the foundation for future goals. Comprehensive Program Review incorporates student learning outcomes, retention data, graduation rates, and other measuring data. Annual Program Review is an annual review of each program's goals and objectives and is used in the resource allocation process and planning.

Imperial Valley College allocates its resources based on the priorities approved and outlined in the Educational Master Plan, institutional priorities, and in fulfillment of its mission.

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

II.A. Instructional Programs

Review of courses and programs is part of the culture of Imperial Valley College, based on dialog about student learning outcomes and other achievement data. Each department performs a cyclical three-year comprehensive program review with an annual update to allocate resources according to the Educational Master Plan. The college's Institutional Researcher works with department chairs and administrators to provide ongoing data on student success, retention, persistence and program completion. Working with the Curriculum Committee, departments perform cohort studies to assess student success through programs and make planning adjustments for continuous program quality improvement. Also working with the Curriculum Committee, an Enrollment Management Task Force comprised of administrative, faculty, counselors, and a student representative assess

enrollment trends, waitlist data, and students' career options to assure currency and maximize access to needed programs. As a result, the college offers 63 AA and AS degrees and 55 certificates in addition to 8 transfer majors.

With the addition of a Vice President for Technology Services, the college has sprung forward to provide students with a wide array of delivery systems and modes of instruction leading to successful learning outcomes. Students presently can access wireless broadband internet service anywhere on campus, Blackboard online enhancement for every section, an Outlook Live IVC e-mail account, and cloud versions of the Microsoft Office suite of software. The application process, registration, catalog, and a "live" class schedule are all online and accessible from any internet-equipped device.

To ensure excellent instruction, full-time and part-time faculty is evaluated on a regular cycle by area administrators and peers. Faculty engages in regular dialog about Student Learning Outcomes, assessment tools, and results. Faculty committees and advisory boards play key roles in continuously reviewing courses for relevance and currency through the Program Review process in alignment with the college's mission statement and Educational Master Plan.

II.B Student Support Services

In keeping with its mission, Imperial Valley College offers comprehensive support programs and services to its diverse student body, including: Admissions and Records, Assessment, CalWORKS, Cooperative Agencies Resources for Education (CARE), Counseling, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), 1st Step, Financial Aid, Mental Health Counseling Services, Student Health Services, Transfer Center, TRIO (Upward Bound, Educational Talent Search, Student Support Services), and Veterans Services. Online services are also offered through the college's Student Web Portal. Through this website, students may access the following online services: CCC Apply application for admission, class schedule, college catalog, financial aid services including the FAFSA, the online registration system WEBSTAR, DegreeWorks degree audit program, and e-SARS for online counseling appointment scheduling. These support services demonstrate a commitment to student success for all students, from basic skills to transfer.

To further enhance student success and learning, Imperial Valley College is committed to the enhancement of Student Services facilities. In spring 2012 the completion of the "400 Building Modernization" allowed the Assessment Center to be moved from a temporary building on the far edge of the campus into a state of the art, centrally located building, improving access for all students. In fall 2012 the reception area in the counseling and financial aid building was remodeled to improve traffic control during peak periods and to enhance accessibility for students with disabilities.

Student support services are assessed regularly to ensure quality and adherence to the college's mission, priorities, goals and objectives. The review process begins with an annual program review of each department which includes the development and assessment of

departmental Service Area Outcomes, followed by a Comprehensive Program Review every third year. The review process is collaborative and inclusive of staff, faculty, and administrators within each department. The college Student Services Council, led by the Vice President for Student Services and made up of leaders from each of the student services departments, oversees the program review and planning processes for the student services programs. This process is fully integrated with the processes in Academic Services, Business Services, and Technology in the development of the Educational Master Plan via the Educational Master Planning Committee.

II.C. Library and Learning Support Services

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The Imperial Valley College Library collections are selected and maintained to support the curriculum in serving student learning. In the four fiscal years 2007-2010, the Library collected 4,230 books and other information resources, which represents a 6.4% increase in the size of the collection, not including electronic full-text periodicals. Programs and departments across the institution are supported with acquisitions of materials specific to the discipline in a variety of formats and means of delivery, including print, electronic/digital, audio, and video. Students can access the Online Library Catalog via the college's homepage. The Online Library Catalog provides information and access to the library's collection, e-books, and audio and video holdings.

Imperial Valley College offers learning support services through its Study Skills Center (tutoring), Reading/Writing Lab, Language Lab, Business Lab, and Math Lab.   The librarians maintain memberships with the California Council of Chief Librarians (CCL) and San Diego/Imperial County Community College Library Consortium. The dean is a member of the CCL Executive Board.

All Imperial Valley College students have access to the online library catalog and electronic full-text databases from anywhere they have Internet access. The college maintains a variety of materials that are current, easily accessible, and designed to assist students achieve their educational goals, and ultimately helps the college achieve its mission.

STANDARD III: RESOURCES

III.A. Human Resources

Since the last Accreditation Self Study, Imperial Valley College has taken significant steps in collectively shifting the way that it plans for, utilizes, organizes, and analyzes the most important component in helping students achieve their learning goals - its human capital.

Financial circumstances have forced the college to focus on human resources through a more focused lens of planning integration and transparency. To help with that focus, in 2011 a participatory governance committee (called the "Staffing Committee") was formed. The Staffing Committee "affords the campus community a chance to analyze, provide input, and make recommendations about staffing-related issues. The Staffing Committee is charged with four broad categories within its purview":

- Analysis and planning of district staffing needs.
- Equal Employment Opportunity (EEO) and diversity policies and procedures.
- Classification and reclassification of district staff.
- Consideration of organizational structure and function

As a result of changes in students served, financial outcomes, and leadership, the college has undergone several assessments and changes as it attempts to find the "right size" and "right type" of organizational structure. These changes and continuing financial woes have led to sustained relationship pressures among the labor and employee groups on campus. Recognition of these struggles lead to the college collectively requesting an analysis be done by FCMAT(Fiscal Crisis Management Assistance Team), to include recommendations for an "Organizational Structure and Comparison" as part of their scope of work. The college has dedicated itself to implementation of the FCMAT report recommendations.

The Human Resources office has absorbed the coordination of employee benefits (2010) and payroll (2012). This has further enhanced the close-knit relationship that the HR office has with both the Business office and Information Technology. HR has worked with IT on a variety of enhancements to both systems and reports, which provide critical human capital data. This data is being collected and used to help with human resources decision-making in ways that have not previously been available at the college (examples include: reports for employment costs, staffing trend levels, forecasting turnover, requests to hire, and evaluations).

III.B. Physical Resources

The college provides physical resources, which include facilities, land, equipment, and other assets, that support student learning programs and campus departments.

Imperial Valley College was established in 1961 and is the only community college serving residents of Imperial County. The college consists of one campus, centrally located within the county.

Many of the campus buildings are over 50 years old. In recognition of the need to modernize the existing, the community passed two general obligation bonds: Measure L on November 2, 2004 in the amount of $58,000,000 and Measure J on November 2, 2010 for $80,000,000. Additionally, the college has been able to access state capital project funds for building modernization and state transportation funds for bus terminal and roadway improvements. In addition to the new construction, renovations of old buildings and utility upgrades have been undertaken using bond funds.

Evaluation of facility needs is an on-going process involving the Director of Maintenance and Operations, District Architect, the Executive Council and the Environmental Improvements Committee. As part of the planning and evaluation process, a Five-Year Construction Plan is developed and updated annually.

The college will continue to use bond proceeds to construct and modernize campus facilities in order to meet the current and future facility needs of our educational programs.
The college has in place the necessary processes and safeguards to ensure that all capital projects are effectively utilized. The one area of on-going improvement is developing the process for estimating the cost of ownership for new construction.

III.C. Technology Resources

Imperial Valley College recognizes that technology resources are a critical component of student learning and student services, as well as a critical component of the platform that allows the institution to operate effectively. Students utilize technology services to apply for admission, register for courses, receive financial aid, complete coursework, communicate with faculty and one another, and receive their grades and academic histories. Faculty utilizes technology to receive rosters, perform assessment, communicate and deliver course content. Finally, the administration and staff rely on technology for procurement, budgeting, reporting, course scheduling, and student data retrieval in support of decision-making and planning.

Between September 2010 and April 2011, the college embarked on a strategic planning process to define the role of technology, our priorities, and the metrics with which we will evaluate our performance in support of these priorities. Built upon shared purposes and needs, the Strategic Technology Plan became the framework for the college's goal to use technology efficiently and responsibly to help people do their work and to improve learning. This plan is fully integrated into the larger institutional planning process at the college.

Finally, the college uses a variety of technologies to support student learning, student services, and college operations. Faculty and students use the Blackboard course management system, which provides a virtual presence for all classes; students also have access to email accounts (via Live@Edu), DegreeWorks, PaperCut, computer labs, and the college's web site. Finally, the Banner ERP system provides a stable backbone for the college's business and administration.

III.D. Financial Resources

Imperial Community College has policies and procedures to ensure that there are sufficient financial resources to support on-going learning programs and the departments needed to support them.

The college, through Program Review, allocates resources in a manner that supports the development and maintenance of programs and services. The college has a history of using

significant reserves to balance the annual budget, but in recent years has moved toward the concept of on-going expenditures to be funded by on-going revenues. The 2012-2013 Final Adopted Budget does not fully achieve this goal. The college will use approximately $600,000 of reserves to balance the budget. However, the future goal of the college is to adhere to the philosophy of on-going expenditures being totally funded by on-going revenues.

Due to the on-going financial issues of the state, the college has experienced declining student enrollment. The college, due to declining revenue, has reduced expenditures using one-time reductions. This has enabled the college to maintain reserves ranging from 6% to 8% for the last four years. However, the college believes that for the foreseeable future, the financial condition of the state will not improve significantly. Thus, the college with the assistance of the Fiscal Crisis and Management Assessment Team (FCMAT) is in the process of developing structural changes which will be of a permanent nature and address the downsizing of the college due to declining student enrollment.

Administration in recent years has worked on establishing trust with college stakeholders regarding financial issues. A key to building this trust has been a policy of transparency with regards to financial data and issues.

Imperial Valley College will continue to work closely with all stakeholders in order to develop the structure necessary to ensure that the college manages its financial affairs with integrity and in a manner that adequately supports student programs and ensures financial stability.

STANDARD IV: LEADERSHIP AND GOVERNANCE

IV.A. Decision-Making Process

The college recognizes that ethical and effective leadership throughout the organization enables the institution to identify its values, to set and achieve its goals, to learn from its mistakes, and to continually improve upon its past.

The administration recognizes and understands the work, dedication, and determination it takes for a community college to be effective. The college goals are established to support student learning and are found in both the Educational Master Plan documents and Board Goals (which are more global in nature). Both the Board Goals and Educational Master Plan goals support the college's mission and student success. These goals are posted within college publications and on the website. Board Goals are reviewed annually each fall and discussed at the annual Board Retreat each February. The Board has established the following goals:

1. Development of plan for a balanced and sustainable budget.
2. Pursue associations with other organizations to insure our students have opportunities to succeed
3. Maintain facilities appropriate to the needs of the college

4. Increase visibility, advocacy, and two-way dialogue with the community at large through all stakeholders
5. Maintain knowledge and participation with the campus as assessed through the accreditation benchmark reports

The Board recognizes the authority of the Academic Senate on all academic matters and has policies acknowledging that authority. In addition, participation in the institutional planning efforts is made available through shared governance committees. Individuals may bring forward ideas for institutional improvement through the department chairs, deans, vice presidents, and constituent representatives serving on shared governance committees. This process lends itself to a practice whereby institutional improvement is a work in progress that can be updated, changed, and adjusted by working through the shared governance process.

IV.B Board and Administrative Organization

The Imperial Community College District Board of Trustees believes that a major Trustee role is to set policy for the district. In setting policy, the Board creates and works within a participatory environment with respect for students and all employee groups. The Board is comprised of seven members elected by the communities served by the district. The Board includes one non-voting student member selected by the Associated Student Government in compliance with the Education Code 72023.6. The student's term of office is one year.

The Board of Trustees is also responsible for addressing academic matters though policy development based on consult from faculty as communicated through the Academic Senate. These areas of examination include, but are not limited to, curriculum, degree and certificate requirements, and grading policies. The Board recognizes that regular evaluation of these issues is crucial to furthering the college's mission and supporting institutional outcomes. Policy development and implementation related to professional matters is achieved through collaboration within the shared governance process agreed upon by the college's councils, committees, and the Board. The Board values agreement on policy building, but recognizes its legal obligations to make final decisions in the best interest of the district.

The Board of Trustees is also responsible for hiring and evaluating the Superintendent/President. The Board delegates power and authority to the CEO so that he may successfully lead the district. The Superintendent/President oversees the fiscal health of the college, advocates participatory governance, maintains a strong and visionary leadership role, and ensures that instructional and support programs align with current and future community needs. The Superintendent/President is evaluated on a yearly basis to ensure performance of the position's goals and objectives.

The Board of Trustees is accountable for the quality of the college's educational program, legal matters affecting the district, and financial stability and integrity. The Board achieves these responsibilities by establishing effective working relationships with the Superintendent/President and participatory governance bodies within the organizational structure of the college.

ORGANIZATION OF THE SELF EVALUATION

When Imperial Valley College was removed from warning status in 2010, the college set out to fully integrate the accreditation standards and self-evaluation into all campus committees and planning processes. To that end and to prepare this document, it formed a Continuous Accreditation Readiness Team or CART.

As the current Vice President for Academic Services and Accreditation Liaison Officer, Kathy Berry appointed all administrators, department chairs, the institutional researcher, and the SLO Coordinator to the CART. The Dean of Science, Math, and Engineering (at that time Dr. Lianna Zhao) and Dean of Arts and Letters (at that time Brian McNeece) became Co-Chairs of CART in fall of 2010, and the committee began to meet twice a month to establish a timeline and teams for each standard. Team Leaders then recruited appropriate members from faculty and staff and began to meet separately to study the standards and assign duties to write and gather evidence from all campus communities.

Team leaders provided members with a notebook containing the relevant questions from the ACCJC Guide to Evaluating Institutions, and each team member filled out a planning grid to identify the individuals to speak to on campus to complete the response and what documents would be needed as evidence. In this way, each team quickly found traction and direction in a process that at first seemed overwhelming.

In the fall of 2010, to facilitate smooth collaboration, the CART began to use Dropbox.com, creating an online folder for each Team Leader, the CART agenda and minutes, and data needed for evidence. Additionally, the Accreditation Dropbox included all relevant previous Accreditation documents, and ACCJC publications.

The CART also established an editing team, file-naming conventions, endnote conventions, and provided sample documents for all those working on the Self Evaluation.

When Dr. Lianna Zhao resigned her position as dean, Trinidad Argüelles, Lead Counselor, filled her co-chair position. When two dean positions were eliminated and Dean McNeece returned to full-time teaching, he remained as the other co-chair of CART.

In March of 2011 Team Leaders attended ACCJC training at Moreno Valley College and reported back to the full CART and Teams.

The Accreditation process received another boost when key members of CART attended the State Academic Conference on Accreditation in March of 2012 and then again when Vice President Berry and Professor McNeece were members of the site visit to Cerro Coso and Porterville College, respectively in October of 2012.

The CART Co-chairs gave regular updates during fall of 2011 and spring of 2012 to the Academic Senate, College Council, Curriculum Committee, Basic Skills, Distance Education

(DE), and Student Learning Outcome (SLO) Committee. Concurrently, the Vice President for Academic Services kept the Board of Trustees apprised of CART activities.

In spring of 2012, a permanent repository was created for evidence documents, and all CART members and clerical support staff received training on how to upload and hyperlink documents. In addition, the Webmaster provided training on how to update the IVC website to populate committee agendas and minutes.   Through CART members' investigations toward writing to the Standards, the Data Reliability Committee was re-formed. Additionally, a dialog was begun between the college and the Chancellor's Office and Cal-Pass to improve data consistency to be used in institutional planning.

General Timeline for Completion of the Self-Evaluation Report

Fall 2010
- Formation of Continuous Accreditation Readiness Team (CART)

Spring 2011
- Ongoing twice monthly CART meetings
- Formation of teams for each standard.
- Preliminary timelines for completion of report discussed
- Planning grids filled out by team members
- Format and process of the report discussed-Naming conventions, endnote conventions
- Coordination with SLO Committee and CART
- ACCJC Training
- Standard Team meetings ongoing

Fall 2011
- Ongoing twice-monthly CART meetings
- CART reports to all committees
- Request data from researcher
- Compile recommendations for institutional changes to meet standards
- Create and administer student and employee surveys
- Coordinate with EMP committee to meet standards

Spring 2012
- Ongoing twice-monthly CART meetings
- CART reports to all committees
- Create plan for SLO/PLO for website and catalog
- Update on accreditation progress presented to Board of Trustees
- Team committee meetings continue
- Permanent repository on website created
- Standard directories built in repository

- Staff trained on how to convert evidence to PDF and upload with FTP to permanent repository.
- CART members trained on creating live links to evidence in Self Evaluation

Summer 2012
- Drafts to Editors

Fall 2012
- Editors return drafts to Team Leaders for corrections
- Dialog with SLO Coordinator about SLOs/PLOs/SAOs
- Dialog with VP for IT about full migration from old website
- Establish final deadlines for Self Evaluation
- Compose Introduction and final updates
- Edit and update Eligibility Requirements and History of College
- Move Self-Evaluation through participatory governance process
- Print Self-Evaluation

Spring 2013
- March Site Visit

Accreditation Liaison Officer, Continuous Accreditation Readiness Team (CART)
Kathy Berry, Vice-President for Academic Services, Accreditation Liaison Officer
Brian McNeece, Professor of English, CART Co-Chair
Trinidad Argüelles, Lead Counselor, CART Co-Chair

Standard I: Institutional Mission and Effectiveness

I.A. Mission
Alejandro Cozzani, Associate Professor of Physics and Mathematics, Standard Team Leader
Oscar Hernandez, Associate Professor of Mathematics

I.B. Improving Institutional Effectiveness
Efrain Silva, Dean of Economic and Workforce Development, Standard Team Leader
Jeff Beckley, Professor of Business
Toni Gamboa, Classified Administrative Secretary - Arts, Letters, and Learning Services
Martha Garcia, B-Green Coordinator, Professor
Paige Lovitt, High Center Tech Specialist, Professor
Angie Ruiz, Professor of Business
Patricia Robles, Administrative Secretary – Economic and Workforce Development
Lisa Seals, Director of Financial Aid

Standard II: Student Learning Programs and Services

II.A Instructional Programs
Brian McNeece, Professor of English, CART Co-chair, Standard Team Leader
Krista Byrd, Professor of Psychology
Alejandro Cozzani, Assistant Professor of Mathematics
Grace Espinoza, Classified, Science Lab Technician
Jim Fisher, Professor of Chemistry
Daniel Gilison, Chair of Science, Math & Engineering Dept., Associate Professor of Biology
Kseniya Gregory, Associate Professor of ESL
Francine Hias, Part-Time Faculty, Psychology
Sydney Rice, Assistant Professor of English as a Second Language, SLO Coordinator
Jose Ruiz, Associate Professor of Spanish, Coordinator of World Languages and Speech
Bradford Wright, Assistant Professor of History
David Zielinski, Professor of English, Coordinator of Distance Education

II.B Student Support Services
Ted Ceasar, Dean of Counseling, Standard Team Leader
Trinidad Argüelles, Lead Counselor, CART Co-Chair
Jan Magno, Interim Vice President for Student Services/Dean of Enrollment Services (Retired 2012)
Sergio Lopez, Dean of Student Affairs and Enrollment Services
Carol Lee, Transfer Center Director/Articulation Officer (Retired 2012)
Rosie Lopez, Director of Upward Bound
Myriam Fletes, Director of Talent Search
Dolores Diaz, Project Director for Student Support Services
Norma Nava, Director of Disabled Student Program and Services
Norma Nuñez, Matriculation Director
Lilia Sandoval Neidiffer, CalWORKS Counselor
Lisa Seals, Director of Financial Aid
Veronica Soto, Transfer Center Director/Articulation Officer
Emily Bill, Counselor
Maria Esquer, CalWORKS Counselor/DSS Coordinator
Gloria Hoisington, Director of Admissions & Records
Silvia Murray, Administrative Secretary – Student Services
Claudia Aguilar, Student Services Technician

II.C. Library and Learning Support Services
Taylor Ruhl, Dean of Arts, Letters, and Learning Services, Standard Team Leader
Terry Norris, Reading/Writing Lab Tutorial Specialist, Associate Professor
Cathy Zazueta, Head Librarian, Professor
Frank Hoppe, Reference Librarian, Assistant Professor
Bruce Seivertson, Professor of Geography, Chair of Social Science Department (Retired 2012)

Standard III: Resources

III.A. Human Resources
Travis Gregory, Administrative Dean of Human Resources, Standard Team Leader
Jessica Waddell, Administrative Assistant - Human Resources

III.B. Physical Resources
John Lau, Vice President for Business Services, Standard Team Leader
Mary Carter, Administrative Assistant - Business Services
Rick Webster, Director of Maintenance and Operations
Jimmie Sanders, Consultant Architect

III.C. Technology Resources
Todd Finnell, Vice President for Information Technology, Standard Team Leader
Michael Heumann, ATLAS Project Director
Adriana Sano, Administrative Assistant - Information Technology

III.D. Financial Resources
John Lau, Vice President for Business Services, Standard Team Leader
Carlos Fletes, Director of Fiscal Services
Mary Carter, Administrative Assistant - Business Services
Craig Blek, Chair Business Department Associate Professor of Business
Trinidad Argüelles, Lead Counselor, CART Co-Chair
Kevin White, Co-chair Budget and Fiscal Planning Committee, Chair of Behavioral and
Social Science Department, Associate Professor of Political Science

Standard IV: Leadership and Governance

IV.A. Decision - Making Roles and Processes
Kathy Berry, Vice President for Academic Services, Standard Team Leader
Linda Amidon, Administrative Assistant - Academic Services
Leticia Pastrana, Chair of ESL Department, Associate Professor of ESL
Lisa Tylenda, Student, ASG President
Alberto Izararraz. Student, ASG Representative, former student
Alfredo Cuellar, Dean of Behavioral and Social Sciences (Resigned)
Eric Lehtonen, Academic Senate President, Professor of Mathematics
Silvia Murray, former Administrative Secretary – Behavioral and Social Sciences Division

IV.B. Board and Administrative Organization
Jan Magno, former Interim Vice President for Student Services/Dean of Enrollment Services,
Standard Team Leader (Retired 2012)
Sergio Lopez, Dean of Student Affairs and Enrollment Services
Lourdes Ayon, Administrative Assistant – Student Services

Other Sections of Self Evaluation
Tina Aguirre, Dean of Health and Sciences
Brian McNeece, Professor of English, CART Co-chair
Kathy Berry, Vice President for Academic Services, ALO
Taylor Ruhl, Dean of Arts, Letters, and Learning Services
Efrain Silva, Dean of Economic and Workforce Development
Bill Gay, Media Services
Trini Arguelles, Lead Counselor, CART Co-chair
Norma Nunez, Matriculation Director, Professor
Jill Nelipovich, Director of Institutional Research and Grants
Sergio Lopez, Dean of Student Affairs and Enrollment Services
Ted Ceasar, Dean of Counseling
Travis Gregory, Administrative Dean of Human Resources
Todd Finnell, Vice President for Information Technology
Mary Carter, Administrative Assistant – Business Services
Linda Amidon, Administrative Assistant – Academic Services
Jessica Waddell, Administrative Assistant – Human Resources
Patricia Robles, Administrative Secretary – Economic and Workforce Development

Editors and Readers
Michael Heumann, Associate Professor of English, ATLAS Director, Chair Curriculum
Committee, Co-Editor
Audrey Morris, Assistant Professor of English, Co-Editor
Carol Hegarty, Associate Professor of Art, Chair of Humanities Department, Co-Editor
Val Rodgers, Chair of Business Department, Professor of Business, Co-Editor (Retired 2011)
Linda Amidon, Editing Team Member, Administrative Assistant – Academic Services
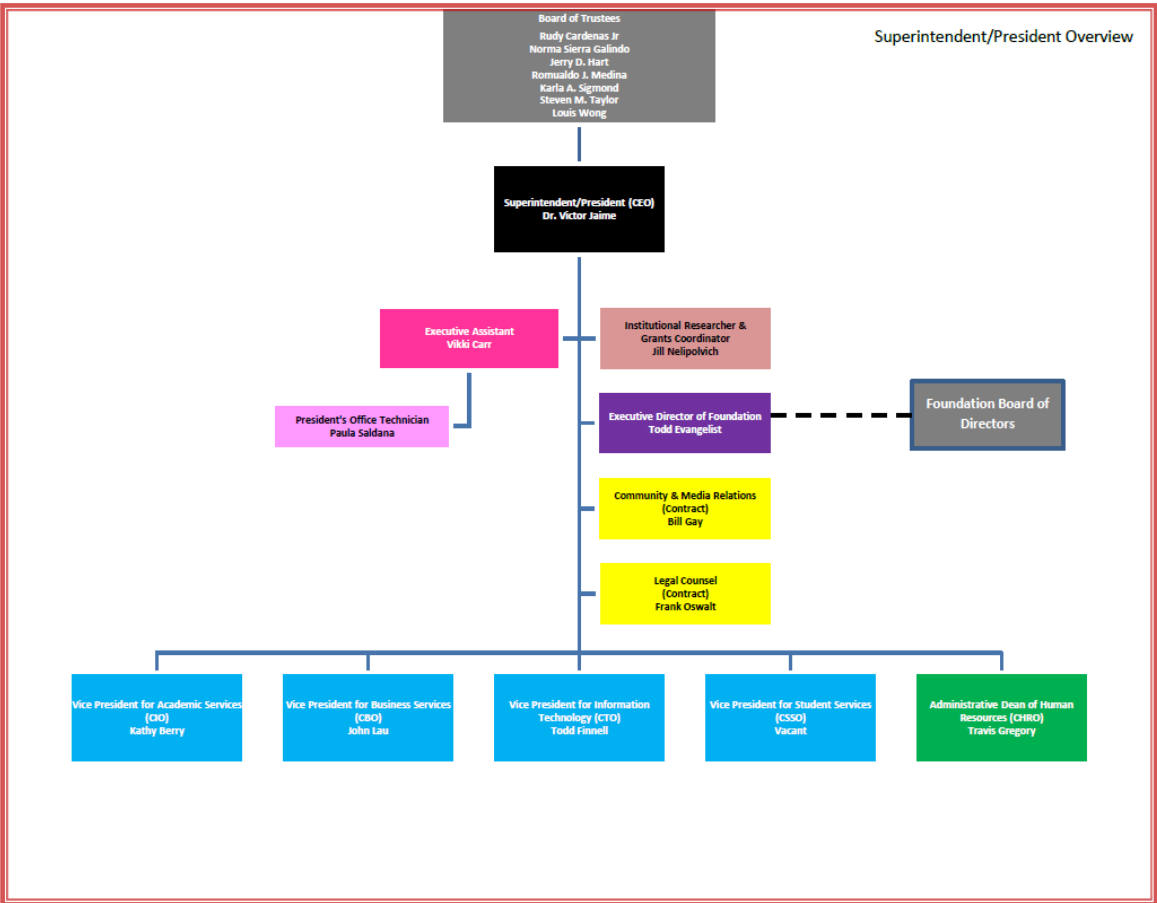Melody Chronister, Instructional Support Specialist
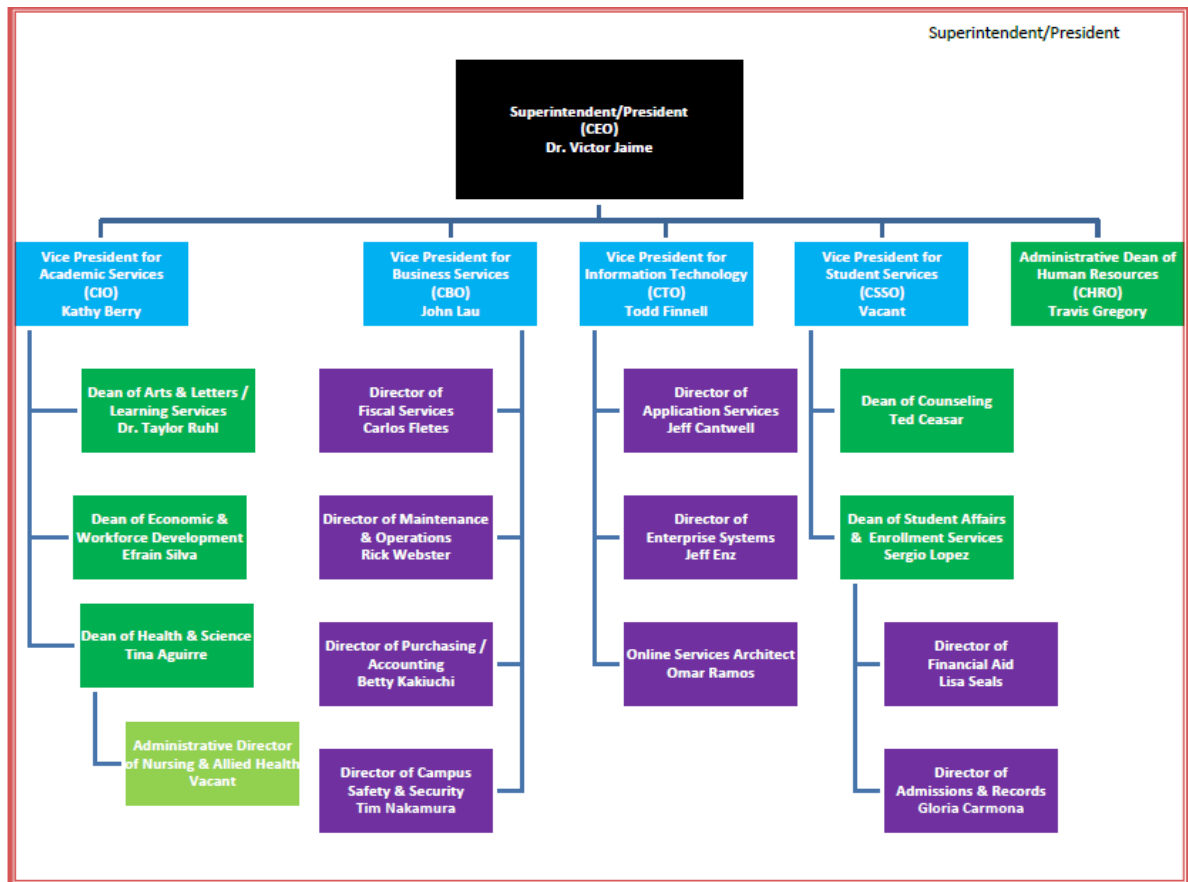
Technical and Graphic Support
Mike Nicholas Reprographics Designer and Technician
Omar Ramos, Webmaster
Jill Nelipovich, Director of Institutional Research and Grants
Dawn Chun, Director of Institutional Research and Grants (Retired 2012)
Matthew Thale, Systems Analyst
Alejandro Aguilar, Systems Analyst
Dixie Krimm, Instructional Assistant/Curriculum Specialist
Martha Navarro, Instructional Support Assistant
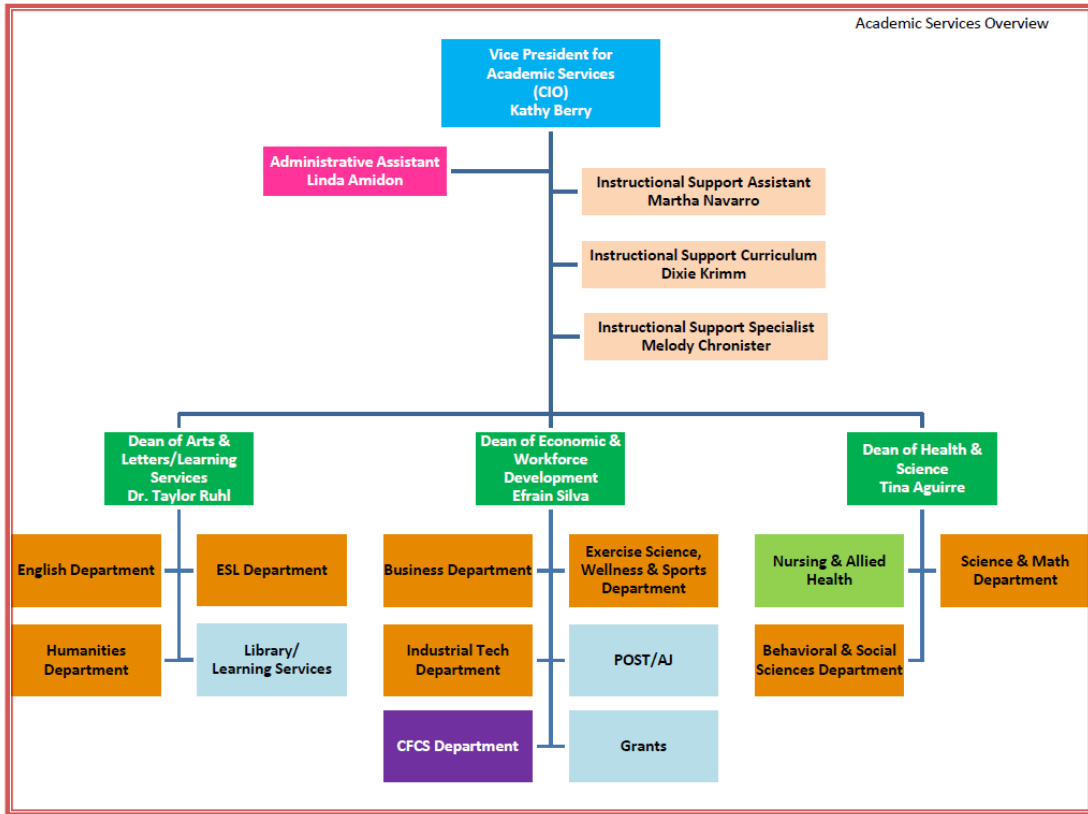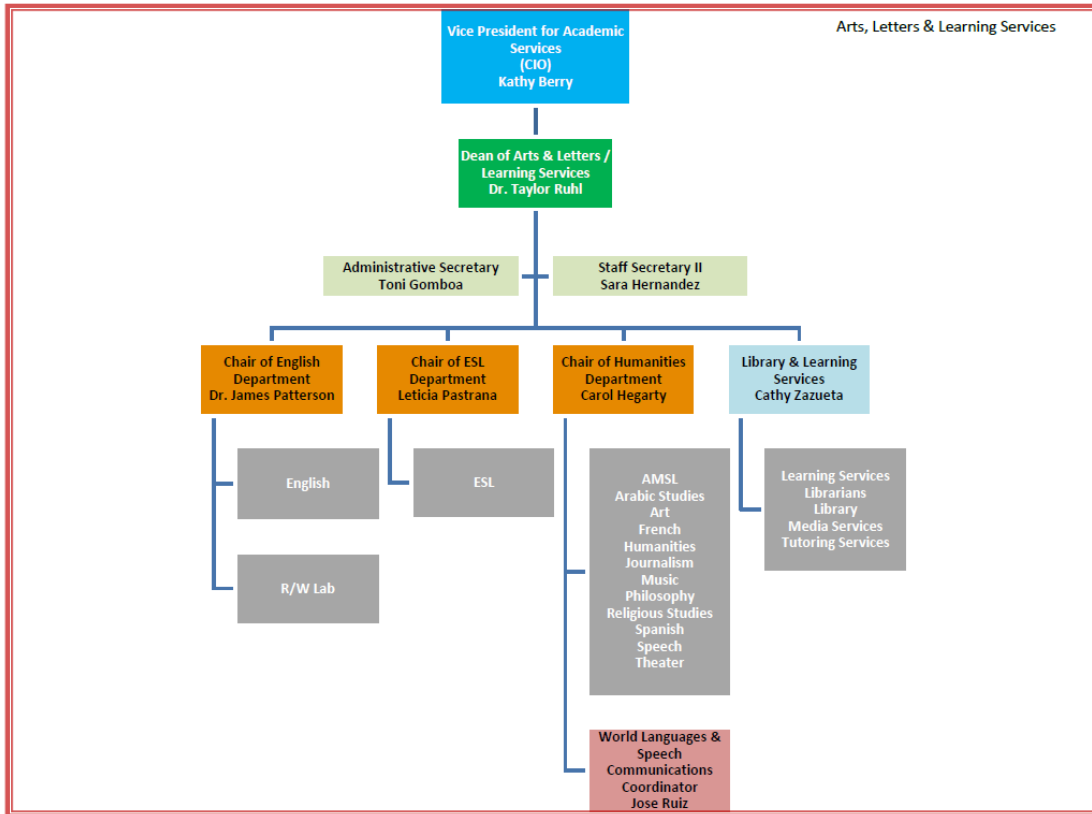Bill Gay, Media Services
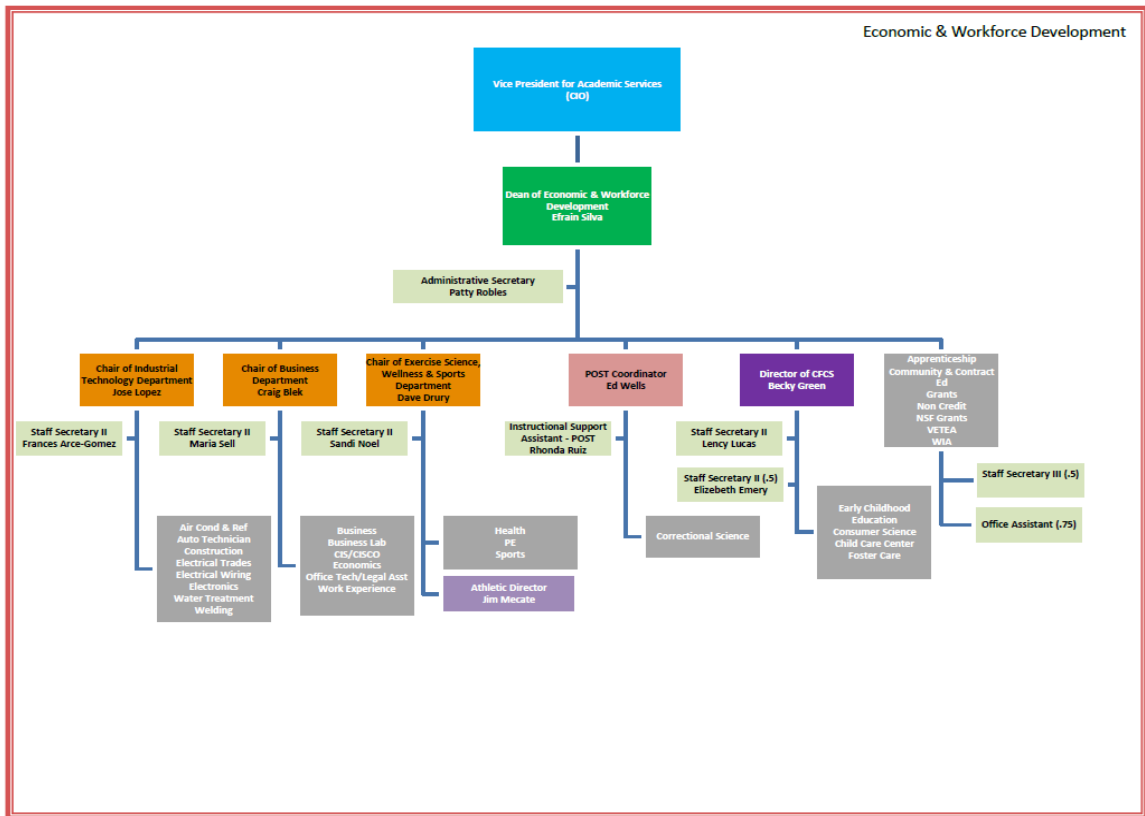
2012 – 2013 Organizational Chart

- Board of Trustees
- Superintendent/President
- Vice President
- Dean
- Manager (Director)
- Department Chair
- Positions under Area
- Coordinator
- Services under Area
- Student Service Area
- Administrative Assistant/Executive Assistant
- Support Staff
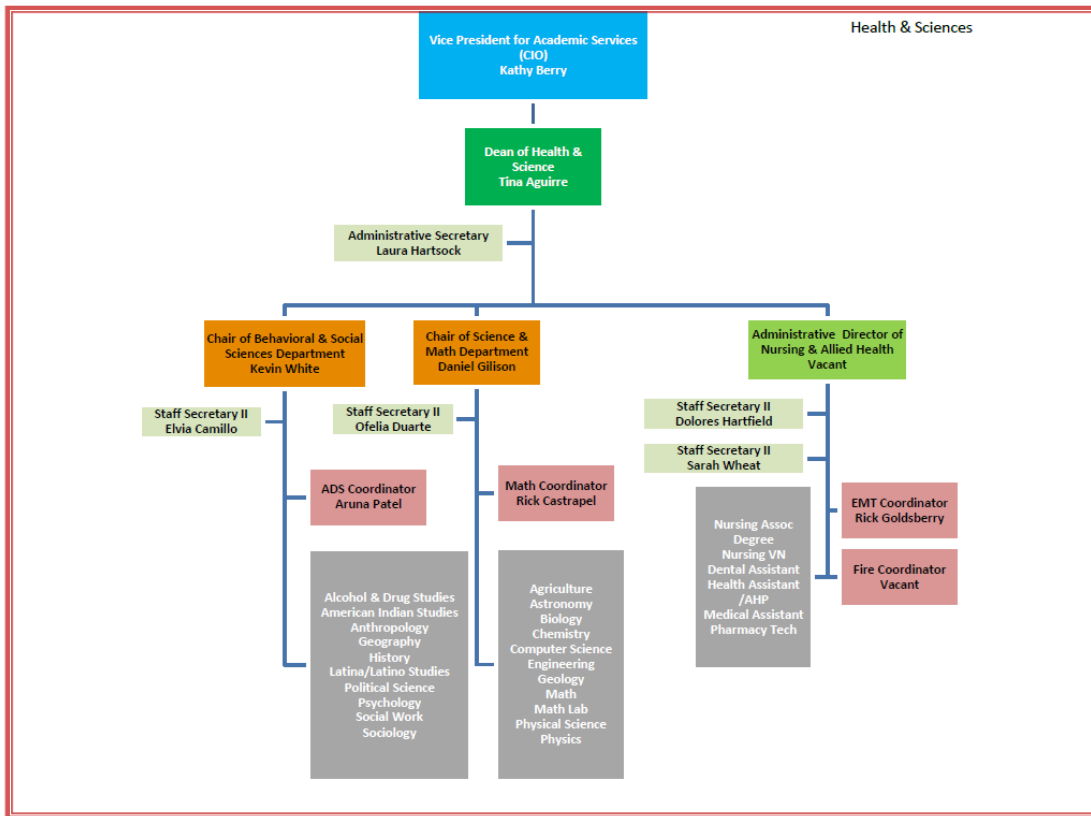- Contract
- Other Type of Director

Board of Trustees
Rudy Cardenas Jr
Norma Sierra Galindo
Jerry D. Hart
Romualdo J. Medina
Karla A. Sigmond
Steven M. Taylor
Louis Wong

Superintendent/President (CEO)
Dr. Victor Jaime

Executive Assistant
Vikki Carr

Institutional Researcher & Grants Coordinator
Jill Nelipovich

President's Office Technician
Paula Saldana

Executive Director of Foundation
Todd Evangelist

Foundation Board of Directors

Community & Media Relations (Contract)
Bill Gay

Legal Counsel (Contract)
Frank Oswalt

Vice President for Academic Services (CIO)
Kathy Berry

Vice President for Business Services (CBO)
John Lau

Vice President for Information Technology (CTO)
Todd Finnell

Vice President for Student Services (CSSO)
Vacant

Administrative Dean of Human Resources (CHRO)
Travis Gregory

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Superintendent/President
(CEO)
Dr. Victor Jaime

Vice President for Academic Services (CIO)
Kathy Berry

Vice President for Business Services (CBO)
John Lau

Vice President for Information Technology (CTO)
Todd Finnell

Vice President for Student Services (CSSO)
Vacant

Administrative Dean of Human Resources (CHRO)
Travis Gregory

Dean of Arts & Letters / Learning Services
Dr. Taylor Ruhl

Director of Fiscal Services
Carlos Fletes

Director of Application Services
Jeff Cantwell

Dean of Counseling
Ted Ceasar

Dean of Economic & Workforce Development
Efrain Silva

Director of Maintenance & Operations
Rick Webster

Director of Enterprise Systems
Jeff Enz

Dean of Student Affairs & Enrollment Services
Sergio Lopez

Dean of Health & Science
Tina Aguirre

Director of Purchasing / Accounting
Betty Kakiuchi

Online Services Architect
Omar Ramos

Director of Financial Aid
Lisa Seals

Administrative Director of Nursing & Allied Health
Vacant

Director of Campus Safety & Security
Tim Nakamura

Director of Admissions & Records
Gloria Carmona

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Vice President for Academic Services (CIO)
Kathy Berry

Administrative Assistant
Linda Amidon

Instructional Support Assistant
Martha Navarro

Instructional Support Curriculum
Dixie Krimm

Instructional Support Specialist
Melody Chronister

Dean of Arts & Letters/Learning Services
Dr. Taylor Ruhl

Dean of Economic & Workforce Development
Efrain Silva

Dean of Health & Science
Tina Aguirre

English Department

ESL Department

Business Department

Exercise Science, Wellness & Sports Department

Nursing & Allied Health

Science & Math Department

Humanities Department

Library/ Learning Services

Industrial Tech Department

POST/AJ

Behavioral & Social Sciences Department

CFCS Department

Grants

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Arts, Letters & Learning Services

Vice President for Academic Services (CIO) Kathy Berry

Dean of Arts & Letters / Learning Services Dr. Taylor Ruhl

Administrative Secretary Toni Gomboa

Staff Secretary II Sara Hernandez

Chair of English Department Dr. James Patterson

Chair of ESL Department Leticia Pastrana

Chair of Humanities Department Carol Hegarty

Library & Learning Services Cathy Zazueta

English

ESL

AMSL
Arabic Studies
Art
French
Humanities
Journalism
Music
Philosophy
Religious Studies
Spanish
Speech
Theater

Learning Services
Librarians
Library
Media Services
Tutoring Services

R/W Lab

World Languages & Speech Communications Coordinator Jose Ruiz

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Vice President for Academic Services
(CIO)

Dean of Economic & Workforce
Development
Efrain Silva

Administrative Secretary
Patty Robles

| Chair of Industrial Technology Department Jose Lopez | Chair of Business Department Craig Blek | Chair of Exercise Science, Wellness & Sports Department Dave Drury | POST Coordinator Ed Wells | Director of CFCS Becky Green | Apprenticeship Community & Contract Ed Grants Non Credit NSF Grants VETEA WIA |

Staff Secretary II
Frances Arce-Gomez

Staff Secretary II
Maria Sell

Staff Secretary II
Sandi Noel

Instructional Support
Assistant - POST
Rhonda Ruiz

Staff Secretary II
Lency Lucas

Staff Secretary II (.5)
Elizebeth Emery

Staff Secretary III (.5)

Office Assistant (.75)

Air Cond & Ref
Auto Technician
Construction
Electrical Trades
Electrical Wiring
Electronics
Water Treatment
Welding

Business
Business Lab
CIS/CISCO
Economics
Office Tech/Legal Asst
Work Experience

Health
PE
Sports

Athletic Director
Jim Mecate

Correctional Science

Early Childhood
Education
Consumer Science
Child Care Center
Foster Care

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Health & Sciences

Vice President for Academic Services
(CIO)
Kathy Berry

Dean of Health & Science
Tina Aguirre

Administrative Secretary
Laura Hartsock

Chair of Behavioral & Social Sciences Department
Kevin White

Chair of Science & Math Department
Daniel Gilison

Administrative Director of Nursing & Allied Health
Vacant

Staff Secretary II
Elvia Camillo

Staff Secretary II
Ofelia Duarte

Staff Secretary II
Dolores Hartfield

Staff Secretary II
Sarah Wheat

ADS Coordinator
Aruna Patel

Math Coordinator
Rick Castrapel

EMT Coordinator
Rick Goldsberry

Fire Coordinator
Vacant

Nursing Assoc Degree
Nursing VN
Dental Assistant
Health Assistant /AHP
Medical Assistant
Pharmacy Tech

Alcohol & Drug Studies
American Indian Studies
Anthropology
Geography
History
Latina/Latino Studies
Political Science
Psychology
Social Work
Sociology

Agriculture
Astronomy
Biology
Chemistry
Computer Science
Engineering
Geology
Math
Math Lab
Physical Science
Physics

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Business Services

Vice President for Business Services (CBO)
John Lau

Administrative Assistant
Mary Carter

- Cafeteria (contract)
- Bookstore (contract)
- Construction Management (contract)

Director of Fiscal Services
Carlos Fletes
Accounts Payable/Receivable
Financial Aid/Grant Disbursement
Budget

- Accounting Coordinator
  Nancy Hoyt
- Accounting Technician
  Mirtha Galindo
- Accounting Technician
  Phyllis Gilliam
- Accounting Technician
  Marcia Reyes
- Cashier
  Ana Rojas

Director of Purchasing / Accounting
Betty Kakiuchi
Purchasing, Receiving & Accountin

- Purchasing & Receiving Coordinator
  Raquel Gonzalez

Director of Maintenance & Operations
Rick Webster
Grounds, Custodial, Maintenance, Facilities, & Water/Sewer Treatment

Staff Secretary I
Charlene Cruz

- Custodial Supervisor
  Salvador Gutierrez
- Grounds Maintenance Supervisor
  Sixto Diaz
- Grounds Maintenance Worker
  Roberto Delgado, Hugo Fregoso, Anthony Green, Arturo Rendon, Dennis Schneider
- Maintenance Worker II
  Dennis Abubo, Nicholas Makarchuk, Rex Robinson

- Custodian
  Rafael Diaz, Maria Garcia, Raymond Herrera, RUben Mokay, Raul Montes, Dougles Rosette, Ricardo Ruiz, Juan Sandoval, Rafael Torres
- Water/Sewer Treatment
  Temporary Employee
- Maintenance Woker III/HVAC
  Clifford Schneider, Raul Gomez
- Vehicle & Equipment Mechanic
  Pablo Chavez

Director of Campus Safety & Security
Tim Nakamura
Parking Control & Security

- Parking Control Officer
  Gina Madrid

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Administrative Dean of Human Resources
Travis Gregory

Administrative Assistant
Jessica Waddell

Human Resources Analyst
Martha P. Garcia

Human Resources Analyst
Sheila Dorsey-Freeman

Human Resources Specialist/Benefits
Martha Sanchez

Human Resources Technician
Vacant

Payroll Coordinator
Angie Gallo

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Information Technology

Vice President for Information Technology (CTO)
Todd Finnell

Administrative Assistant
Adriana Sano

Director of Application Services
Jeff Cantwell

Director of Enterprise Systems
Jeff Enz

Online Services Architect
Omar Ramos

Sr. Computer Programmer/Data Analyst
Bettsie Montero

Sr. Computer Programmer/Data Analyst
Alfonso Sanchez

Systems Analyst
Matthew Thale

Systems Analyst
Alex Aguilar

Information Technology Support Specialist
Steve Cook

Enterprise Specialist
Jose Torres

Enterprise Specialist
Vacant

Technology Support Technician (.5)
Steven Sciaky

Mail Room/Office Assistant
Yethel Alonso

Publications Design Coordinator
Mike Nicholas

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Student Services Overview

```
                          Vice President for
                          Student Services
                               (CSSO)
                               Vacant
                                 |
                    Administrative Assistant
                          Lou Ayon
                                 |
          +----------------------+----------------------+
          |                                             |
  Dean of Student Affairs &                      Dean of Counseling
    Enrollment Services                              Ted Ceasar
       Sergio Lopez
```

Administrative Secretary Saria Cardoza	Administrative Secretary Carol Cortez-Ramirez	Administrative Secretary Silvia Murray	Office Assistant Norma Gonzalez
		Office Assistant Erika Aguilar	Office Assistant Mirella Cital
		Office Assistant Patricia Jones	Office Assistant (.5) Mabel Vargas

Director of Financial Aid
Lisa Seals

Director of Admissions & Records
Gloria Hoisington

Student Affairs
Campus/Community Events
Student Health Services
Judicial Affairs
Outreach Services
Associated Student Government &
Campus Events
Master Calendar/Scheduling

Financial Assistance
Board of Gov Fee Waiver
Student Employement Career
Placement

Admissions &
Records Services
Registration

Transfer Center
TRIO
EOPS/CARE
Contracted Services
Counseling
CalWORKS
Matriculation
DSP&S

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Counseling

```
                        Dean of Counseling
                           Ted Ceasar
                               │
                    Administrative Secretary
                          Silvia Murray
```

Transfer Center	TRIO	EOPS/CARE	Counseling	CalWORKs	Matriculation	DSP&S	Contracted Service

| Transfer Center Program Director/Counselor Veronica Soto | Office Assistant III Erika Aguilar | Office Assistant III Tricia Jones | Office Assisstant III Mirella Otal | Lead Counselor Trini Arguelles | Office Assistant III [.5] Mabel Vargas | Project Director Matriculation Norma Nunez | Office Assistant III Norma Gonzalez | |

Project Director Student Support Services Dolores Diaz

Project Director Talent Search Myriam Fletes

Project Director Upward Bound Rosalie Lopez

Project Director EOPS/CARE Olga Artechi

SARS Coordinator/ Trainer Beatriz Avila

CalWORKs/DSS Coordinator Maria Esquer

CalWORKs Counseling Coordinator Lilia Sandoval

Project Director DSP&S Norma Nava

Imperial Valley College   2012-2013 Organizational Chart   September 2012

Dean of Student Affairs & Enrollment Services
Sergio Lopez

Administrative Secretary
Saria Cardoza

Outreach Coordinator
Carey Fristrup

Director of Financial Aid
Lisa Seals

Financial Assistance
Board of Gov Fee Waiver
Student Employment
Career Placement

Director of Admissions & Records
Gloria Hoisington

Administrative Secretary
Carol Cortes-Ramirez

A & R Services
Registration

Student Affairs
Campus/Community Events
Student Health Services
Judicial Affairs
Outreach Services
ASG & Campus Events
Master Calendar/Scheduling

Imperial Valley College   2012-2013 Organizational Chart   September 2012

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Imperial Valley College is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Imperial Community College District. Imperial Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This organization is recognized by the Commission on Postsecondary Accreditation and the U. S. Department of Education. The college is also accredited or has program approval by the American Welding Society, California Association of Alcohol and Drug Educators, California Board of Registered Nursing, California Board of Vocational Nurse and Psychiatric Examiners, Commission on Accreditation of Allied Health Education Programs, Commission on Peace Officers Standards and Training, California State Department of Education, and National Academy of Early Childhood Programs. This information is published in the college catalog and can also be found on the accreditation and affiliations website, http://accreditation.imperial.edu/accreditation-and-affiliations (ER1 2012-2013 General Catalog, p. 2; Letter from ACCJC, Reaffirmation of Accreditation, 6/30/10).[1]

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The mission of Imperial Valley College is "to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community." The mission statement is published in the General Catalog, on program review and planning documents, and on our college website. It is reviewed regularly, updated, and presented to the Board of Trustees for approval. The mission statement is considered a living document and defines the commitment of the college to achieving student learning (ER2 BP 1200 District Mission; ER1 2012-2013 General Catalog, p. 8).[2]

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

A seven-member Board of Trustees is elected by district, and each Board member represents one of seven high school districts within the Imperial Community College District which governs Imperial Valley College.

The board is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. The board members have no employment, family, or personal financial interest in the institution. A conflict-of-interest policy assures that any interests are disclosed and that they do not interfere with the impartiality of the governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution ([ER3 BP and AP 2710 Conflict of Interest](#)).[3] Board member profiles can be found on the Board of Trustees webpage, http://www.imperial.edu/about/college-governance/board-of-trustees/board-members/.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Board selects and employs a chief executive officer through a broad-based hiring committee which screens and interviews candidates and recommends to the Board. The chief executive officer, whose primary responsibility is to the institution, possesses the authority to administer board policies ([ER4 BP and AP 2430 Delegation of Authority](#)).[4] The Board appointed Dr. Victor Jaime as Interim Superintendent/President effective July 1, 2011; he has served as Superintendent/President since July 1, 2012 ([ER4 Board Minutes, 6/20/11, 5/16/12](#)).[5]

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Imperial Valley College, in its policies and procedures, has always maintained that the hiring of qualified staff with appropriate preparation and experience is of prime importance. The institution has sufficient staff to provide the administrative services necessary to support its mission and purpose (ER5 Organizational Chart).[6] Administrator profiles are published in the college catalog (ER5 2012-2013 General Catalog, p. 312).[7]

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.

Imperial Valley College has operated as an independent district continuously since 1959. Students are enrolled in a variety of courses that lead to certificates, associate degrees, and transfer (ER6 Student Enrollment by Subject).[8] The majority of courses are transferable and the curriculum is comprehensive (ER6 Fall 2012 Class Schedule; 2012-2013 General Catalog).[9]

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

Imperial Valley College offers a total of 71 degree programs including 8 transfer majors, and 55 certificate programs (ER7 2012-2013 General Catalog, p. 48).[10] In 2011-2012, 76% of total students were enrolled in program applicable courses (ER7 Student Enrollment by Subject).[11] Since academic year 2006-2007, the college has awarded 3,256 degrees and 1,340 certificates to students completing programs of study (ER7 Programs and Certificates Awarded).[12]

Students attending the fall 2012 semester indicated the following educational goals:

Educational Goal	Percent of Students
4 Yr College for 4Yr College Requirements	2.7
Advance in job/career	1.4
Career Interest and Goals	1.4
Credit for HS Diploma or GED	1.0
Earn Vocational Cert wo trans	2.5
Educational Development	2.3
Improve Basic Skills	3.0
Maintain Certificate/License	1.5

Obtain 2-yr Voc Degree w/o transfer	1.6
Obtain AA/AS and transfer to 4-yr	37.5
Obtain AA/AS w/o transfer	11.1
Personal Interest	0.2
Prepare for new career/job skill	4.5
Transfer to 4-yr w/o AA/AS	7.8
Uncollected or unreported	1.4
Undecided	19.9
	100.0

8. Educational Programs

The institution's principal degrees programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Imperial Valley College's degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered (ER8 2012-2013 General Catalog, pp. 48, 59-218).[13] Every course outline contains course objectives that are achieved through class content, assignments, and activities (ER8 Course Outlines of Record).[14] Each degree program and certificate program has identified student learning outcomes which serve as the standard for review of student achievement.

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

IVC awards academic credits based on generally-accepted practices in degree-granting institutions of higher education. Credit policies are published in the college catalog (ER9 2012-2013 General Catalog, pp. 36-40).[15] Credit is assigned to courses based on the "Carnegie Unit" formula which requires three hours of student work per week, either in or out of class, over an 18 week term, for one unit of credit (ER9 BP 4020 and AP 4020 Program, Curriculum and Course Development).[16] The college curriculum committee reviews all courses to ensure compliance with applicable regulatory requirements.

10. Student Learning Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Every course outline of record (COR) currently includes learning objectives and student learning outcomes that are assessed through a variety of methods including exams, assignments, and other instructional methodology. (ER10 Course Outlines of Record; ER10 List of SLOs June 2012).[17] The department faculty, department chairperson, and division dean assure that the course outline is followed regardless of the location or method of delivery. Review of course outlines also takes place through the program review and planning process, the Curriculum Committee, and the articulation process (ER10 World Languages and Speech Communication Comprehensive Program Review 2010-2011).[18] In addition, a systematic plan for continuous program quality improvement to assess student learning outcomes for courses and programs and service areas has been developed by the college (ER10 Student Learning Outcome Website - Outcome Assessment Plan).[19]

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education See the Accreditation Standards, II.A.3. for areas of study required for general education.

Programs are designed to incorporate a substantial component of general education to ensure breadth of knowledge and to promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge (ER11 2012-2013 College Catalog, pp. 49-50).[20] Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education and is scrutinized for rigor and quality by the Curriculum Committee and the Academic Senate (ER11 Course Outlines of Record).[21]

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/ educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community. The institution maintains an atmosphere in which intellectual freedom and independence exist (ER12 BP and AP 4030 Academic Freedom; 2012-2013 General Catalog, p. 32).[22]

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Imperial Valley College employs a substantial core of qualified faculty with full-time responsibility to the institution that is sufficient in size and experience to support the college's educational programs. The college assures that all faculty meet minimum qualifications as defined by the California Academic Senate and California Community Colleges Chancellor's Office. Faculty responsibilities are stated in the collective bargaining agreement between the Imperial Community College District and the Imperial Valley College Chapter of the California Community College Teachers Association/National Education Association (ER13 2012-2013 CTA Contract, Article 15.1, p. 78).[23]

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Student services are comprehensive and accessible to all students. Student needs are met through services directed by the Vice President for Student Services. Imperial Valley College acknowledges the importance of providing appropriate student services and development programs to its diverse student populations in order to facilitate student success. A significant element of the college's program development process is the anticipation of special needs of the target student population and the development of a plan to respond appropriately. These programs typically are designed based on applicable student development theory to include evaluation of program effectiveness. The services and programs are published in the college catalog and schedule of classes and are advertised to students through the website (ER14 2012-2013 General Catalog, pp. 21-30; Fall 2012 Class Schedule, pp. 48-53).[24]

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

Admission to Imperial Valley College is governed by the laws of the state and such supplementary regulations as prescribed by the Board of Trustees. Every effort is made to ensure that access is facilitated in a fair and equitable manner. The admissions policies that have been adopted at Imperial Valley College are consistent with its mission and specify the

qualifications of students appropriate for its programs (ER15 2012-2013 General Catalog, pp. 11-14; IVC Online Enrollment Application - CCC Apply).[25]

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Imperial Valley College provides access to information about learning resources and services in order to support its mission and all of its educational programs through its library and online services. The Spencer Library Media Center provides learning resources and tutoring, research instruction, and reference services to both students and faculty. Library resources consist of print, electronic, audiovisual, and microform. Internal library records show that there are 65,411 books, 17,000 electronic books, 80 print periodical subscriptions, 27,427 electronic full-text periodicals, and 2,108 units of the *New York Times* on microfilm, in addition to a growing collection of videos and DVDs.

The Library website, http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/, contains links to the library catalog (OPAC), library services, online periodical databases and e-books, and community resources. Off-campus access to the databases is provided through the use of online authentication which allows students to log on at any time wherever they have Internet access (ER16 Online Databases).[26]

The Learning Services Department consists of the Reading and Writing Lab, Language Lab, and Study Skills Center. The Math Lab and Business Lab are managed separately under the direction of their respective instructional departments.

A faculty librarian is present during regularly scheduled library operating hours, and circulation, reference, media services, and the student computer lab are also appropriately staffed to provide maximum availability for students and faculty.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

The annual budget is the primary document identifying the funding base and fiscal resources for the district. Annual budgeting begins with the district's Program Review processes, which drive the resource planning documents. Each of the resource plans – student services, technology, facilities, staffing, professional development, student learning outcomes, marketing, and budget/fiscal planning – are submitted with recommendations and prioritization of needs to the College Council and/or the Academic Senate, then through the Educational Master Plan Committee to the Strategic Planning Committee. Thus, input regarding the fiscal needs for student learning and student services or support culminates

with such input made available to the business office for budgeting purposes. (ER17 Budget Principles, Guidelines and Priorities; 2012-2013 Program Review Budget Development Memo)[27]

The Chief Business Officer (CBO) must ensure the final budget reflects a realistic assessment of resources available and needed; accurate projection of revenue and expenditures; and adequate reserve levels and the estimated need for contingencies. Given California's continued fiscal crisis, the need for contingency planning is heightened due to unknown changes in state revenue and the potential for mandated workforce reductions. The CBO and/or a representative from the Budget and Fiscal and Planning Committee communicates with the other shared governance committees regarding any additional fiscally prudent measures taken to maintain financial stability.

One of the CBO's prudent measures was the acquisition of a Tax Revenue Anticipation Notes (TRANS) to maintain sufficient cash flow while maintaining operational activities (ER17 TRANS 6/30/11; TRANS 12/29/11; Board Minutes 6/20/12 Resolution No. 15378).[28] Another prudent measure was proactively contracting with the Financial Crisis and Management Assistance Team (FCMAT) (ER17 Board Minutes 4/18/12 Resolution No. 15303; FCMAT Study Agreement).[29] The focus of FCMAT is the district's institutional effectiveness and financial stability. FCMAT staff has clearly stated its practice is to provide their recommendations in a "negative" report noting only the deficits or areas to improve; the final report, expected in December 2012, will not have notes on what the college does right. Prior to receiving the report, the college president established a multidisciplinary task force to develop an action plan based on the report and further communicate any measures necessary. Likewise, the Academic Senate president has appointed a task force to review the report through the lens of academic needs once the report is provided.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility process. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Despite the challenges of the state's prolonged fiscal crisis, the college has maintained a reserve at or above 5% at all times. To ensure budget integrity in conformity with accounting principles generally accepted in the United States of America, the auditing company of Wilkinson Hadley King & Co., LLP completes its review utilizing the guide for

Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. Then in January, after a thorough review covering all funds under the jurisdiction of the district, the auditor's written and certified report is submitted to the Board of Trustees (ER18 2010-2011 Audit; Board Minutes 1/19/11 Resolution 14914; Board Minutes 1/18/12 Information Report 5.1).[30] When presented at the Board meeting, the verbal report highlights areas of exception and includes the Statement of Net Assets, total consolidated funds, operational revenues, general fund balance, and the status of the reserve funds. Finally, copies of the budget and the audited financial statements are submitted to the Imperial County Office of Education and the California Community College Chancellor's Office (ER18 2010-2011 Final Adopted Budget; 2011-2012 Final Adopted Budget; 2012-2013 Final Adopted Budget).[31]

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and reevaluation.

Imperial Valley College conducts a major program review and planning process every three years, and the results are published in the program review and planning documents on the accreditation website, http://accreditation.imperial.edu/. The planning cycle begins with a visioning process in the community and institutional goals are developed as a result of this broad-based outreach effort (ER19 Visioning 2010 Update, Vol. 1, No. 6, 8/1/10).[32] All members of the college community participate in this process which documents intended improvements through stated institutional goals and objectives. Resource allocation is tied to the program review and planning process (ER19 Program Review Planning Process).[33] All areas of the college community assess progress toward achieving the stated goals and objectives through an annual assessment process. The annual program reviews are also published on the accreditation website.

20. Public Information

The institution provides a print or electronic catalog for its constituents with precise, accurate, and current information concerning the following (34 C.F.R. § 668.41-43; § 668.71-75)

General Information
- Official Name, Address(es), Telephone Number(s), And Web Site Address
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement

- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees Of Administrators And Faculty
- Names of Governing Board Members

Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer Requirements

Major Policies Affecting Students
- Academic Regulations, Including Academic Honesty
- Nondiscrimination Policy
- Acceptance Of Transfer Credits
- Grievance And Complaint Procedures
- Sexual Harassment Policy
- Refund Of Fees

Locations or Publications Where Other Policies May be Found

The Imperial Valley College catalog is published annually in print and electronic format on the college website and includes the general information, requirements, major policies affecting students, and other information required by the Commission (ER20 2012-2013 General Catalog).[34] The college catalog is carefully checked for accuracy and updated on a regular basis.

21. Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (34 C.F.R. § 668 – misrepresentation.)

Imperial Community College District and its Board of Trustees adhere to the Eligibility Requirements and Accreditation Standards and policies of the Commission. The district describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities (ER21 BP 1200 District Mission; Letter from ACCJC, Reaffirmation of Accreditation 6/30/10; 2012-2013 General Catalog, p. 2).[35]

Eligibility Requirements - Evidence Citations

[1] ER1 2012-2013 General Catalog, p. 2; Letter from ACCJC, Reaffirmation of Accreditation, 6/30/10
[2] ER2 BP 1200 District Mission; ER1 2012-2013 General Catalog, p. 8
[3] ER3 BP and AP 2710 Conflict of Interest
[4] ER4 BP and AP 2430 Delegation of Authority
[5] ER4 Board Minutes, 6/20/11, 5/16/12
[6] ER5 Organizational Chart
[7] ER5 2012-2013 General Catalog, p. 312
[8] ER6 Student Enrollment by Subject
[9] ER6 Fall 2012 Class Schedule; 2012-2013 General Catalog
[10] ER7 2012-2013 General Catalog, p. 48
[11] ER7 Student Enrollment by Subject
[12] ER7 Programs and Certificates Awarded
[13] ER8 2012-2013 General Catalog, pp. 48, 59-218
[14] ER8 Course Outlines of Record
[15] ER9 2012-2013 General Catalog, pp. 36-40
[16] ER9 BP 4020 and AP 4020 Program, Curriculum and Course Development
[17] ER10 Course Outlines of Record; List of SLOs June 2012
[18] ER10 World Languages and Speech Communication Comprehensive Program Review 2010-2011
[19] ER10 Student Learning Outcome Website - Outcome Assessment Plan
[20] ER11 2012-2013 General Catalog, pp. 49-50
[21] ER11 Course Outlines of Record
[22] ER12 BP and AP 4030 Academic Freedom; 2012-2013 General Catalog, p. 32
[23] ER13 2012-2013 CTA Contract, Article 15.1, p. 78
[24] ER14 2012-2013 General Catalog, pp. 21-30; Fall 2012 Class Schedule, pp. 48-53
[25] ER15 2012-2013 General Catalog, pp. 11-14; IVC Online Enrollment Application - CCC Apply
[26] ER16 Online Databases
[27] ER17 Budget Principles, Guidelines and Priorities; 2012-2013 Program Review Budget Development Memo
[28] ER17 TRANS 6/30/11; TRANS 12/29/11; Board Minutes 6/20/12 Resolution No. 15378
[29] ER17 Board Minutes 4/18/12 Resolution No. 15303; FCMAT Study Agreement
[30] ER18 2010-2011 Audit; Board Minutes 1/19/11 Resolution 14914; Board Minutes 1/18/12 Information Report 5.1
[31] ER18 2010-2011 Final Adopted Budget; 2011-2012 Final Adopted Budget; 2012-2013 Final Adopted Budget
[32] ER19 Visioning 2010 Update, Vol. 1, No. 6, 8/1/10
[33] ER19 Program Review Planning Process
[34] ER20 2012-2013 General Catalog
[35] ER21 BP 1200 District Mission; Letter from ACCJC, Reaffirmation of Accreditation 6/30/10; ER21 2012-2013 General Catalog, p. 2

RESPONSES TO RECOMMENDATIONS FROM THE MOST RECENT COMPREHENSIVE EVALUATION

Imperial Valley College's previous accreditation self-study was submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, in December 2006. The comprehensive accreditation visit was completed in fall 2007 with the final report listing six recommendations. Responding to each of the six recommendations necessitated the college mobilize multi-disciplinary teams to develop, revise, and/or enforce processes to correct the deficiencies noted.

Subsequent to the submitted Midterm Report of 2010, the evaluation team stated in its report that,

> *"Imperial Valley College continues to aggressively address the Commission recommendations and standards. The college has responded to all six recommendations in a positive way. Since the 2008 special visit the college has refined and evaluated its planning process and has made the necessary changes to integrate planning with resource decisions. The college is following its schedule for comprehensive program reviews and is completing the final portion of a three-year cycle. This cycle is supplemented by an annual program review that includes all programs. The college is at the desired level identified by the accreditation rubrics for program review and student learning outcomes. It is evident that, given the college's continued progress, Imperial Valley College will achieve the target levels identified by the Commission by the Commission's targeted dates."*

The Commission's last letter in June 2010 included one additional concern as evidenced by the following statement.

> "The commission expects that institutions meet standards that require the identification and assessment of student learning outcomes, and the use of assessment data to plan and implement improvements to educational quality, by fall 2012. The Commission therefore requires that the college demonstrate in its next comprehensive evaluation report that the college has met these standards. (Standards I.B.1, II.A.2.e, II.A.2.f, II.B.4, and II.C.2)"

Recommendation 1: The team recommends the college take action to incorporate program review and comprehensive master planning (educational, facilities, technology, & resource plans) with systematic planning and budgeting processes to effectively align college resources with priority college goals. (I.B.3, II.A.2.a, II.B.4. II.C.2, III.C.2, III.D.1, III.D.1.a, IV.A, IV.A.6.)

The college's incorporation of the program review processes into the planning and budgeting processes continues to evolve, no longer nascent but continuously improving the alignment,

format, and access. The college has progressed from a hard-copy unlinked process to an online assessable report with a portion linked to the annual electronic budget and the resource plans to the current exploration of a methodology for adding cost projections and detailed justification in an improved electronic format.

Simultaneously the shared governance and organizational structures have been evolving with effectiveness and efficiency as a goal. The initial steps began with asking each major committee to revisit or develop a purpose or mission statement and when applicable to develop standing rules for the committee. The creation of a new multi-disciplinary committee with an overarching perspective, the Continuous Accreditation Readiness Team (CART) Committee, has increased the ongoing active participation in improving institutional effectiveness as well as general awareness. The graph immediately below identifies informational flow among and between governance and shared governance committees.

Graph A – Committee Informational Flow at Imperial Valley College
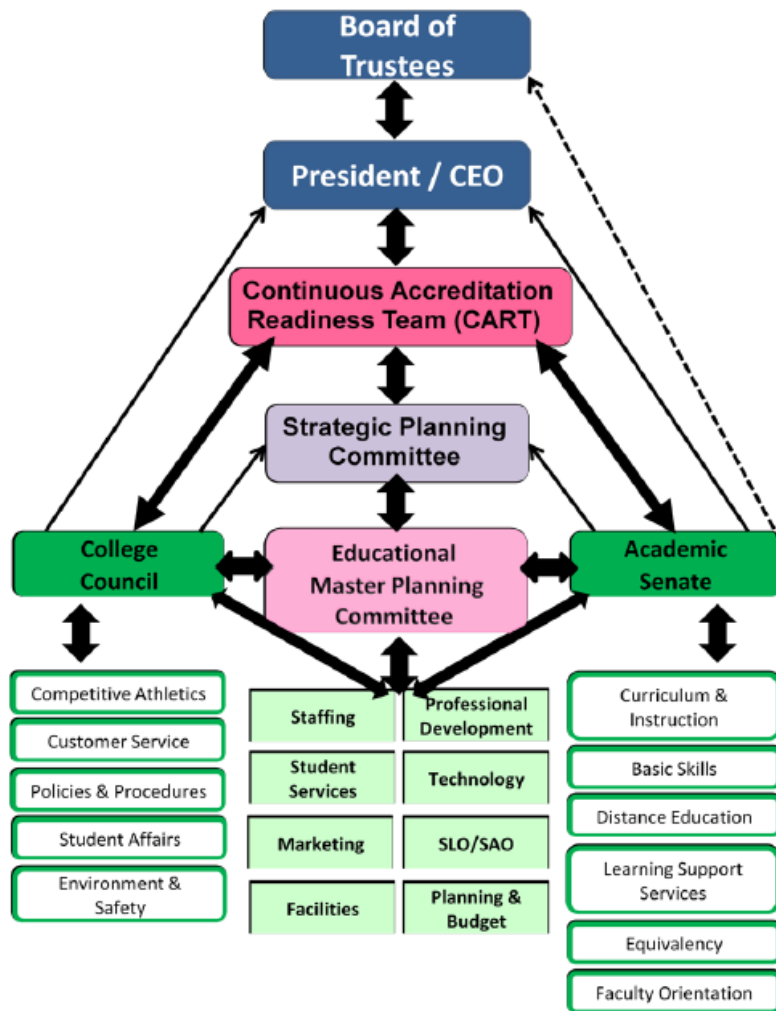
The program review process integrates feedback from the community, industry partners, and impact from other external forces through committees such as the Career Technical Education (CTE) program advisory committees, outreach activities such as the triennial Visioning Process, and data gleaned from environmental scans or labor market information. CTE programs are obligated to meet with industry/business representation to strengthen the linkages between industry and the college and to ensure curricula meets industry requirements and to discuss department-specific issues, such as the current program structure, the need for new classes, the need to delete classes or content, and the need for resources. When appropriate and applicable this rich source of information is used to enhance decision-making related to the prioritization process and channeling the summative information to the resource planning committees: student services, technology, facilities, staffing, professional development, student learning outcomes, budget/fiscal planning, and marketing.

The Educational Master Plan Committee (EMPC) fuses program review data and the related prioritized funding priority requests, which is submitted first at the department level and forwarded through the planning flow cycle. Through an analysis of the EMP's internal, external, quantitative, and qualitative data or feedback, the EMPC sets goals, priorities, and strategies for resource allocation. This then provides a foundation for the final budget and gives direction of the district's strategic planning process in assessing where the college is now and where the college needs to be in one, two, and three years (RR1 Strategic Plan, 2009-2013).[1] The chart below depicts the 2012-2013 flow of planning processes from community input, to departmental program review, to the eight Resource Plans, to the EMP, and up to the Strategic Plan.

Graph B – Planning Processes for Imperial Valley College

Strategic Plan
Mission, Vision, Trends & Goals

Budget / Fiscal Plan

Professional Development Plan

Technology Plan

Educational Master Plan

goals & priorities assessed & updated annually

Staffing Plan

Marketing Plan

SLO /SAO Plan

Facilities Plan

Student Services Plan

Business Services Review CBO

Institutional Services Review CEO

Department Program Review

Self Assessment
APR - Yearly
CPR - Triennially

Student Services Review CSSO

Academic Services Review CIO

Department Program Review

Self Assessment
APR - Yearly
CPR - Triennially

Department Program Review

Department Program Review

Self Assessment
APR - Yearly
CPR - Triennially

Self Assessment
APR - Yearly
CPR - Triennially

Community Input, Visioning, and Support, Business Demand and Support, Environmental Scan, Research Data, Compliance Issues, and Experience

Annual Program Review (APR)   Evaluation & Validation of Planning Process
Comprehensive Program Review (CPR)   Evaluation & Validation of Programs

Over the past two years (2010-2012), the college reviewed and revised the administrative organizational structures with input from all constituencies. Seeing technology and data as significant to the future, the college recruited a Vice President for Information Technology in 2010. Other evidence of the commitment to data driven decisions is the timely replacement

of the retired Institutional Researcher with a Director of Research, Planning, and Grants Administration. This role is responsible for accurate and reliable data that is accessible to all stakeholders (RR1 Job Description, Director of Research, Planning, and Grants Administration)[2] and leading the reactivated Data Reliability Committee.

The restructuring of the mid-level administrators began in 2009-2010, when the college expanded the mid-level administrators due to college projected growth, provided the California crisis righted. However, with the reality of an extended fiscal crisis and state mandated workforce reductions, there was a need to again evaluate the organizational structures and consider each vacated position carefully. The present organizational structures were vetted thoroughly at shared governance committees as well as administrative councils prior to Board of Trustees review (RR1 College Council Minutes 3/6/12, pp. 2-4; RR1 Academic Senate Minutes 3/7/12); RR1 Board Minutes 3/7/12).[3] Directly below is a view of the resultant organizational leadership for 2012-2013, which reflects structures that were streamlined for efficiencies given the state's dynamic fiscal environment.

Graph C – Global Organizational Chart for Imperial Valley College
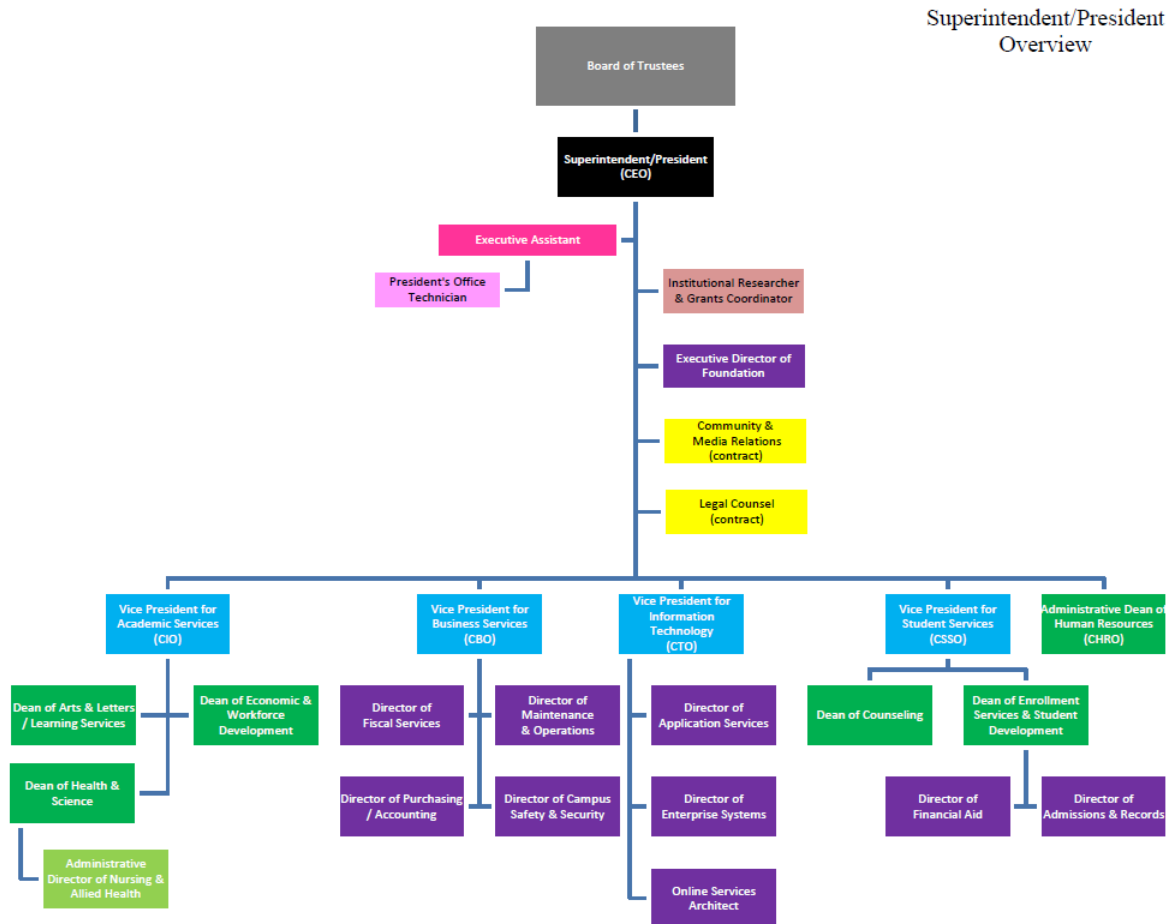
Recommendation 2: The team recommends that the college develop student learning outcomes by describing how student learning outcomes will be extended throughout the institution, developing a specific timeline for development that includes establishment of authentic assessment strategies for assessing student learning outcomes in courses, programs, and degrees, how resource allocation will be tied to student learning outcomes, and a plan for how faculty and staff will become fully engaged in student learning outcomes development. The institution must also demonstrate its effectiveness by providing evidence of achievement in student learning outcomes and evidence of institutional and program performance. (II.A, IVA, IB II.B.4, I.B.5, II.C, III.A.1.c)

Since the 2007 Self Study, IVC has engaged in extensive dialogue regarding the planning and implementation of Student Learning Outcomes (SLOs) and assessment. Numerous campus-wide workshops and presentations have been conducted to provide a clear understanding of the value of SLO assessments across the entire institution and the role that everyone at the college plays in student learning. The college created a faculty SLO Coordinator role with 60% reassigned time to assure the ongoing education of faculty, that all courses have identified SLOs and assessment cycles, and reports are given to the Academic Senate.

Evidence of the college's ongoing obligation to the SLO process is the continued investment in the role of the SLO Coordinator. Upon the relocation notice from the first SLO Coordinator, a successor was appointed to allow for sharing of information. The new SLO Coordinator stepped fully into the role in fall 2012, beginning with introductory rounds to many departments and continuing the monthly SLO Committee meetings. The rounds are used to better educate the full-time faculty and any part-time faculty with previously limited involvement in the SLO processes and assessments, and to identify areas in need of additional education.

During academic year 2010-2011, SLOs were embedded into the Course Outlines of Record through the web-based CurricUNET system (RR2 Curriculum Committee Minutes, 11/4/10, p. 1)[4] providing a standardized method of tracking SLOs at the course and program level. The embedding of the Program Learning Outcomes (PLOs) is projected for completion by the end 2012-2013. The faculty in academic departments is responsible for identifying and assessing the SLOs and PLOs for each course and program. The department coordinators, chairs and division deans have an opportunity to review outcomes prior to final review and approval by the SLO Coordinator and the Curriculum Committee, and reporting of the outcomes to the Vice President for Academic Services.

One hundred percent of active courses have identified SLOs and of those nearly 60% have completed a SLO assessment cycle (RR2 Student Learning Outcomes Website; RR2 SLO Review of Cycle Assessment 2010-2011).[5] All (100%) of programs, certificates, or degrees have identified PLOs, which are tied to courses and/or SLOs in the program. The SLO and PLO assessment cycles align with each department's scheduled triennial comprehensive program review. The Institutional Learning Outcomes (ILOs) are linked to each of the SLOs and PLOs (RR2 Life Science PLO).[6] The college is investigating options for a dedicated

repository to store all SLO and PLO documents and to track/retrieve the related information from the SLOs and PLOs.

> **Recommendation 3:** **The team recommends that college publications, including the general college catalog, be reviewed to ensure that information important to students is readily available. The college's sexual harassment policy needs to be explicitly noted, the policy for accepting transfer credit and the description of the availability of financial aid both need to be located so as to be more visible to current and prospective students. (II.B.2.a, II.B.2.c)**

The college continues to include pertinent student information in the semester class schedule - published and/or online version. A student could skim the table of contents to locate information related to transfer credit, sexual harassment policy, financial aid, scholarships, health services, counseling services available, and much more. Annually the catalog and class schedule content is reviewed and at least one student services staff/faculty member ensures information impacting students is complete, accurate, and easy to find. Changes that affect articulation and transferability are presented in a yearly report generated by the Articulation Officer and distributed to four-year institutions. (RR3 2012-2013 General Catalog)[7]

> **Recommendation 4:** **The team recommends that the college identify and assess student learning outcomes and assessment outcomes for all student services areas to include categorically funded state and federal programs. (II.B.4)**

Service Area Outcomes (SAOs) have been developed for all non-instructional areas to determine the student success/outcomes specific to the student services offered. Financial Aid, CalWORKS, Transfer Center, EOPS, Student Support Services and Associated Student Government have each produced and distributed student satisfaction surveys to solicit information from the students regarding Service Area Outcomes. The results have been used to guide operational decisions, Program Review, and Educational Master Planning (see annul and comprehensive program reviews and Educational Master Plans on the accreditation website, http://accreditation.imperial.edu/).

SAOs are part of the annual and triennial Program Review process, which is directly linked to the budget development process. The SAOs are developed with participation from all staff members within a program, and assessment of the SAO is a function of both those who provide the service (staff) and those who receive it (students). For the 2012-2013 school year, 22 non-instructional departments will complete at least one full SAOs assessment cycle.

In addition to the SLO/SAO and Program Review processes, the college inaugurated a Process Improvement Team, affectionately called the 'PIT Crew' in the summer of 2012. The multidisciplinary PIT Crew is charged with actively seeking non-instructional processes within the district that could improve effectiveness, efficiency, timeliness, communication, and service. The PIT Crew has import as it is co-chaired by the Vice President for

Technology and the Administrative Dean of Human Resources who report changed/improved processes to the Executive Council and the shared governance groups.

Recommendation 5: The team recommends the college develop a process to assess, review and modify the Technology Plan as the educational needs and programs develop in order to support a college master plan. It also recommended that the plan be aligned with college budgeting processes and staffing. (III.C.2) (III.C.1) (III.C.1.a) (III.C.1.2) (III.D.1.a) (II.B) (I.B.3)

The restructuring of the program review process created the pathway for ongoing assessment, review, and revision of campus-wide Technology Planning. Through the annual and comprehensive program reviews, identified needs are linked to the Technology Planning Committee (TPC). After reviewing both the annual and comprehensive program reviews, the TPC makes recommendations and prioritizes the requests prior to incorporation into the annual review of the Technology Plan.

The Technology Planning Committee (TPC) communicates with the EMPC and, as such, it works with both the College Council and the Academic Senate and provides a link to the Budget and Fiscal Planning Committee (RR5 Technology Planning Committee Minutes, 4/14/11, 3/8/12).[8] The committee meets monthly to identify technology needs, to determine the appropriate use of technology resources, and to review the on-going support of all aspects of student, staff and community access to the college's information technology. While one of the TPC responsibilities is to address the instructional technology needs, the TPC works with the Distance Education Committee on technology needs or components specific to online courses and learning (RR5 Technology Planning Committee Webpage).[9] In spring 2012, the TPC and the DE Committee began to collaborate on the conversion from the Etudes online management system to the more comprehensive Blackboard system in the summer of 2012 (RR5 Technology Planning Committee Minutes, 3/8/12; (ATLAS Planning Group Minutes, 5/3/12, p. 1; Official Blackboard Announcement, Email, 7/19/12).[10]

The college has fully implemented CurricUNET to improve the accuracy and efficiency of developing and maintaining the course outlines of record while providing a direct connection to the California Chancellor's Office (RR5 C&I Committee Minutes, 11/19/09, p. 1; 2/4/10).[11] The online DegreeWorks application has been upgraded and released to students to provide web-based access and the ability to conduct "what if" scenarios regarding their degree planning. DegreeWorks also allows academic advisors to create Student Education Plans (SEPs) (RR5 Strata Information Group Trip Report, 8/30/11 – 9/2/11; Banner User Group Minutes, 9/8/11).[12]

Beginning October 2010, a new Title 5 HSI grant, entitled ATLAS, has permitted the continued efforts on several technology initiatives to improve services to staff and students (RR5 Project ATLAS Abstract; ATLAS 2011 Annual Performance Report).[13]

The enhancement of the college's Website structure and style was completed in August 2011. This synergistically supported the student email, storage and web applications were launched

via Microsoft's Live@EDU, which was integrated with Banner to synchronize data and utilize the same login credentials for both WebSTAR and student Live@EDU accounts. The self-service access to information, WebSTAR, has become a primary source of information for students and faculty. Registration, class schedules, financial aid status, student account information, and rosters, and grades are accessible through the web 24/7 (RR5 Technology Planning Committee Minutes 3/10/11; RR5 Live@EDU Flyer; Information Systems Technology Support).[14]

The college consolidated telecommunication carriers in 2011 and made significant and necessary improvements to the campus telephone system including telephone access in each instructional classroom. Additional instructional support is found in the Spencer Library Media Center which offers an on-line catalog that is accessible to students and faculty from both on-campus and off-campus. Students and faculty have access to multiple databases for searching periodicals and research related materials, a small computer/training lab, and OCLC, the inter-library loan system (RR5 Learning Services Webpage).[15]

Finally, supportive and additive Banner modules or software are maintained or were acquired to improve institutional effectiveness:

- The XtenderSolutions facilitates indexing of stored images to associate them with the corresponding Banner student record.
- The Fixed Asset Module assists in tracking/inventorying at delivery.
- The Argos Report System permits improved report writing through data extraction and with the added potential of SunGard's Operational Data Store (ODS) it is utilized in the enrollment management process.
- The DegreeWorks provides a Web-based user interface allowing students to conduct "what-if" scenarios for various majors, academic advisors to create Student Education Plans (SEP), and Admissions and Records evaluators to utilize automated instead of manual degree and certificate final evaluations.
- The implementation of the Banner Payroll module is very complex and as such is scheduled as a three-year project. The first step is to implement the Position Control module which works with the Human Resources module.
- A methodology for Enrollment Management and faculty load reporting was achieved through the Enlighten Program system and was written by a contract software engineer who is no longer available for the maintenance.
  (RR5 ATLAS Planning Group Minutes, 3/23/11, p. 3; 11/30/11, pp. 2-3; Banner User Group Minutes, 5/19/11, p. 1; 6/9/11, p. 1; 12/8/11, pp. 1-3)[16]

Recommendation 6: **To enhance the effectiveness of the governance and decision-making process, the team recommends that the college define in writing the roles of the committees and decision-making process; that the college develops a process to evaluate them and use the results of evaluation for improvement. (IV.A.2, IV.A.5)**

Effectiveness and efficiency has been a focus since 2009 for governance and shared governance committees as well as organizational structures. Essential shared governance and

resource planning committees were asked to develop a purpose or mission statement and when applicable to develop standing rules for the committee. The committees were then asked to share that information by posting onto their committee webpage. The campus committees are accessible from the main page under the faculty and staff tab.

The communication flow between the committees has been another focus. Based in part on the College Council request to eliminate overlapping and to ensure all constituencies are informed, there were recommendations for improving communication (RR6 College Council Minutes 9/14/09, 10/12/09, 10/8/12; RR6 Academic Senate Minutes 9/16/09, 9/19/12).[17] One of the recommendations was to incorporate both administrative and instructional technology needs in the purpose of the Technology Planning Committee (TPC). The TPC Standing Rules notes its four responsibilities: campus technology procedure planning, instructional technology, administrative systems, and the overarching system architecture and seeks input through its membership that includes faculty and administrators (RR6 Technology Planning Committee Standing Rules).[18]

Another recommendation was to merge three very specific campus committees for efficiencies. The merger resulted in the Facilities and Environmental Improvement Committee, charged with advocating for the physical appearance and sustainability of the campus buildings and grounds and to offer suggestions related to growth, cleanliness, beautification, and environmental stewardship (RR6 College Council Minutes 10/12/09; Facilities and Environmental Improvements Committee Minutes 3/15/10).[19] The multidisciplinary membership has representation of all campus constituencies including faculty who provide firsthand experience of the physical learning environments for students (RR6 Facilities and Environmental Improvements Committee).[20]

Responses to Recommendations - Evidence Citations

[1] RR1 Strategic Plan, 2009-2013

[2] RR1 Job Description, Director of Research, Planning, and Grants Administration

[3] RR1 College Council Minutes, 3/6/12, pp. 2-4; RR1 Academic Senate Agenda and Minutes 3/7/12); RR1 Board Minutes, 3/7/12

[4] RR2 Curriculum Committee Minutes, 11/4/10, p. 1

[5] RR2 Student Learning Outcomes Website; RR2 SLO Review of Cycle Assessment 2010-2011

[6] RR2 Life Science PLO

[7] RR3 2012-2013 General Catalog

[8] RR5 Technology Planning Committee Minutes, 4/14/11, 3/8/12

[9] RR5 Technology Planning Committee Webpage

[10] RR5 Technology Planning Committee Minutes, 3/8/12; (ATLAS Planning Group Minutes, 5/3/12, p. 1; Official Blackboard Announcement, Email, 7/19/12

[11] RR5 C&I Committee Minutes, 11/19/09, p. 1; 2/4/10

[12] RR5 Strata Information Group Trip Report, 8/30/11 – 9/2/11; Banner User Group Minutes, 9/8/11

[13] RR5 Project ATLAS Abstract; ATLAS 2011 Annual Performance Report

[14] RR5 Technology Planning Committee Minutes 3/10/11; RR5 Live@EDU Flyer; Information Systems Technology Support

[15] RR5 Learning Services Webpage

[16] RR5 ATLAS Planning Group Minutes, 3/23/11, p. 3; 11/30/11, pp. 2-3; Banner User Group Minutes, 5/19/11, p. 1; 6/9/11, p. 1; 12/8/11, pp. 1-3

[17] RR6 College Council Minutes 9/14/09, 10/12/09, 10/8/12; RR6 Academic Senate Minutes 9/16/09, 9/19/12

[18] RR6 Technology Planning Committee Standing Rules

[19] RR6 College Council Minutes 10/12/09; Facilities and Environmental Improvements Committee Minutes 3/15/10

[20] RR6 Facilities and Environmental Improvements Committee

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Standard I.
Institutional Mission
and Effectiveness

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INSTITUTIONAL SELF EVALUATION USING COMMISSION STANDARDS

Standard I. Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Imperial Valley College Mission Statement: *The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community* (IA BP 1200 District Mission).[1] Imperial Valley is located on the southeast corner of the State of California and is unique in several ways. It is the only community along the southern border region where you have a small rural community (Imperial Valley) with a population of about 180,00 bordered by a large metropolitan city on the Mexican side with well over one and one-half million people. These dynamics create a set of economic opportunities and challenges for our community. Imperial Valley is predominantly Hispanic (80%) (IA Imperial County Census Bureau Quickfacts, 2011)[2] and has historically had among the highest unemployment rates in the nation (IA Imperial County Metropolitan Statistical Area, 2012).[3] Although the County's population is small, geographically it is one of largest counties in California. As such Imperial Valley College is tasked with providing a broad scope of educational opportunities for its residents, from ESL and basic skills services, to career technical education, to transfer programs.

The mission statement is intentionally broad in purpose to adjust to dynamic local, national, and global environments. It is also firm in its commitment to assist all IVC students in achieving individual career and educational goals.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

IVC's mission statement promotes the core institutional principles that define its purpose and objectives. It incorporates and embraces the diversity of our region by promoting "responsiveness" to the community. Evidence of responsiveness includes a comprehensive

and systematic visioning process undertaken by the college to develop goals and objectives that addressed the needs of the community.   The last one in 2010, held community forums throughout the entire Imperial Valley to allow the community a clear voice to dictate not only the direction of the college but perceptions and misperceptions of the college and its purpose. (IA Visioning 2010 Update, Vol. 1, No. 6, 8/1/10).[4] The mission statement was the foundation for all discussions and decisions.

As the only community college in the region, IVC faces the opportunities and challenges to serve a complete spectrum of student objectives. In response to these opportunities, IVC is continuously re-inventing itself to develop the programs and services that will address our community needs. These programs and services include:

- Transfer Education – Standard collegiate courses at the lower-division level for students who plan to transfer to a four-year university.
- Career and Technical Education – Specialized education and training in occupational fields that lead to job entry, job advancement, retraining, and certification.
- Basic Skills Education – Courses in mathematics, reading, writing, and English as a second language for under-prepared students.
- Community Education – Conveniently scheduled, State-supported noncredit classes and fee-supported educational, cultural, recreational, and occupational programs to enrich the lives of area residents.
- Support Services – Comprehensive services that support the college mission and help students achieve their educational goals through assessment of skills and abilities, counseling and advisement, tutoring, financial aid, job placement, health services, and learning resources.

The mission of the college provides a solid statement and commitment to student learning. However, in light of the economic challenges faced by community colleges throughout California, Imperial Valley College, like most other California community colleges, has seen a reduction in FTES apportionment that have forced a re-prioritization of resources and services. Personal and professional growth courses have been limited and directed more towards contract education or community services, which are self-funded.

Self Evaluation

The unique characteristics of Imperial Valley College and the region limit the educational opportunities for its residents. The demographics and economic limitations of many of its residents task our college the responsibility to focus on a very broad set of educational needs. As the only community college district in the region, Imperial Valley College finds itself attempting to be everything for everyone. This broad purpose is identified in the mission statement. Economic realities through the constant reduction of funding have forced a prioritization of services with personal and professional growth courses being restricted/eliminated and/ or channeled to community education. A systematic review of the

mission statement is conducted by community Visioning Process where the community provides direct feedback on the effectiveness of this mission and the purpose of the college. Assessment of institutional effectiveness is also conducted through the program review process in carrying out the college Mission. Program reviews are conducted annually and more comprehensively every three years. The institutional planning processes asses data on the communities it serves to determine the appropriateness of existing programs. This data provides information on institutional measures, such as demographic, success, retention, fill rate, and efficiency. These key performance indicators enable departments and programs to evaluate, through the program review process, their effectiveness in meeting student needs and producing successful student achievement. The college also produces reports on student demographics and trends, student goals, numbers of transfers to state colleges and universities, and other measures that enable the college to respond to a changing student population and its needs. Other institutional measures, such as number of transfers, degree and certificate completions, and persistence (students enrolling in multiple semesters), further allow the college to track its effectiveness in carrying out its mission (IA IVC Degrees and Certificates Awarded, 2006-2012).[5]

Actionable Improvement Plans

None

I.A.2. The mission statement is approved by the governing board and published.

The college Mission Statement was changed by the Board of Trustees at the February 9, 2002 meeting (IA Board Minutes, 2/9/02).[6] Since that time, the mission has been reviewed each year since 2007 through the Educational Master Plan and no changes have been made to the College's mission since its approval in 2002 (Educational Master Plan, 2008, 2009, 2010, 2011, 2012).

The college publishes the mission Statement in the IVC Catalog and schedule of classes. It is also displayed prominently on the college website and prominently displayed on campus (IA 2012-2013 General Catalog, p. 8);[7] (IA Fall Schedule 2012, p. 2);[8] (IA College Website: Mission, Vision, & Core Values),[9] including the:

- Student Center
- Associated Student Government Office
- Board Room

Self Evaluation

The appropriate campus constituencies and the board have approved the mission. It appears in many campus publications and in classrooms throughout campus. The mission is frequently cited in discussions of SLOs, academic programs, and student services.

Actionable Improvement Plans

None

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

The appropriateness and relevance of the college's mission statement is reviewed by the Board of Trustees through periodic Board affirmations. The current mission is reviewed and reaffirmed in the annual updates of the Educational Master Plan and was last discussed with the Board of Trustees at the April 2012 Board Meeting (IA Board Minutes, 4/18/12, p. 2).[10]

The mission statement also undergoes periodic institutional reviews by the Curriculum Committee and the Academic Senate to ensure the core institutional values are consistent with the stated goals and ensures the mission statement continues to maintain relevance in a very fluid and dynamic educational environment. Periodic comprehensive reviews through community forums also strengthen and promote these values for all stakeholders to reinforce our individual, collective, and institutional purposes (IA Visioning 2010 Update, Vol. 1, No. 6, 8/1/10).[11]

Each year, all departments are required to evaluate and update their goals as related to the institutional goals and master plan, which emanate from the mission statement. The Administrative Council conducts a review of the institutional goals yearly. The mission statement is the starting point and, therefore, is critical and essential to the choices the college makes. The mission statement is also reviewed and reaffirmed.

Self Evaluation

The college meets the standard. Participatory governance promotes the vision and values of the college, and ensures their achievement through appropriate policies and procedures via a structure of councils, committees, and task forces. This participatory governance structure ensures that all constituents have an opportunity to voice their perspective and provide input to the mission of the college.

Actionable Improvement Plans

None

I.A.4. The institution's mission is central to institutional planning and decision making.

The college mission is the core of the strategic planning process, guides institutional planning and decision-making processes. Institutional planning through program review, planning committees and plans are led by the Educational Master Planning Committee, Academic Senate, College Council, Budget and Fiscal Planning Committee and sub committees of both

the College Council and Academic Senate. Utilizing the mission as the foundational document decisions are based on data and dialogue which leads to decisions that support institutional quality, effectiveness and improve student success and retention as reflected in college goals noted in the Educational Master Plan (IA Educational Master Plan, 2012-2013, pp. 10-13).[12]

With the mission statement providing the core institutional values, the college uses Program Review as the mechanism to define and evaluate educational programs. It is designed as a cyclical system that will allow the college to take an inventory of its educational programs, evaluate the effectiveness of these programs against established benchmarks, plans for improvement, implementation of those plans, and provide an ongoing system of review, feedback, and improvement.

Critical decisions regarding budget, facilities, personnel, and program development result from the planning processes and the appropriate committee ensures that the mission statement is aligned with course-level SLOs, program-level PLOs, institutional-level ILOs, and program reviews.

Self Evaluation

The college meets the standard. The institution's mission is central to institutional planning and decision making and is reflected throughout course-level SLOs, program-level PLOs, institutional-level ILOs, and program reviews.

Actionable Improvement Plans

None

Standard I.A. Mission - Evidence Citations

[1] IA BP 1200 District Mission
[2] IA Imperial County Census Bureau Quickfacts, 2011
[3] IA Imperial County Metropolitan Statistical Area, 2012
[4] IA Visioning 2010 Update, Vol. 1, No. 6, 8/1/10
[5] IA IVC Degrees and Certificates Awarded, 2006-2012
[6] IA Board Minutes, 2/9/02
[7] IA 2012-2013 General Catalog, p. 8
[8] IA Fall Schedule 2012, p. 2
[9] IA College Website: Mission, Vision, & Core Values
[10] IA Board Minutes, 4/18/12, p. 2
[11] IA Visioning 2010 Update, Vol. 1, No. 6, 8/1/10
[12] IA Educational Master Plan, 2012-2013, pp. 10-13

Standard I.B. Improving Institutional Effectiveness

I.B   Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, to measure that learning, to assess how well learning is occurring, and to make changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1.   The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Imperial Valley College (IVC) continues to maintain communication channels to ensure the assessment and improvement of student learning and instructional processes.

The foundation for all institutional improvement is based on institutional values, the goals as established by the Educational Master Plan, and our Student Learning Outcomes.

Institutional Values (IB1 Educational Master Plan, 2012-2013, p. 11)[1]
- All people should have the opportunity to reach their full potential.
- An educated citizenship is the basis for democracy
- A college should embrace diversity in all its forms
- A college should strive for innovation and creativity
- All people have the right to access quality higher education
- All people should have access to life-long learning.

Institutional Goals and Objectives
Institutional Mission and Effectiveness: The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.

Student Learning Programs and Services: The College will maintain instructional programs and services which support student success and the attainment of student educational goals.

Resources: The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.

Leadership and Governance**:** The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

Institutional Student Learning Outcomes
- Communication Skills
- Critical Thinking Skills
- Personal Responsibility
- Information Literacy
- Global Awareness

Since the 2007 Self Study, IVC has engaged in extensive dialogue regarding the planning and implementation of Student Learning Outcomes (SLOs) and assessment. In March 2008, an SLO Coordinator was appointed by the Academic Senate to oversee the implementation of SLOs campus-wide (IB1 Academic Senate Minutes 03/05/08, p. 2).[2] Shortly thereafter, an SLO Committee was formed to assist in coordinating this effort (IB1 Academic Senate Minutes 04/16/08, p. 1).[3] Numerous campus-wide workshops and presentations have been conducted since 2007 to provide a clear understanding of the value of SLOs across the entire institution and the role that everyone at the college plays in student learning. The college's divisions and departments have made great strides in their assessment of program-level SLOs tied to the Institutional Student Learning Outcomes (ISLOs).

Currently, IVC is working to coordinate course program SLOs with the three-year Program Review process. Beginning in the 2010-2011 academic term, SLOs were embedded into the course outline of record through the college's CurricUNET system (IB1 Curriculum Committee Minutes 11/04/10, p. 1).[4] This process provides for a more institutional method of tracking SLOs at the course and program level.

Additionally, during the 2011-2012 academic term and concurrently with fall 2012, IVC has continued work to identify and assess SLOs for all classes and identify and assess program level SLOs accordingly.

Program Reviews
Program Reviews are reviewed and updated yearly (IB1 Educational Master Plan, 2011-2012).[5] Annual Program Reviews allow the divisions to assess their programs in relation to the IVC Educational Master Plan (EMP) which arose from the inclusive planning process developed for the 2008-2009 academic year and redefined in 2009-2010 and 2010-2011 in an ongoing effort to improve the systematic and sustainable planning process for IVC. Divisions generate goals for their areas based on the institutional goals. This includes planning budgets, assessing needs and discussing strengths and challenges. This review is used to make decisions on budget priorities, academic standards, student demand and projected growth. A web-based template for the Annual Program Review (APR) was introduced in fall 2009 and updated in fall 2010 to include a feature that allows programs to request resources that are in addition to a program's base operating budget (IB1 Budget and Fiscal Planning Committee Minutes, 02/24/10, pp. 1-2).[6] The goal of the web-based template was to improve the process to more efficiently manage the work of summarizing and prioritizing requests made through the various resource plans: staffing, technology, marketing, professional development, student learning outcomes, and facilities. The web-based form also assists in linking requests to account codes, while providing a current year

budget and actual expenditures for the previous year utilizing IVC's enterprise management system Banner as a source. Justification for any line item can be added in a brief statement or in an attached longer format document.

All programs and departments utilize the Comprehensive Program Review (CPR) template, also introduced in 2009. The form includes three distinct sections; past, present and future. Additionally, there is a section for a standardized format with an option to include additional supporting data. One-third of all programs and departments are reviewed every three years (IB1 Comprehensive Program Review Timeline, 2011-2012).[7] With the completion of the 2010-2011 planning cycle and the development of the 2011-2012 EMP, IVC has completed the first three-year cycle. The new three-year cycle began in 2011-2012 with the development of the 2012-2013 Educational Master Plan.

Shared Governance
IVC's efforts to engage in dialogue about institutional effectiveness have been successful. Assessment of the adopted Committee Flow Chart in March 2007 has led to the modification and improvement of the Shared Governance Structure 2011-2012, through governance bodies representing the college's five constituencies: faculty, classified staff, students, classified managers/confidential, and administrators (IB1 Educational Master Plan, 2011-2012, Chart D, p. 24).[8] Shared governance embraces the basic objective that all key parties participate in developing recommendations and priorities for the well-being of the institution. To this end, the College Council is the final recommending body on non-academic matters that go to the college president and Board of Trustees, while the Board of Trustees relies primarily on the Academic Senate for academic matters (IB1 Webpage College Council).[9]

College Council
The purpose of the College Council is to ensure that all stakeholders including faculty, staff, students and administrators have a forum to express their ideas and opinions at a campus level as follows:

- Conveys the views of the campus community on matters relevant to the orderly functioning of the college.
- Makes recommendations on which college committees or task forces are needed or should be activated.
- Makes recommendations on proposed college policies.

Academic Senate
The purpose of the Academic Senate for Imperial Valley College is to:

- Represent the faculty of Imperial Valley College to ensure a formal and effective procedure for participating in the formation of policies and procedures on Academic and Professional matters.
- Promote and preserve the integrity of the educational program.
- Facilitate communication between the faculty, the Board of Trustees, and the administration.

- Develop policies and procedures related to Academic and Professional matters and to promote their implementation.
- Assist the members of the faculty of Imperial Valley College in exercising their voice on Academic and Professional matters.
- Develop, communicate, and encourage ethical and professional conduct.
- Advise the Board of Trustees and administration on Academic and Professional matters.
- Represent Imperial Valley College to other faculties and to the Academic Senate of California Community Colleges.
- Reach mutual agreement with the college President on matters relating to equivalency, hiring procedures, administrative retreat rights, and Academic and Professional matters pursuant to the provisions of the Education Code.

Self-Evaluation

IVC meets the standard and is committed to ongoing improvements in student learning and shared governance in evaluating and improving the college's institutional processes.

Actionable Improvement Plans

None

IB2   The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Institutional Goals
Imperial Valley College develops institutional and operational goals through a process of community and faculty input. The Board of Trustees then adopts these goals (IB2 Board Minutes, 03/27/10, Board Retreat, p. 5).[10] The Educational Master Plan is the driver for these goals and focuses on student success.

The institutional goals are specific and measurable. These goals are widely distributed throughout the campus community and the community in general (IB2 Educational Master Plan, 2012-2013).[11]

Moreover, the master plan goals provide an additional set of objectives that are related to the mission statement. These master goals are in alignment with the visioning goals and the student learning outcomes.

Budget and Fiscal Planning Committee
The Budget and Fiscal Planning Committee is a standing committee that meets on a monthly basis and is composed of various representative campus groups including administration,

faculty, students, classified staff, and managers. Their purpose is to coordinate and integrate college plans and establish budget priorities consistent with the college's vision and mission statements, with recommendations, expressed in dollars, made to the Superintendent/ President. The committee also reviews tentative and adopted budgets for consistency with the annual institutional goals and objectives, college plans, and planning and budget philosophy. Funds are allocated to support the priorities stated in the college plans. Financial planning takes into account long-range projections regarding programs, services, costs, and resources.

The college's planning and budget process involves broad participation by all segments of the college community and the Board of Trustees.

The function of the Budget and Fiscal Planning Committee as approved by the Board of Trustees is outlined in the Committee webpage and includes the following functions (IB2 Budget and Fiscal Planning Committee Webpage):[12]

- Coordinate and integrate college plans and establish budget priorities consistent with the college's vision and mission statements, with recommendations, expressed in dollars, made to the Superintendent/President.

- Recommend budget priorities to the Superintendent/President; final recommending authority to the Board of Trustees rests with the Superintendent/President; final approval authority rests with the Board of Trustees.

- Review the tentative and adopted budgets for consistency with annual institutional goals and objectives, college plans, and the Budget and Fiscal Planning philosophy.

Institutional Master Plan
The Educational Master Plan goals are intended to be the primary source for the Budget and Fiscal Planning Committee to establish action plans with instructional implications. The Educational Master Plan Goals are reviewed, evaluated, revised, and adopted at the annual Board Retreat to ensure that the mission of the college is addressed (IB2 Board Minutes, 03/27/10, p. 5).[13] The Budget and Fiscal Planning Committee reviews the tentative and adopted budgets for consistency with annual institutional goals and objectives, college plans. The Curriculum Committee, a subcommittee of Academic Senate, is responsible for reviewing and addressing instruction decisions (IB2 Curriculum Committee Minutes, 10/20/11).[14]

Institutional goals are consistent with the mission statement of the college which is a commitment to serve the needs of its students and the community at large. The college takes the community's feedback and sets goals accordingly through the Visioning Process (IB2 Visioning 2010 Update, Vol. 1, No. 6, 08/01/10).[15]

Goals are included in the Master Plan's Goals. These goals are developed through the Visioning Process and through the development and assessment of the Student Learning Outcomes. As a second step, all programs are required to complete an evaluation and

assessment of institutional and departmental goals. The Administrative Council and the Board of Trustees also conduct annual reviews (IB2 Board Minutes, 03/27/10, p. 5).[16] The institution sets dates of expected completion for established goals. The following committees, departments, and individuals are also responsible to oversee that specific objectives are met:

- For the building of facilities
  - Academic Divisions
  - Advisory Committees
  - Citizens Oversight Committee for Measure J

- For Distance Education
  - Distance Education Committee
  - Distance Education Coordinator

- Instructional Programs
  - Academic Services
  - Admissions and Records
  - Instructional Council

- Program Reviews and Class Scheduling
  - Academic Services
  - Admissions and Records
  - Instructional Council

- Community Relations
  - Academic Services (joint programs)
  - Admissions (class schedules, credit/noncredit)
  - Administrative Council

The educational goals from the 2011-2012 Educational Master Plan focus on student success and are driven by a set of values and Institutional Student Learning Outcomes (IB2 Educational Master Plan, 2011-2012, pp. 10-13).[17]

GOAL ONE (*Student Success*): Enable students to attain their educational goals, including degrees and certificates, transfer, job placement and advancement, basic skills, and lifelong learning through curricula driven by student learning outcomes and emerging opportunities in the community at large.

Objectives for Goal 1:
- Obj. 1.1 Increase successful course completion and degree/certificate attainment.
- Obj. 1.2 Improve student transfer success.
- Obj. 1.3 Increase basic skills success.
- Obj. 1.4 Improve the success rate of student enrolled in economic development and workforce training.

- Obj. 1.5 Continue to develop and implement a comprehensive plan to identify and assess student learning outcomes.

GOAL TWO *(Excellence in Education)*: Provide a college environment that attracts diverse, exceptional faculty and staff who support and respond to the higher education needs of the students and community.

Objectives for Goal 2:
- Obj. 2.1 Develop and implement curricula that respond to diverse student learning needs, changes in technology, transfer education, the economy, and the workplace.
- Obj. 2.2 Increase educational programs designed to meet employer needs in Imperial County and support emerging industries in career technical and transfer programs.
- Obj. 2.3 Improve collaboration between Imperial Valley College and local high schools to align curricula and improve student success in transfer and career technical education.

GOAL THREE (*Develop Resources and Increase College Effectiveness*): Develop and manage human, physical and financial resources to improve organizational processes and effectively support the learning environment.

Objectives for Goal 3:
- Obj. 3.1 Ensure a safe and healthy campus environment for faculty, staff and students.
- Obj. 3.2 Develop and implement a resource allocation plan that leads to fiscal stability.
- Obj. 3.3 Implement processes to review and improve the college's organizational structure and operating procedures.
- Obj. 3.4 Implement an energy conservation plan using available budgetary resources.
- Obj. 3.5 Update the technology plan to include both the need for a robust technological infrastructure and the enterprise software to support the college processes.
- Obj. 3.6 Build new facilities and modernize existing ones as prioritized in the facilities master plan.

Self-Evaluation

The college meets the standard.

Actionable Improvement Plans

None

IB3   The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation,

implementation, and re-evaluation. Evaluation is based on analysis of both qualitative and quantitative and qualitative data.

Imperial Valley College's strategic plan establishes the mission of the district as well as the institutional goals, the institutional values, student learning outcomes, and facility planning on a five-year cycle (IB3 Strategic Plan, 2009-2013).[18] The strategic plan provides the foundation for the systematic evaluation of institutional effectiveness and it identifies the guiding strategic principles for IVC. The Strategic Planning Committee is made up of representatives across all institutional stakeholders, which ensures that all voices were heard and considered.

The college Educational Master Plan (EMP) was developed in support of the district's strategic plan and is aligned with district goals. The EMP supports the strategic plan by focusing on five components:

1. Mission
2. Planning Process
3. Community Profile
4. Student Learning Outcomes
5. Institutional Committees

Through the systematic evaluation of the EMP, the institution is able to analyze internal, external, quantitative, and qualitative data to support planning and resource allocation. Through this evaluation, the EMP remains viable and effective given the changing dynamics in education and particularly in community colleges. The Educational Master Plan Committee (EMPC) includes members from all institutional constituents and is responsible for the on-going and systematic planning process (IB3 Educational Master Plan, 2012-2013, pp. 5-6).[19]

The EMPC is structured to address both the strategic goals for the college as well as the cyclical review of performance indicators that measure student achievement and institutional goals.

The EMP defines the mission and vision of Imperial Valley College (IB3 Educational Master Plan, 2012-2013, p. 10).[20] From the mission statement, a set of values and goals are developed that layout the benchmarks for student success. The next component of the EMP is program review. All programs are required to complete an annual program review where budget requests are tied to available resources and programs outcomes (IB3 Educational Master Plan, 2012-2013, Appendix A).[21] Programs are also required to complete comprehensive program reviews every three years where data is reviewed to assess objective evaluation measures that include a reflection of previous goals and the establishment of new goals (IB3 Educational Master Plan, 2012-2013, Appendix B).[22]

Program reviews are then integrated into planning and budget development. The Budget and Fiscal Planning Committee prioritizes budget allocations based on the needs identified through Program Review.

Academic Program Review is conducted on a three-year cycle, where data is analyzed to measure effectiveness, trends, and a reflection of goal accomplishment and development of new goals. Career technical programs are also required to conduct two-year cycle reviews pursuant to Education Code where labor market information is analyzed to assess the need for new and existing CTE programs (IB3 Board Minutes, 05/16/12, Resolution 15338).[23]

Program reviews are first prepared through active participation of discipline faculty. Completed reports are then previewed and approved by the College Council, Academic Senate, and the Board of Trustees. Program reviews are posted on the college's website for public review (IB3 Educational Master Plan, 2012-2013, Appendix A).[24] The Office of Institutional Research provides the data used and integrated into program review.

The EMP also reviews economic trends in the area and reviews emerging labor market information.

These evaluations provide a global perspective of the effectiveness of program outcomes, includes broad participation from stakeholders, and support institutional planning. In addition to the institutional objectives, the EMP includes individual goals and evaluation of campus committees that layout specific plans that are connected to both the mission of the college and the individual needs of the committees. This process brings the planning process from an institutional perspective down to individual needs.

Imperial Valley College's planning process incorporates a systematic evaluation of programs and services through program review. Program review provides the framework for budget development, which connects resources to institutional goals. The planning and budget process occurs annually on a timeline developed to ensure that planning informs the budget development process.

Another planning tool to assess institutional effectiveness is the Technology Master Plan. The technology plan establishes the technology goals to support the classroom environment that support student learning (IB3 Technology Master Plan Midterm Report, 2010).[25] From the Technology Master Plan, the district developed the Strategic Technology Plan that lays out specific technology strategies, objectives, and an action plan for implementation (IB3 Strategic Technology Plan, 2011-2015).[26]

In 2010, the college also conducted a series of community forums to assess the community's perception of the college. This visioning process provided input on the strategic needs of the community and their relation to our institutional goals (IB3 Educational Master Plan, 2011-2012).[27]

Self-Evaluation

Imperial Valley College meets the standard. The components of the Strategic Plan and the EMP are broad and comprehensive to include on-going and systematic review of all college programs through objective methods. These reports provide the data and tools to make

informed decisions regarding planning, budget, and resource allocation. These reviews include the input and participation of all stakeholders with an approval process that includes College Council, Academic Senate, and the Board of Trustees.

Actionable Improvement Plans

None

IB4   The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Shared Governance
Imperial Valley College strives to keep the planning process broad-based by including all constituencies in all aspects of college planning. College employees participate in a variety of committees that are part of the Shared Governance Planning Flow Chart. (IB4 Educational Master Plan, 2011-2012, Chart D, p. 24).[28] The College Council, Educational Master Planning Committee, and Academic Senate take a vital role in the planning process, with each of them having ad hoc committees that work on more specific tasks. Most committees are composed of administrators, faculty members, classified staff members, classified managers, confidential employees, and students. Faculty members are required to serve on at least one college standing committee, campus student club, or program advisory committee. Other members of the campus community may attend the meetings, without necessarily being members, and have the ability to provide input, ask questions, and make comments. In an attempt to better inform the campus community of college happenings, agendas and minutes are now posted on the IVC website, so that even those that do not attend the meetings are kept up-to-date.

A number of standing committees focus on specific tasks, such as the Policy & Procedures Task Force and the Budget and Fiscal Planning Committee. The Educational Master Planning Committee reports changes to the master plan to College Council and recommendations that the College Council makes are made based on the Educational Master Plan to make sure the college meets specified goals leading to improvement of institutional effectiveness.

In 2008 a task group was created to review shared governance committees and recommend a structure change to ensure shared governance. This task group identified processes that needed improvement, and thus, the college now has a much better planning process. The task force played a lead role in improving the quality and efficiency of education, policy development, communication, and other services (IB4 College Council Minutes, 09/08/08, pp. 6-7);[29] (IB4 College Council Minutes 11/24/08, p. 9),[30] (IB4 College Council Minutes, 03/09/09, p. 2).[31]

Educational Master Plan ([IB4 Educational Master Plan, 2012-2013](#))[32]
The Educational Master Plan includes objectives that specify college goals, timelines, and program review information. Funding priority lists are submitted beginning at the department levels, and they then proceed through the appropriate channels. Once the appropriate committees prioritize resource needs, College Council approves a recommendation to the Board on the budget needs based on the funding priority lists.

The structure of this committee includes planning committees in the areas of Technology, SLOs, Marketing, Budget and Fiscal Planning, Facilities, Student Services, Professional Development, and Staffing. The Strategic Planning Committee developed a district plan based on the Educational Master Plan goals, by assessing where the college is now and where the college needs to be in one, two, and three years ([IB4 Strategic Plan, 2009-2013](#)).[33]

Student Learning Outcomes (SLOs)
Departments are responsible for identifying SLOs for each course and assessing the SLOs for each course, and the division deans assure their accuracy and report to the Vice President for Academic Services. A coordinator was assigned to assure that all courses have identified Student Learning Outcomes. The coordinator oversees the SLO assessment cycles and reports to the Academic Senate.

Program Advisory Committees ([IB4 AP 4102 Advisory Committees](#))[34]
Career Technical Education (CTE) programs are required to have program advisory committees composed primarily of industry/business representation to strengthen the linkages between industry and the college and to ensure that all curricula is up to par with business and industry requirements. Program advisory committees discuss department-specific issues, such as the current program structure, the need for new programs at the college, the need to delete or revise them in order to meet the needs of the community, and the need for resources. Business and industry representatives play a vital role in assuring that the college knows the required resources that need to be made available to students to assure that they receive the proper training and skills needed to enter their field upon completion of the program. These program advisory committees provide recommendations for facility upgrades, capital equipment purchases, and other resources. Departments then notify their divisions of these needs, and the division deans report the needs and attempt to acquire funding, whether district or outside funding, in order to fulfill plans and institutional priorities that match up with the department needs. By collaborating between internal college representatives and outside constituencies, a number of funding opportunities have been provided to the college, such as workforce development training grants.

IVC program advisory committees include: Administration of Justice (AJAC), Agriculture, Air Conditioning & Refrigeration, Automotive Technology, Building Construction Technology, Business (BDAC), Child Development Training Consortium, Computer Information Systems, Electrical Technology, Emergency Medical Services, Fire Chief's Association, Nursing and Allied Health, Water Treatment Systems Technology, and Welding Technology ([IB4 Webpage CTE Program Advisory Committees](#)).[35] Program advisory committee meeting agendas and minutes are available at http://www.imperial.edu/courses-and-programs/divisions/economic-and-workforce-development/division-documents/.

Academic Senate (IB4 Academic Senate Webpage)[36]
All instructional divisions have representation on the Academic Senate. Academic Senate advises on curriculum, which includes establishing pre-requisites and placing courses within disciplines, degree and certificate requirements, and grading policies. Matters that are discussed and approved at the department and/or division level, take these types of issues to Academic Senate for approval. Academic Senate is the final recommending body on academic matters that go to the president and board.

College Council (IB4 College Council Webpage)[37]
College Council ensures all constituencies are included in the planning process of resource allocation decisions; membership is made up of representatives from all constituencies. College Council's purpose is to ensure that faculty, staff, students, and administrators have the opportunity to express their opinions and ideas at the campus level and to ensure that these opinions and ideas are given every reasonable consideration. Further, the Council provides a process that allows faculty, staff, students, classified managers/confidential, and administrators the opportunity to make recommendations to the college president.

Through the College Council, planning process decisions are made relating to the academic calendar and such resource allocations as human resources, instructional material resources, and other services, and all other campus issues. College Council is the final recommending body on non-academic matters that go the president and the Board. From 2007 to 2011, many decisions have occurred at the college as a result of implementing College Council's recommendations that improve institutional effectiveness, some of which include:

- Closing of Extended Campus sites.
- Eliminating Winter Session; reducing summer session
- Strategic Technology plan 2011-2015 (IB4 Strategic Technology Plan, 2011-2015)[38]
- Implementing CurricUNET and Argos software programs (IB4 College Council Minutes, 05/10/10, p. 3)[39]
- E-schedules and online catalogs (IB4 E-Schedules and Online Catalogs)[40]
- Book rental programs (IB4 College Council Minutes, 04/26/10, p. 3)[41]
- Economic Impact Study (IB4 Economic Impact Analysis Final Report, 11/30/09)[42]
- New bond
- Rebuilding of the Art Gallery
- Campus Reorganization (IB4 Organizational Charts)[43]
- Green campus changes (IB4 College Council Minutes, 11/24/08, pp. 7-8)[44]
- Formation of the Continuous Accreditation Readiness Team (CART) (IB4 College Council Minutes, 11/23/09, p. 3)[45]

Bond
The most recent bond was awarded in November 2010 and will generate $80 million for career and public safety training facilities and continued modernization of the campus (IB4 Measure J Fact Sheet).[46] A Citizens Bond Oversight Committee, which is made up of

college reps and other community representatives, assures that the bond funds are used accordingly (IB4 Citizens Bond Oversight Committee Webpage).[47]

Self-Evaluation

Imperial Valley College meets Standard I.B.4. IVC's planning process is more broad-based now than ever. Input from all stakeholders is encouraged and all members of the campus community, staff and students, have an opportunity to provide input. Resource allocation is channeled from the bottom up through program review and comprehensive program review through the academic and budget committees to assure improvement of institutional academic effectiveness. Resource Plan Criteria have been specified and is reviewed when making resource decisions (IB4 Educational Master Plan, 2011-2012, pp. 40-52).[48] The Budget and Fiscal Planning Committee collects information on needs versus wish lists and assures that at minimum all college requirements are being met (IB4 College Council Minutes, 04/12/10, p. 2).[49]

Actionable Improvement Plans

None

IB5   The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Program Review continues to be the primary source of quality assurance. All instructional and non-instructional departments are required to submit annual program reviews each year and comprehensive program reviews every three years. Annual program reviews provide the basis for funding allocations and individual program needs (IB5 Educational Master Plan, 2012-2013, Appendix A).[50] Enrollment needs and trends are analyzed to determine the appropriate level of educational services. The comprehensive program review includes a complete assessment of performance data to determine program viability and performance. These reviews include enrollment and number of sections, success and retention rates, grade distribution, and FTES/FTEF ratios (IB5 Educational Master Plan, 2012-2013, Appendix B).[51] This data is analyzed to identify areas of weakness and strength, and to outline areas for improvement. As such, the Educational Master Planning Committee (EMPC) and its resource planning subcommittees use the program reviews to identify resource needs for the college. The subcommittees then incorporate these needs into updated campus-wide resource allocation plans. The plans are then forwarded to appropriate college constituencies, including the EMPC, the Academic Senate and other shared governance committees, for input. Student Learning Outcome/Service Area Outcomes (SLO/SAO) data remains tied to both program review and review of individual courses within programs. Such data are used to inform decision-making regarding resource allocation.

All program reviews are reviewed by the campus community through the Board of Trustees, Academic Senate, and College Council. Additionally, campus information is disseminated through monthly reports/updates to the Board of Trustees. Budget issues are reported from

the Business Office, instructional issues are reported by the Academic Senate, student issues are reported by the ASG President, and classified issues are reported by the College Council representative. The community is informed by an assigned newspaper reporter that covers and reports on all board meetings.

A primary tool to assess the public's perception and information about the college comes from the visioning reports. Every three years the college conducts a series of community forums throughout the entire county where the state of the college is shared with the community as well as the solicitation of input and feedback from the community (IB5 Visioning 2010 Update, Vol. 1, No. 6, 08/01/10).[52]

Another communication tool used by the college is the Matriculation High School Assessment Report. This report, started in 2007, is available through the college's website and provides a record and history of the feeder high schools writing, reading, and math placements (IB5 Matriculation Webpage).[53]

Data containing information on student grades, retention, and completion rates are communicated to the appropriate departments/divisions to assist in program review, the development of Institutional Program Level Outcomes (IPLOs), the assessment of SLOs and evaluation and adjustment, if necessary, of the SLOs. This information is also provided to the Board of Trustees, the Administrative Council, the Executive Council, and other appropriate shared governance groups to help assess the institution's progress toward its goals and to assist in setting new goals and plans to achieve these goals. All of this is ultimately designed to improve institutional efficiency and effectiveness and increase student success.

The era of budget reductions and accessibility of technology has created a paradigm shift in external communication. Beginning in 2012-2013, the position of Director of Community and Media Relations was changed to a consultant to be used on an as-needed basis (IB5 Job Description, Director of Community and Media Relations).[54] The practice of distributing printed schedules by mail was also abandoned in 2010 in favor of online schedules only. The decision to move to online schedules only was driven not only by financial considerations but also the wide availability of technology through computer labs, home computers, and cell phones.

For the spring 2013 semester, the college has placed the schedule and stories of interest as an insert in the local newspaper (IB5 Imperial Valley Press Insert, 11/10/12).[55] The effectiveness of this new approach will need to be evaluated next year.

Finally, the college has recently allotted student email accounts and addresses to all students. Such accounts facilitate the dissemination of information to students and also allow students to communicate directly with the institution and faculty members. With the recent retirement of the college researcher, the college has reassigned a faculty member to serve as the college researcher and reinstituted the Data Reliability Committee to assist with data accuracy for decision making.

Self-Evaluation

The college meets the standard.

Actionable Improvement Plans

The college will continue to work to improve the use of data and assessment results to communicate matters of quality assurance to appropriate constituents.

IB6   The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Institutional planning is an essential component for institutional effectiveness and is embraced and practiced at Imperial Valley College. Institutional planning includes all facets of the organization from instructional, student services, administration, and facilities. It allows for strategic decision making to support the allocation of resources (IB6 Strategic Plan, 2009-2013).[56] Faculty, administrators, and staff regularly review plans through the network of councils and committees, such as College Council, Academic Senate, and Budget and Fiscal Planning. The systematic review process was described in detail in Standards I.B.2 through I.B.5.

In 2012, the college transformed the position of Institutional Researcher from a classified management position to a faculty position with reassigned time. The new Institutional Researcher is a mathematics faculty member, with a background and education in research and mathematics. It is anticipated that this new position will improve the quality, reliability, and availability of data and provide the college and its stakeholders with timely and accurate information to be used in the planning process (IB6 Job Description, Research, Planning, and Grants Coordinator).[57]

Institutional effectiveness is also connected to resource allocation, particularly in these austere times where resources continue to decrease, while the expectation and community needs continue to increase. The budget process is handled through annual program review where the request for resources must be tied to program review and the college mission. These requests are reviewed by the Business Office, which then makes a recommendation to the Board of Trustees.

Self-Evaluation

The college meets the standard. The college's planning and budget development processes are inclusive and allow for open dialogue across stakeholders. Program review is the primary mechanism to ensure that resources are allocated through a system of review, prioritization, and institutional effectiveness. The process uses data to ensure quantifiable resource allocation. The Office of Institutional Research is being re-organized to include a more data driven analysis of institutional effectiveness.

<u>**Actionable Improvement Plans**</u>

None

IB7   The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Imperial Valley College has multiple mechanisms for evaluating effectiveness and improving instructional programs, student support services, and library services, including the following:

- Annual program review conducted by every department including student services, business services, and other service departments (IB7 Educational Master Plan, 2011-2012)[58]
- Comprehensive review which includes long-term strategies conducted for each department and division on a three-year cycle
- Educational Master Plan process with goals and priorities assessed and updated annually (IB7 Educational Master Plan, 2011-2012)[59]
- Accreditation/self-study process (IB7 CART Webpage)[60]
- Student learning outcomes/service area outcomes assessment cycle (IB7 Educational Master Plan, 2012-2013, Appendix C)[61]
- Student Surveys
- State and federal oversight and reporting requirements of various programs such as CalWORKs; EOPS; Disabled Student Programs and Services; Financial Aid
- Pass rates on external exams (Nursing and EMT):
    - Emergency Medical Technician (EMT) (IB7 National Registry EMT Pass Rates by School, 2010)[62]
    - Licensed Vocational Nurse (LVN) (IB7 Board of VN and Psychiatric Techs, Graduates, 2007-2011)[63]
    - Registered Nurse (RN) (IB7 Board of RN, NCLEX Pass Rates, 2007-2012)[64]

In addition, major campus and district constituency groups that continually evaluate processes to improve instructional/student services/library services on an as-needed basis include the following groups:

- Academic Senate
- College Council
- Instructional Council
- Student Services Council
- Management Council

- Administrative Council
- Executive Council
- Enrollment Operating Committee
- Curriculum Committee
- Budget and Planning Committee
- ICCD Board of Trustees

Self-Evaluation

The college meets the standard.

The mechanisms identified in this standard provide a wide scope of tools for self-analysis and a constituency base to ensure that all stakeholders participate in the development of strategies to improve student learning, programs, and services.

Actionable Improvement Plans

None

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Standard I.B. Improving Institutional Effectiveness - Evidence Citations

[1] IB1 Educational Master Plan, 2012-2013, p. 11
[2] IB1 Academic Senate Minutes 03/05/08, p. 2
[3] IB1 Academic Senate Minutes 04/16/08, p. 1
[4] IB1 Curriculum Committee Minutes 11/04/10, p. 1
[5] IB1 Educational Master Plan, 2011-2012
[6] IB1 Budget and Fiscal Planning Committee Minutes, 02/24/10, pp. 1-2
[7] IB1 Comprehensive Program Review Timeline, 2011-2012
[8] IB1 Educational Master Plan, 2011-2012, Chart D, p. 24
[9] IB1 College Council Webpage
[10] IB2 Board Minutes, 03/27/10, Board Retreat, p. 5
[11] IB2 Educational Master Plan, 2012-2013
[12] IB2 Budget and Fiscal Planning Committee Webpage
[13] IB2 Board Minutes, 03/27/10, p. 5
[14] IB2 Curriculum Committee Minutes, 10/20/11
[15] IB2 Visioning 2010 Update, Vol. 1, No. 6, 08/01/10
[16] IB2 Board Minutes, 03/27/10, p. 5
[17] IB2 Educational Master Plan, 2011-2012, pp. 10-13
[18] IB3 Strategic Plan, 2009-2013
[19] IB3 Educational Master Plan, 2012-2013, pp. 5-6
[20] IB3 Educational Master Plan, 2012-2013, p. 10
[21] IB3 Educational Master Plan, 2012-2013, Appendix A
[22] IB3 Educational Master Plan, 2012-2013, Appendix B
[23] IB3 Board Minutes, 05/16/12, Resolution 15338
[24] IB3 Educational Master Plan, 2012-2013, Appendix A
[25] IB3 Technology Master Plan Midterm Report, 2010
[26] IB3 Strategic Technology Plan, 2011-2015
[27] IB3 Educational Master Plan, 2011-2012
[28] IB4 Educational Master Plan, 2011-2012, Chart D, p. 24
[29] IB4 College Council Minutes, 09/08/08, pp. 6-7
[30] IB4 College Council Minutes 11/24/08, p. 9
[31] IB4 College Council Minutes, 03/09/09, p. 2
[32] IB4 Educational Master Plan, 2012-2013
[33] IB4 Strategic Plan, 2009-2013
[34] IB4 AP 4102 Advisory Committees
[35] IB4 CTE Program Advisory Committees Webpage
[36] IB4 Academic Senate Webpage
[37] IB4 College Council Webpage
[38] IB4 Strategic Technology Plan, 2011-2015
[39] IB4 College Council Minutes, 05/10/10, p. 3
[40] IB4 E-Schedules and Online Catalogs
[41] IB4 College Council Minutes, 04/26/10, p. 3
[42] IB4 Economic Impact Analysis Final Report, 11/30/09
[43] IB4 Organizational Charts
[44] IB4 College Council Minutes, 11/24/08, pp. 7-8
[45] IB4 College Council Minutes, 11/23/09, p. 3
[46] IB4 Measure J Fact Sheet
[47] IB4 Citizens Bond Oversight Committee Webpage
[48] IB4 Educational Master Plan, 2011-2012, pp. 40-52
[49] IB4 College Council Minutes, 04/12/10, p. 2
[50] IB5 Educational Master Plan, 2012-2013, Appendix A
[51] IB5 Educational Master Plan, 2012-2013, Appendix B
[52] IB5 Visioning 2010 Update, Vol. 1, No. 6, 08/01/10

[53] IB5 Matriculation Webpage
[54] IB5 Job Description, Director of Community and Media Relations
[55] IB5 Imperial Valley Press Insert, 11/10/12
[56] IB6 Strategic Plan, 2009-2013
[57] IB6 Job Description, Research, Planning, and Grants Coordinator
[58] IB7 Educational Master Plan, 2011-2012
[59] IB7 Educational Master Plan, 2011-2012
[60] IB7 CART Webpage
[61] IB7 Educational Master Plan, 2012-2013, Appendix C
[62] IB7 National Registry EMT Pass Rates by School, 2010
[63] IB7 Board of VN and Psychiatric Techs, Graduates, 2007-2011
[64] IB7 Board of RN, NCLEX Pass Rates, 2007-2012

**Standard II.
Student Learning Programs
and Services**

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Standard II. Student Learning Programs and Services

Standard II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Imperial Valley College provides high quality instructional programs, student support services, and library and learning support services that are consistent with the college mission:

> To foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community. (IIA1 IVC Mission Statement)[1]

The college's mission statement is at the heart of each institutional program and augments both the collaborative institutional planning and assessment efforts. Imperial Valley College has comprised its organizational learning into five Institutional Learning Outcomes. The Institutional Learning Outcomes are linked to Program Learning Outcomes and Student Learning Outcomes which are developed and assessed for every course at Imperial Valley College. Recent data indicates that 100% of courses have identified SLOs and nearly 60% of courses have gone through an SLO assessment cycle (IIA1 Student Learning Outcome Website 2012);[2] (IIA1 SLO Review of Cycle Assessment 2010-2011).[3]

All programs at Imperial Valley College are developed by faculty, reviewed at departmental/division meetings, assessed and approved by the Curriculum Committee, and recommended to the college president and the Board through the Academic Senate. All courses and programs are evaluated in terms of adherence to the college mission, to the institutional learning outcomes, and for their contribution to degrees, certificates, employment, and transfer programs. High quality instructional programs are achieved through comprehensive program reviews that take place every three years (IIA1 Comprehensive Program Review WLSC 2011).[4] Also, annual program reviews ensure that the college meets the financial and staffing needs of various programs on campus (IIA1 Program Review Staffing Requests).[5] Additionally, the quality of instruction, student support

services, and library and learning support services are monitored via faculty evaluations (IIA1 CTA Contract 2011-2012 Article 10 - Faculty Evaluations).[6]

Partially in response to the accreditation visiting team's recommendation of 2007, shared governance groups began the development of the Staffing Committee. The Staffing Committee is composed of members from all five shared governance groups. It reports to College Council and makes recommendations about staff-related issues and activities to shared governance committees based on analysis, planning, EEO, classification, reclassification, and organizational function and structure (IIA1 Staffing Committee Standing Rules October 2011).[7]

The college recognizes that, due to the isolated location of Imperial Valley, recruitment of qualified candidates may continue to be an issue. However, efforts have been made to expand and improve the pool of qualified candidates by placing job advertisements in publications, such as *Imperial Valley Press*, *San Diego Union-Tribune*, *San Diego Reader*, and *Sun Classifieds* (Yuma, Arizona) and on websites such as Edjoin.

Due to the state budget shortfall, the administration and Blue Ribbon Task Force recommended that service reductions take place. This reduction included the closure of the Brawley, Calexico, and El Centro extended campuses. The Calexico Center closed June 2011 (IIA1 Board Minutes 5/18/11, Resolution No. 15002).[8]

The changes in administration, location, and programs offered caused the current organizational structure to be revisited. It was proposed that an organizational realignment consisting of three deans be considered to optimize services to students (IIA1 Reorganizational Structure).[9] At the same time, Information Technology added a vice-president position, and via the ATLAS grant, ensued a period of revolutionary improvements to IT in support of instruction. All stakeholders began the planned review of the 2010 reorganization with the goal of integrating the need for continued quality oversight and management of instruction with the reality of uncertain or falling revenues. Grants have been a key component in the furtherance of the programs offered.

In June 2010, Project ACCESO completed its six-year cycle. The grant accomplished three primary tasks. First, ACCESO designed and developed a distance education program that significantly expanded the educational opportunities for Imperial Valley residents. Second, the project expanded student support development by providing online enrollment, counseling, assessment, and degree audit services. Finally, the grant expanded the technological infrastructure of the college to support the integration of technology into the total teaching and learning.

To help achieve the first task, ACCESO trained 156 faculty members to develop and deliver distance education courses. Each faculty member was selected by the division chair and the Vice President for Academic Services to attend a one-week technology camp, complete a one-unit Etudes 101 course offered by Foothill College, develop a hybrid-online course in conjunction with mentors within the ACCESO program. In fall 2005, the Curriculum Committee approved a form for the review and approval of Distance Education courses (IIA1

[Curriculum and Instruction Committee Minutes 11/17/05, p. 1](#).[10] This form reflects IVC's commitment to faculty as the originator of a distance education proposal. The area dean and the Vice President for Academic Services serve as the final advocate for the academic distance education program. The process includes appropriate review by Disabled Students Programs and Services staff. The form is in compliance with Title 5 regulations (Sections 55372, 55376, and 55378) and WASC guidelines for Distance Education courses.

By the end of Project ACCESO, the college faculty had designed 53 online courses, offered 664 sections, enrolled a total of 15,129 students and generated 1,557 FTEs. ACCESO also purchased 205 lab workstations for students and 149 laptops and other equipment for faculty. A number of software products were also purchased to meet student support needs, including Degreeworks, ACCUPLACER, E-books, Skills Tutor, Reading Plus, Tutor Trac and site licenses for Turnitin.com, EasyGradePro, Camtasia, and Dreamweaver. To help expand the technological infrastructure of the college, ACCESO purchased and installed wireless network routers at various points on the main campus and at the extended campuses. A total of 1,814 students participated in online counseling and 2,187 students received technical assistance. The lasting benefits of this project are evident and have opened the door for other grant opportunities such as Access to Technology Leads to Advancement and Success (ATLAS) and Building Green, Retrofitted Energy Efficient Neighborhood (B-GREEN) These additional grants have provided a gateway for faculty to develop resources and increase college effectiveness for students.

Project ATLAS is a five year, $3 million dollar grant that was awarded to IVC by the U.S. Department of Education in 2010. The grant, currently in its third year, is designed to accomplish three tasks. First, the project has increased student success by developing a comprehensive and college-wide effort to provide appropriate pedagogy and technical skills; provide more access to computers in labs; add server storage space for email accounts for students; and extend the wireless network to all areas of the college. Second, ATLAS has provided excellence in education by helping faculty develop new and richer courses by pairing basic skills with career and technical courses, by training faculty in the use of social learning and collaborative learning, by providing training in culturally-relevant instruction, and offering training on the use of technology in the classroom and encouraging students to use their technological skills. Third, the project has developed resources to increase the colleges' effectiveness by improving technology infrastructure and training faculty, administrators, and counselors ([IIA1 Title 5 Access to Technology Leads to Advancement and Success Grant [ATLAS]](#)).[11]

Project Building Green, Retrofitted Energy Efficient Neighborhood (B-GREEN) was approved and funded $560,000 by the California Energy Commission and Employment Development Department. The project depicts a pathway out of poverty for Imperial County residents who are unemployed or underemployed or incumbent workers and who come from disadvantaged backgrounds. This project will provide 40 students with Energy Efficiency Technology training, concurrently with Career Technical Math and Soft Skills training. Project B-GREEN will offer the Energy Efficient Technology training to two cohorts of 20 participants each upon completion; graduates receive the Energy Efficiency Technology Certificate.

Additionally, the Perkins grant, which allocates $416,000-$478,000 to Imperial Valley College annually, helps provide adequate education to students pursuing career technical degrees. An average of 18% of this grant is spent on instructional equipment and supplies, such as computers equipment, servers, dummies, global positioning systems, solar power monitors, electrical car conversion kits, etc.

ORGANIZATIONAL STRUCTURE

Imperial Valley College is dedicated to the continuous improvement of the programs and services it offers. In 2012, the Academic Senate through the shared governance process approved the realignment of the current instructional structure and consolidated the divisions into three main areas (IIA1 Organizational Chart 2012-2013).[12] The three divisions are comprised of the Arts, Letters & Learning Services Division, the Economic Workforce Development Division, and the Health & Science Division.

ARTS, LETTERS, AND LEARNING SERVICES DIVISION

The **Arts, Letters, and Learning Services Division (ALLS)** is made up of an array of general education, basic skills, non-transferable and transferable courses that assist students in completing their educational goals. Completion of these courses assists the student in learning Basic Skills, attaining Gainful Employment Certificates or completing Associate Degrees programs. The division consists of the English Department, English as a Second Language (ESL) Department, and the Humanities and World Languages Department. The programs of study offered are Art, Communication Arts, English, English as a Second Language, French, Journalism, History, Humanities, Music, Spanish and University Studies. Some highlights are:

- In June 2011, the Juanita Lowe Art Gallery and Imperial County Centennial Pavilion opened its doors to students, faculty, and staff. The new Art Gallery replaces the original art gallery that burned down in fall 2005.

- In spring 2011, English 010 was developed, and it was first offered in fall 2011. This is an accelerated basic skills course designed to allow students to move from developmental to transfer-level writing in one semester (IIA1 Paired Classes).[13]

- The ESL Department has made changes to the existing program and developed independent courses in literacy and survival English for the non-credit ESL Program (IIA1 Non-Credit ESL Program, p. 9).[14]

- The ALLS division includes non-transfer/noncredit programs in ESL, Basic Skills Reading, and Basic Skills Writing.

- A new American Sign Language major is currently being developed for 2013.

ECONOMIC AND WORKFORCE DEVELOPMENT DIVISION

The **Economic and Workforce Development Division (EWD)** includes a number of career-technical programs related to specific trades, occupations, or vocations. Its primary objective is to give students specific skills allowing further employment/education flexibility, to acquire an awareness of structure and future trends within high skill, high wage industries, to increase students' options for occupational choice in the pursuit of a career, to provide both school and work-based learning experiences, and to bridge the gap between education and the work world.

The division consists of Alternative Energy, Business, Industrial Technology, and Exercise, Wellness and Sports Departments. The programs of study offered are Electrical Technology, Energy Efficiency Technology, Business, Child Development, Fire Technology, Welding Technology, Community Services, HUD, and National Science Foundation. Some highlights of the division are:

- NATEF Certification in the Industrial Technology Department for the Auto Tech Program ([IIA1 NATEF Accreditation May 2012](#))[15]

- CISCO CCNA Discovery. This was a new program of study added in 2012-2013. This program was designed for students who are seeking entry-level information and communication technology skills for positions such as network administrator, network engineer, network technician, computer technicians, or network installer. ([IIA1 CISCO CCNA Discovery](#))[16] ([IIA1 CISCO Program Application June 2011](#))[17]

- Peace Officer Standard Training (POST), Levels II and III

- B-Green Project in Diesel II and SET II

- Community Service courses that include ASL, Auto, Wholesale, Community Spanish, Survival Japanese, Motorcycle Safety, Traffic School and Professional Development

- Collaboration with the Imperial County Work Training Center to develop the HUD-HSIAC Project proposal for the Imperial County Colonia Empowerment Project and training is in progress.

HEALTH AND SCIENCE DIVISION

The **Health and Science Division (HS)** offers a wide variety of programs that meet the needs of a diverse group of students with varying levels of educational backgrounds, skills and goals. The division is composed of the Nursing and Allied Health Department; the Math, Science, and Engineering Department; and the Behavioral and Social Science Department. The programs of study offered are Agricultural Science, Alcohol and Drug Studies, Behavioral Science, Child Development, Computer Science, Dental Assistant, EMS, Fire

Academy, Math, General Science, Physical Science, Registered Nursing, Vocational Nursing, Pharmacy Technician, Emergency Medical Technology, and Fire Academy. Some of the highlights include:

- The Science Building (building 2700) opened in 2010. The new building incorporates smart classrooms, a state of the art planetarium, robotics classes, as well as science labs.

- The Alcohol and Drug Studies program is CAADE accredited and offers a 36-unit program designed to meet the National Drug and Alcohol Counselor standards. (IIA1 CAADE Accredited Colleges)[18]

- The University of California, San Diego Body Donation Program donated a human cadaver to the Science Department (IIA1 Cadaver Policy).[19]

- Groundbreaking for the new Career Technical Education (CTE) building took place fall 2011. The CTE building will house the Emergency Management Systems (EMS), Fire, and POST programs.

- San Diego State University – Imperial Valley (IVUP) created a partnership that will allow students a fast-track opportunity to obtain a bachelor's degree (IIA1 IVUP Brochure).[20]

- The Fire Academy added a trailer for simulation of actual burn situations and expanded its courses to include online components.

- Allied Health Professions are regularly accredited. This includes Emergency Medical Services, Vocational Nursing, and Registered Nursing. The Federal Board Patrol Agents for BORSTAR unit is certified annually.

Self Evaluation

The college meets this standard.

Imperial Valley College is continually assessing the college's mission in relation to its overall organization, including offsite and online operations. The college has been proactive and employee engagement has increased through the integration of the shared governance process. This has enabled the college to adjust to the financial conditions at the state level. In spite of fiscal challenges, the college resolved the two areas of concern addressed by the accreditation team. These two areas were faculty and staff replacements and lack of funds to purchase instructional equipment and materials, which has been partially funded through state lottery money. Creation of the Staffing Committee, which developed the Faculty and Staff Replacement Plan, has helped to resolve the priority of faculty. The addition of the ATLAS grant became instrumental in providing the necessary resources to purchase instructional equipment and materials.

<u>**Actionable Improvement Plans**</u>

None

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

The college regularly collects data about student demographics, preparedness, and academic goals. Matriculating students provide data when they apply. The ACCUPLACER is given to nearly every high school graduating senior in the county (IIA1 ACCUPLACER Spring 2012).[21] Incoming students receive orientation during which counselors can further assess student needs. The Economic Workforce Development Division regularly updates all areas about employment trends and economic demographic figures, which are especially relevant, as Imperial County has recently had the highest unemployment rates in the nation (IIA1 Unemployment Data, August 2012);[22] (IIA1 Unemployment Charts, August 2012).[23]

Software has been implemented to provide various types of statistical reports on the educational progress and demographics of our students. Every academic department on campus completes an Annual Program Review (APR). The APR is linked directly to institutional budget planning. The APR includes the annual department budget, as well as requests for additional faculty, technology, training, etc. in order to meet the educational needs of our students.

In addition, academic departments complete a Comprehensive Program Review (CPR) every three years and Career Technical Educational Programs (CTE) complete program reviews every two years. The CPRs for both academic and CTE programs are also linked to current as well as future budget planning (IIA1 Comprehensive Program Review 2010-2012).[24] Both the APRs and CPRs utilize student data provided by the institution, such as retention and completion rates, in making requests for such things as faculty, infrastructure, technology, equipment, training, etc. The CPR is an extensive review of the programs on campus. SLOs and PLOs tied to specific courses and programs are identified, reviewed and updated as needed in the CPR. Student demographic data such as enrollment at census, number of sections, fill rates, retention rates, course success rates, FTEF, FTES and the ratio of FTES per FTEF are analyzed. Based on the analysis of data, recommendations about the future of the programs in regards to student needs are made that influence budget, educational master plan, and enrollment management. For CTE programs, advisory committees are utilized to discuss the program review data in order to ensure the program is viable for the students and for the community.

Some individual programs are also developing in-house studies to gauge student goals and success. Currently, the English and ESL departments have analyzed such studies to help in program planning and revision (IIA1 ESL Student Profile);[25] (IIA1 English Cohort, August

2011);[26] ([IIA1 ESL Cohort Study](#)).[27] The college also consults the Chancellor's Office Datamart and Cal-Pass, which provide data tracking student success through program sequences.

Full-time faculty, department chairs, and deans use student data to facilitate the development of the academic schedule. As students meet with counselors to develop their student educational plans (SEP), counselors also provide data regarding which classes will be needed in the upcoming semester and/or academic year.

A recent student survey has provided additional information regarding the needs of our students ([IIA1 2008 Student Survey](#));[28] ([IIA1 2011 Student Survey](#)).[29] Many students who participated in the survey stated they would like IVC to add more late afternoon and evening courses. Some of the students commented that the morning classes were very full and that they worked during the day and needed more classes in the evening. IVC has also used this data in creating a balanced schedule to meet the needs of our students. Analysis of student data has also lead to the formation of new programs to meet the diverse needs of our student population ([IIA1 CISCO Program Application June 2011](#)).[30]

Success and completion rate data have led to the creation of a new partnership between Imperial Valley College, San Diego State University – Imperial Valley Campus, and the Imperial County Office of Education. The program, entitled Imperial Valley University Partnership (IVUP), is intended to increase completion rates for local students ([IIA1 Welcome to IVUP](#)).[31] In comparing data across the State, Imperial County has one of the lowest rates of students who have completed a four-year degree. Students who meet the C.S.U. requirements will be co-enrolled at both IVC and SDSU-IVC. These students will move as a cohort through one of three majors: Criminal Justice, Liberal Studies and Psychology. The eight-semester schedule is pre-set and students are guaranteed classes each semester at both campuses ([IIA1 IVUP Brochure](#)).[32] Students will have the opportunity to graduate with an A.A. in University Studies from IVC and then a B.A. degree from SDSU-IVC within four years, thus increase completion rates at both institutions. The first cohort of the IVUP started classes in the fall 2012 semester, and the program evaluation, recommendations and adjustments will be ongoing.

IVC has also increased student access and achievement by offering Transfer Model Curriculum (TMC) majors in Sociology and Child Development starting in fall 2012. Six more will be offered starting fall 2013 (Business Administration, Communication Studies, English, Mathematics, Political Science, and Administration of Justice), and one (Kinesiology) is pending Chancellor's Office approval ([IIA1 Curriculum Minutes, 4/5/12, p. 6](#));[33] ([IIA1 Curriculum Committee Minutes 4/26/12, p. 6](#)).[34] The new statewide Senate Bill 1440 mandates majors designed to guarantee students transfer to a participating California State University (CSU) once the required units were completed at a community college. Curriculum has been created and/or updated in order to accommodate the majors. All California Community Colleges that offer the TMC majors will have the same course requirements allowing for increased compatibility between campuses and efficient transfer to the CSU for completion of degree.

Another avenue to increase student access and success at IVC has been through the 1st STEP Program (IIA1 1st STEP Page);[35] (IIA1 1st STEP Form).[36] New students who register for the 1st STEP Program attend orientation during the spring semester of their senior year. During the orientation process, potential students go through ACCUPLACER testing and receive priority registration for classes that they might not otherwise have access to as new students. ACCUPLACER results are analyzed to help decide how many of each level of Basic Skills and transfer-level courses are offered each semester (IIA1 ACCUPLACER Spring 2012).[37]

Finally, faculty have continually met at division/department meetings, SLO meetings, and professional development activities to discuss student learning outcomes, program learning outcomes, assessments and to evaluate the process for specific classes and/or majors and certificate programs. The SLO Coordinator has conducted short meetings with faculty to discuss the process and share ideas among faculty. Faculty share their SLOs, assessments, and findings as a way to encourage other faculty who may have become stymied by the process. Divisions/departments have had dialogues about assessment data and made updates and/or changes to their specific SLOs/PLOs. Pedagogical changes have been implemented based on the SLO dialogue such as collaborative classes and common finals in English and Math (IIA1 Paired Classes Flyer 2011).[38]

Self Evaluation

The college has been very active gathering data through special studies, comprehensive program reviews, aggregated success rates, graduation rates, cohort tracking, surveys of student goals, and the implementation of improved assessment and orientation plans. The college meets this standard.

Actionable Improvement Plans

None

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

IVC uses a wide range of delivery systems, including day and evening classes, credit and noncredit classes, distance education classes, late start, short-term and weekend classes, and community interest classes.

The Curriculum Committee process verifies that objectives are compatible with content, instructional methods, and assessment. The process to create new programs or courses or to update existing courses begins with discussions by the relevant faculty, department chair, division dean, and others (such as counselors or community members). Course Outlines of Record are developed using CurricUNET, a statewide curriculum tracking system (IIA1 CurricUNET Home Page).[39] Comments are posted and tracked in CurricUNET, and voting

takes place at the regularly scheduled Curriculum Committee meetings (IIA1 Curriculum Course Tracker).[40]

The course outline of record helps faculty identify and integrate a course's content with instructional methods and assessment options. The course outline of record has a section titled "Instructional Methodology" where authors identify the different learning styles that will be used in the instruction of the course. In identifying instructional methods, course authors include specific objectives (IIA1 Sample CurricUNET Objectives);[41] (IIA1 Sample Course Outline of Record).[42]

Each course undergoes technical review and then active discussion during the final action phase. This process provides all stakeholders an opportunity to offer input and vet the content, instructional methods, and assessments to verify that the course is compatible with the mission of the college. Additionally, it provides multiple reviews so that all components of the course outline of record are examined and evaluated.

Ultimately, the best evaluators of the success of a college's curriculum are the students. Each year, IVC sends out a student survey to monitor student satisfaction in their classes generally and in online classes in particular. In the fall 2011 survey, 91.1% of those who responded (1,319 total) said that they strongly agreed or agreed that they could get the courses they needed to reach their educational goals (IIA1 2011 Student Survey, Question 9).[43]

Extended Campuses
Adjustments to state mandated cuts starting in 2009 resulted in a semester-by-semester shrinking of a once robust Extended Campus structure. By fall 2012, IVC had moved all its off-campus classes back to the main campus.

Free-standing administrative centers in the nearby cities of El Centro and Brawley were closed at the end of spring 2009 and fall 2010, respectively, because of financial cuts. Then in spring of 2011, because of new financial cuts and the poor condition of the Calexico buildings, IVC did not renew its lease with a private party. Dialog with San Diego State University (SDSU) Imperial Valley Campus and the Calexico Unified School District then resulted in a promising new partnerships. Starting in fall 2011, Imperial Valley College Calexico Campus moved most of its day class to the SDSU Imperial Valley Campus and its evening classes to William Moreno Junior High School. These included both ESL classes and transfer-level classes. SDSU facilities included "smart" classrooms, an open computer lab, library privileges, and a dedicated computer lab for supplemental instruction via cloud-based applications. Classes after 5 p.m. were held in six IVC-student-only classrooms at William Moreno Junior High School. Because of limited space, IVC utilized Calexico High School for several of its night classes. Through these joint efforts, IVC provided a full level of administrative services including student registration and schedule modification, collection of fees, financial aid, transcripts, counseling, appointments, and general information. Enrollment across all of the extended campuses increased from 588 FTES in 2004 to 788.13 FTES in 2011-2012.

Despite IVC's efforts and great success in servicing students at off-campus site, continuing budget shortfalls forced IVC to discontinue its Extended Campus operations in Calexico and move all classes back to the main campus for fall 2012 (IIA1 Update on Revenue Shortfall March 2012);[44] (IIA1 Reductions Property Tax Health Insurance Increase March 2012).[45]

Distance/Distributed (online) Education
Imperial Valley College went through a strong development and expansion of online, hybrid, and online-enhanced instruction from 2004-2009 via ACCESO, a five-year, $2.7 million Title V grant. Through ACCESO, IVC created a robust, innovative, and unique set of online, hybrid, and web-enhanced courses built on the Etudes Learning Management platform.

After ACCESO, IVC institutionalized this effort by establishing a Distance Education Coordinator position to oversee the Distance Education program. This person also chairs the Distance Education Committee, which is made up of members representing all campus communities. The DE Committee is a sub-committee of the Academic Senate. Faculty were Etudes-certified through Etudes 101, an IVC course taught by the DE Instructional Media Designer, every semester, or through an independent study operated by the Etudes company at their own convenience (IIA1 Etudes 101 Training Schedule).[46] By spring of 2012, 149 full-time and part-time faculty members had been trained in online instruction, and at its peak 75 online or hybrid classes were scheduled, or approximately 9% of total course offerings. The numbers of online classes are given in the chart below (* indicates that no session was offered):

Online Course Offerings: fall 2008 to summer 2012

	2008	2009	2010	2011	2012
Fall	51	51	72	66	7
Spring		56	65	75	66
Winter		26	16	0*	0*
Summer		33	36	0*	5

Students at IVC were generally satisfied with their online courses. Of those students who responded to the survey and had taken an online class, 76% strongly agreed or agreed that they were satisfied with their online classes. Looking at the data from another angle, only 14% were not satisfied with their online courses (IIA1 2011 Student Survey, Questions 10 and 11).[47]

Despite high levels of student satisfaction with online classes, another survey question showed that 72% of all respondents preferred traditional face-to-face classes (IIA1 2011 Student Survey, Question 10).[48] This fact, coupled with local data that showed that success rates in online classes were significantly lower than traditional classes (reflecting nationwide trends), led to dialog within the DE Committee and among faculty about how to raise success rates. Discussions about how to systematically evaluate and improve online courses via a separate process were taking place when two events occurred that compelled IVC on a new path for its DE program.

In the spring of 2012, IVC submitted a Substantive Change Proposal because the DE program had grown such that more than 50% of some majors could be achieved via online coursework. Due to an ACCJC request for more information regarding support services for online classes, IVC decided to convert all fall 2012 transfer-level online classes to a face-to-face format (IIA1 Kathy Berry Letter May 2012).[49] As of this writing, the Enrollment Management Task Force has decided to keep all program-related online classes on hiatus for spring 2013.

The other factor leading to a major re-evaluation of IVC's online offerings was the decision, in May of 2012, to switch from the Etudes platform to Blackboard Learn so that all classes could be provisioned with an online shell. Etudes was limited largely to online courses, meaning that the majority of courses taught on campus did not have a web presence. In spring 2012, the college agreed to adopt the Blackboard course management system in order to give all courses a web presence, be they online or face-to-face. Fall 2012 was the first semester to provide all instructors a Blackboard "shell" for each of their classes. Prior to the start of classes in fall 2012, numerous training opportunities were offered for faculty, including a two-day Blackboard conference sponsored by ATLAS and several sessions of Blackboard training during the college's Orientation Day on August 17. Additionally, Blackboard training was offered throughout the fall 2012 semester by both ATLAS and the Distance Education program (IIA1 ATLAS Planning Group Minutes, 5/3/12, p. 1; Official Blackboard Announcement, Email, 7/19/12).[50]

ATLAS Grant
In 2010, IVC was able to secure a new five-year, $5 million Title V grant known as Project ATLAS: Access to Technology Leads to Advancement and Success. One facet of this grant is to train faculty to utilize new technology for instruction. The grant period began in the fall of 2010 and will continue until 2015 (IIA1 ATLAS Abstract June 2010).[51]

The ATLAS committee has held several local conferences to scale up innovations. It began with a "Train the Trainers" event showcasing three strands to develop: (a) Collaborative and Contextualized Teaching and Learning; (b) Cultural Sensitivity, and (c) Technology in the Classroom (IIA1 ATLAS 2020 Conference Schedule August 2011).[52]

The ATLAS committee and the DE committee meet regularly to communicate with online faculty, coordinate DE course evaluation procedures, and plan for DE's evolving role in the modern community college. DE also takes part in campus-wide Future Forums offered via the ATLAS grant (IIA1 Future Forum October 2012).[53] Through this process, IVC has an ongoing dialog for adapting to "disruptive innovations" such as cell phones, tablet computers, social networking, and the like to profit and work with these innovations in our delivery of instruction.

Through the ATLAS funding, IVC has substantially expanded its delivery systems and instructional modes. In 2010, at the same time the 2700 building went into service, it and three other buildings were provided with open access wireless Internet service. During spring 2012, wireless service was expanded to include all classrooms, all open areas, and all

parking lots. In fall 2011, every IVC student was assigned an IVC email address and provided with access to the Microsoft Office Suite programs via Live Outlook.

IVUP
The Imperial Valley University Partnership (IVUP) is an agreement between Imperial Valley College, San Diego State University – Imperial Valley Campus (SDSU-IV), and the Imperial County Office of Education. IVUP offers a coordinated admissions and matriculation process for a select group of students into both public institutions of higher learning in Imperial County. In fall 2012, 102 students were admitted to Imperial Valley College and San Diego State – Imperial Valley Campus at the same time through this partnership. The Partnership offers students not only accessible, affordable, high quality education, but also an enriched educational experience (IIA1 Welcome to IVUP).[54]

All participating students will have full access to the facilities, the faculty and staff, the libraries, the scholarship opportunities, the cultural events and student activities, and all the other resources of both institutions. Coordination of class selection and other administrative services such as Financial Aid allow for a seamless transition between the first two years of students' undergraduate education and the final two years (IIA1 IVUP Brochure).[55]

Through IVUP, cohorts of students majoring in Liberal Studies, Criminal Justice, and Psychology will take classes at both institutions on alternating days. While the logistics of this program have presented new challenges to faculty and staff across our three institutions, two years of dialog have smoothed the way for this program to become a reality and to raise the educational experience in the Imperial Valley to new heights of excellence (IIA1 English Department Minutes 2/1/12, p. 5).[56]

Self Evaluation

The college has responded quickly and often to meet the requirements of this standard under constantly changing conditions locally and statewide. Many parties across campus have been very effectively retreating when appropriate, as in the case of the extended campus and online education, and advancing where appropriate, as in implementing technology and training via the ATLAS grant. The college partially meets this standard.

Actionable Improvement Plans

The DE Committee, in coordination with the appropriate academic deans and the Office of Instruction, will establish criteria for a course's eligibility to be offered online by April of 2013 so that program-related classes can be again offered online in the fall of 2013.

II.A.1.c. The institution identifies student learning outcomes for course, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Imperial Valley College has in place a systematic process used to evaluate student success at both the course and the program level (IIA1 SME Grid for SLO Leads).[57] The assessment of student learning outcomes (SLOs) and Program Learning Outcomes (PLOs) is a faculty driven process. It begins with the identification of outcomes, and this is followed by the creation of assessment instruments, the collection of data, and the discussion of the results. The information gained from the process is regularly used to improve instruction by making pedagogical, methodological, or curriculum changes to courses and programs (IIA1 SLO Assessment Form AMSL 100);[58] (IIA1 Life Science PLO).[59]

The Student Learning Outcomes (SLO) Committee report directly to the Academic Senate. The SLO Coordinator attends, and reports at, Academic Senate, Educational Master Plan Committee, Instructional Council, and Curriculum Committee meetings. Department Chairs and Division Deans discuss SLOs at both department meetings and division meetings. In addition, two hours a month is spent during which departments discuss SLOs, cycle assessments, and PLOs, helping to further clarify and refine instruction. These meetings also allow for more regular communication, discussion, and training on SLOs and PLOs with the SLO Coordinator and other members of the SLO Committee (IIA1 Organizational Chart);[60] (IIA1 SME Department SLO Meeting Minutes 9/1/12).[61]

All courses at IVC have identified SLOs; PLOs for all programs, certificates, and degrees are also 100% identified. These PLOs are tied back to the course-level SLOs for the courses within each program and will be incorporated into our Comprehensive Program Reviews starting in the 2012-2013 academic year. SLOs and PLOs are all tied to the five Institutional Learning Outcomes (ILOs): (IIA1 Life Science PLO)[62]

> ILO 1 – Critical Thinking
> ILO 2 – Communication Skills
> ILO 3 – Personal Responsibility
> ILO 4 – Information Literacy
> ILO 5 – Global Awareness

ILOs, approved by the IVC Board of Trustees in 2006 (IIA1 Board of Trustees Minutes 5/16/06),[63] are identified in the IVC course catalog (IIA1 2012-2013 General Catalog, p. 9)[64] and in all classrooms. Course-level SLOs are identified in the Course Outline of Record on CurricUNET, where all faculty, staff and students can view them (IIA CurricUNET Home Page).[65] Faculty members also include the course-level outcomes on the class syllabi and typically describe how those are tied to the ILOs (IIA1 BIOL 180 Syllabus).[66] In a new project during the 2012-2013 school year, IVC's electronic course catalog will have a link to each course's Course Outline of Record. This will create transparency by allowing for greater access to the information by students and community members as they will no longer have to access CurricUNET. PLOs are being added to CurricUNET and will also be included on program, certificate, and degree descriptions which are included in the college catalog and are used by the counseling faculty to advise students of career pathways and degree options.

Faculty assess their course-level SLOs by using an SLO assessment form, which allows them to share their data and findings with other discipline faculty, as well as the college community as a whole. To facilitate discussion, SLOs and PLOs were the major focus on the campus-wide professional development Flex Day held in June 2012 (IIA1 Sign-in Sheet).[67] The SLO Coordinator collects the SLO assessment forms, and is currently working with the Information Technology (IT) Department to create a long-term solution for collection, sharing, and management of SLO/PLO data and to create a repository through Microsoft SharePoint. This is in the process of being beta-tested by the SLO Coordinator.

Self Evaluation

The college meets the standard. Imperial Valley College identifies SLOs and PLOs through the Course Outlines of Record in order to verify objectives which are the basis for assessment. The assessment process begins at the department level and proceeds through curriculum and Program Review processes to assure open dialog among all stakeholders.

Faculty drives the SLO process in that they create the Outlines of Record and generate the SLO/PLO assessments. They further implement and analyze the results which they share with other faculty members. Based on the assessment outcomes, faculty (both full-time and part-time) collaborate to make necessary changes. The college met the Proficiency level for SLOs by fall 2012, and is continuing to work on achieving the Sustainable Continuous Quality Improvement level of SLOs.

Actionable Improvement Plans

The SLO Coordinator will work in conjunction with the Vice President for Academic Services and Instructional Technology to create an efficient repository for storing course-level SLO assessment forms, as well as program-level SLOs by the end of the 2012-13 academic year.

II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

The decision to offer new courses and programs comes from faculty and counselor discussion, an analysis of student demographics, placement test scores, and input from advisory committees. The district also relies on workforce data and community employment trends to manage career-oriented programs. This data helps ensure that students invest their time to learn marketable skills so they can secure employment. The Associated Student Government (ASG) represents students' interests in academic programs as members of college committees.

All new courses and programs go through the curriculum process (IIA2 Curriculum Committee Webpage).[68] The Curriculum Committee, meeting twice a month, assures that courses meet the highest quality through the curriculum review process (IIA2 Curriculum Committee Schedule 2012-2013).[69] Department chairs submit proposals for new courses or updates to current courses via CurricUNET to the Curriculum Committee (IIA2 CurricUNET Home Page).[70] Committee members and consultants read each proposed addition or modification to the course outline of record and note their questions and comments (IIA2 Curriculum Course Tracker).[71]

Imperial Valley College offers a variety of instructional courses including:

- college transfer level courses
- developmental and pre-collegiate courses – referred to as "basic skills" courses
- community education courses and programs – managed through the Workforce Development Division
- contract training – managed through Economic and Workforce Development Division
- high school dual enrollment and articulation agreements
- short-term training courses and programs
- coordinated admissions, matriculation and scheduling between IVC and SDSU Imperial Valley Campus (IVUP)

The Articulation Officer reviews each course for compliance with all state and national regulations. The detailed Course Outline of Record requires courses to include the following: (IIA2 COR Handbook);[72] (IIA2 Sample Course Outline)[73]

- Lecture and Lab Units
- Credit Type
- Degree Pattern
- Catalog and Short Description
- Needs Justification
- Prerequisite, Co-requisite, and Recommended Preparation
- Objectives
- Student Learning Outcomes
- Course Content
- Methods of Instruction
- Methods of Evaluation
- Assignment Examples
- Sample Required Books and other Reference Materials.
- Distance Education Addendum (IIA2 DE Addendum)[74]

Once in place, courses are formally reviewed in each program on a staggered three-year schedule during Comprehensive Program Review. Additionally, every course has one SLO assessed each semester, providing constant feedback to instructors and department chairs about the effectiveness of each course. Regular meetings of advisory committees ensure ongoing excellence and currency of each course.

Self Evaluation

Imperial Valley College offers a variety of programs designed to address the diversity of student needs and educational goals. Decisions are also based on relevant data to assure courses and programs are relevant to academic and vocational needs.

The quality and relevance of all credit and non-credit courses, regardless of location or mode of delivery, are assured through careful scrutiny of new course proposals and ongoing evaluation and improvement cycles as dictated by the curriculum and Program Review processes. Equally high standards and program rigor are applied to all instructional programs offered by the college.

IVC meets this standard.

Actionable Improvement Plans

None

II.A.2.a. The institution uses established procedures to design and identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

The development and evaluation of courses and programs follow established policies and institutional processes at Imperial Valley College. The institution makes every effort to ensure the quality and effectiveness of all instructional courses and programs through the Program Review and Planning process in accordance with Title V, Section 51022. (See II.A.1.a.) Programs are evaluated every three years (with an update each year in the Annual Program Review). The role of the faculty is paramount in this process. Through program reviews and updates, faculty develop recommendations for program improvement. In addition, during the summer of 2012 all programs have undergone a Program Evaluation written by department chairs, coordinators and from input from faculty.

In addition, career technical programs have active advisory committees whose members help monitor the quality of programs and contribute input on the content and appropriateness of the coursework and programs (IIA2 Sample Advisory Committee Minutes).[75]   Along with the activities of the advisory committees, several programs are accredited and certified which requires them to conduct their own accreditation processes per the standards of their respective industry *and* professional entities. Those programs include:

- Nursing, California Board of Registered Nurses and Board of VN and Psychiatric Examiners
- EMT - Paramedic, Commission on Accreditation of Allied Health Education Programs

- Alcohol and Drug Studies, California Association of Alcohol and Drug Educators
- Police Science, Commission on Peace Officers Standards and Training
- Automotive Technology, NATEF Automotive Service Excellence (ASE)

The curriculum development process also ensures the quality and effectiveness for all courses and programs. New credit and noncredit courses and programs or revisions to existing courses and programs may be initiated in various ways, including through advisory committee input, program review evaluation, and/or state mandates; however, faculty members in their respective disciplines, in consultation with their departments, start the process for approval and it progresses through a faculty-driven scrutiny process assisted by the district's CurricUNET site (IIA2 CurricUNET Home Page).[76] The Curriculum Committee evaluates all proposed additions and revisions and makes recommendations to the Academic Senate, which in turn makes recommendations to the Board of Trustees. Faculty members also make recommendation regarding the credit type and delivery mode for the courses/programs. Whether the class is offered on main campus, extended campus, or through distance education is also determined by faculty in consultation with the division or department chair through the class scheduling process.

To assure the quality of online courses, division deans evaluate the courses in their respective areas. In addition, the college provides regular and focused training on the utilization of the college's course management system, Blackboard Learn.

The Curriculum Committee and SLO Coordinator ensure that course level SLOs for all active courses are placed on the Course Outlines of Record in CurricUNET. Incorporating SLOs into courses and programs has been a part of faculty discussions during the current planning cycle; and through the leadership of the Academic Senate and the Student Learning Outcomes Committee, it will continue during the next cycle. (See II.A.1.c.)

At Imperial Valley College, there are 800 active courses. Each of these courses has SLOs identified. The SLOs can be found on both course syllabi and on the Course Outlines of Record in CurricUNET. In addition to the SLOs, the faculty have been working on identifying and assessing Program Learning Outcomes (PLOs). These PLOs specifically detail the skills and knowledge that students will have once they complete a program, certificate, or degree.

Faculty works on PLOs on a continuous basis throughout the year. For example, two hours a month are set aside for departments to specifically discuss SLOs and PLOs; this time allows for more in-depth dialog between faculty members. This dedicated time also allows for the SLO Coordinator and members of the SLO Committee to attend scheduled department meetings in order to provide targeted training and guidance to departments on the issues of SLOs/PLOs. In addition, there are also other periodic trainings available. During the August 2011 Flex Day, for example, teaching faculty wrote program descriptions/mission statements and worked on completing Institutional Learning Outcomes Alignment grids. At the June 2012 flex day, faculty continued to work on identification of PLOs and on the creation of

corresponding assessment tools – Phase 1 – as well as on the completion of Phase 2 Assessment forms.

An initial 76% of all programs had identified PLOs by October 31, 2011, as demonstrated by completion of the "Program Outcomes Assessment Report," Phase 1. The remaining 24% of PLOs were identified by November, 2012 (IIA2 List of PLOs June 2012).[77] For programs that had identified PLOs, at least one outcome was to be assessed during the 2011-2012 school year (IIA2 Sample PLO Phase II Assessments).[78] All remaining PLOs will be assessed by the end of the 2012-2013 academic year.

The college is still striving to weave PLOs into Comprehensive Program Review (CPR). While progress has been made in this endeavor during the last two CPR cycles – for example, the PLO form and Grid have been piloted and improved based on feedback – more can be accomplished to improve opportunities for rich discussions regarding students' needs and educational resources. At the September 9, 2011, Educational Master Plan Committee meeting, the importance of tying PLOs to CPR was again discussed (IIA2 EMPC Minutes 9/9/11 p. 2).[79] It was decided that the SLO Coordinator and department chairs would provide more feedback on ways to improve the CPR forms to assist with this endeavor, concentrating on linking PLO findings to CPR and using feedback information to improve the process during the 2011-2012 CPRs. While we are still honing the process, faculty input and efforts have been key in improving the process over the last three years and are helping us reach the goal of developing a sustainable student and program learning outcomes review process.

One significant change that took place as a direct result of program assessment and evaluation occurred in the English Department. English, like most departments, evaluates courses and programs in three main ways – through program review, through SLOs, and through department meetings. Over the course of these evaluations, English faculty determined that, while the success rates for developmental English classes was fair (not high—but within the realm of expectations), the completion rates for students trying to pass 101 were very low. In other words, students who started out in our lowest level writing class (096) had almost no chance at all of passing 101 because it took so long (five semesters total) to reach that goal. The faculty decided, collectively, to do something about compressing the "pipeline" from developmental to transfer-level English.

In an effort to establish the quality of the courses and program, the discipline faculty worked out a plan over the spring 2011 semester to revise the writing and reading sequences to compress the number of levels in writing and reading from 4/4 (4 writing/4 reading) to 2/2 (2 writing/2 reading) but to expand those compressed classes to 4-units each (from 3) in order to give faculty more time each week with the students (IIA2 English Department Minutes, 5/25/11).[80] At the same time, the English Department got involved in the California Acceleration Initiative through 3CSN and the Basic Skills Initiative (IIA2 California Acceleration Project),[81] and developed a new open-enrollment accelerated course, English 010, that allows students who pass this class to enroll in English 101 (IIA2 English 010 Course Outline).[82] This course shortens the pipeline even further. It is the department's hope that these new courses will allow more students to take and pass English 101, which is the ultimate goal of all developmental English classes.

Self Evaluation

The college has institutionalized the continuous program quality improvement processes for this standard, and SLO and PLO data, along with the discussions and debates this data has fueled, have helped make significant, concrete improvements in the college's curriculum. IVC meets this standard.

Actionable Improvement Plans

None

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Faculty identifies and assesses SLOs for every course and program of study. The assessment cycle provides data on student achievement, which is then discussed by faculty and administration in each department and program to improve instruction (IIA2 List of SLOs June 2012).[83]

Each career technical education program has an advisory committee that meets at least once each academic year to review the outcomes of the program, to assess fiscal planning related to VATEA or other funding sources if applicable, and to evaluate current degrees and certificates offered and the courses within those programs. These advisory committees are comprised of industry representatives, full-time and part-time faculty, administrative representative, staff, and students. Issues within the industry and the college are discussed, and the advisory members provide input regarding existing program requirements and recommendations for change (IIA2 Sample Advisory Committee Minutes).[84]

Course level SLOs are developed and implemented exclusively by faculty assisted by department chairs. SLOs are included on all course syllabi (IIA2 Eng98 Syllabus);[85] (IIA2 Sample Syllabi)[86] and one SLO in each class is assessed each semester (IIA2 Course Syllabi English Sample; Speech; French).[87] After SLOs are assessed, faculty within each area confers to assess the SLO, the assessment tool, or the method of instruction. Changes to either the SLO itself or the assessment process are regularly made as a result of these discussions (IIA2 Psych Assessment 2012).[88]

A significant amount of time is allocated on professional development days and during regular and special department meetings for faculty to confer about the effectiveness and progress of SLO implementation and evaluation (IIA2 Professional Development August 2011).[89] Timelines established by the SLO Committee and by administration are clearly articulated and followed.

There are a variety of mechanisms in place designed to evaluate the effectiveness of instruction. First, the college routinely tracks success and retention rates for each learning area during comprehensive program review and whenever a faculty requests it. These statistics are collected and made available for faculty and administrators during the three-year comprehensive program review cycle for each program.

Also, deans, chairs, and faculty members regularly meet with colleagues within their learning areas to discuss the data and propose ways to improve success rates. In the English Department, for example, these discussions resulted in piloting an Accelerated English Composition class, an open enrollment class leading directly to English 101. Following that decision, the English Department also decided to consolidate four-semester reading and writing sequence into two-semester sequences. Conversely, the Math Department decided to add one more Basic Skills level to address low success rates in their area (IIA2 Curriculum Committee Minutes 10/20/11, p. 2).[90]

Self Evaluation

The college meets this standard because faculty expertise is at the heart of the curriculum and SLO/PLO evaluation processes, both for career technical programs and for transfer degree programs.

Actionable Improvement Plans

None

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Imperial Valley College follows detailed and rigorous procedures to ensure that all faculty are well-qualified. All faculty meet minimum qualifications and undergo a thorough, scored interview process, including a teaching demonstration.

When a faculty member is hired at IVC, he/she receives an orientation from the department chair. Faculty members become familiar with the Faculty Instructional Handbook (IIA2 Instructional Handbook 2012).[91]

Tenure Review
A four-year tenure-review process by a committee including faculty inside and outside of the discipline additionally ensures that teachers' instruction is appropriately broad, deep, and rigorous prior to offering tenure (IIA2 Tenure Review Form B).[92] The tenure-review process for tenure-track faculty is clearly defined in the full-time faculty union contract, with peer evaluations taking place the second, fourth, and seventh semesters.

Student evaluations are collected for all sections taught throughout the tenure review process (IIA2 Sample Student Evaluation).[93] The Tenure Review Committee is composed of the

department chair, a peer, and the Vice President for Academic Services or designee. A committee chair is elected who is responsible for organizing each Tenure Review Committee meeting where the following information is discussed: classroom observations, the faculty member's self-assessment, department chair assessment of department and shared governance participation, and student evaluations. If the Tenure Review Committee should feel the new faculty member "needs improvement," a specific contract is developed with measurable objectives and a reasonable timeline for improvement. The committee's recommendation is submitted to the Superintendent/President through the office of the Vice President for Academic Services (IIA2 CTA Contract 2011-2012 Article 11 - Tenure Review).[94]

Regular Evaluation
Tenured and part-time faculty also undergo regular evaluation by an administrator, and at the faculty member's discretion, a peer evaluator (IIA2 Sample Observation Form);[95] (IIA2 List of A&L Division Evaluations);[96] (IIA2 Instructional Faculty Evaluations Fall 2007 - Spring 2012).[97] The evaluation process includes a pre-observation meeting so the evaluator can review the course syllabus and lesson plan. During a post-observation meeting, the evaluators discuss with the instructor what went well and where improvement is needed (IIA2 CTA Contract 2011-2012 Article 10 - Faculty Evaluations).[98]

Faculty to be evaluated and peer evaluators receive additional training in the need for breadth, depth, and rigor in their teaching strategies by watching and discussing a training presentation (IIA2 Faculty Observation Guidelines April 2011).[99]

Breadth, Depth, Rigor, Time to Completion, Sequencing:
Sequencing and time to completion for each program is discussed by faculty in department or program meetings, run by chairs. In English and Math, scope and sequence discussions have resulted in modifications: In English a four-semester basic skills sequence was reduced to two (IIA2 English Department Minutes 10/19/11).[100] In Math an additional basic skills component was added in response to faculty discussions related to breadth, depth, and rigor of coursework (IIA Curriculum Committee Minutes 6/2/11 p. 4);[101] IIA Math 61 Evidence).[102]

Changes to programs then go to the Curriculum Committee where modifications are regularly made to Course Outlines of Record and updated in CurricUNET. As SLOs and PLOs are integrated into the ongoing operation of the College, this process has become more formalized.

New features in the online registration reporting systems (WebSTAR and Banner) have allowed the college to gather more data on student demand for various classes (IIA2 Wait List Data Spring 2012);[103] IIA2 Impacted Classes Spring 2012).[104] That data has gone to the Enrollment Management Task Force to help decide how often and how many sections to offer of each course, thus aiding in making more accurate time-to-completion plans based on student demand.

Faculty members initiate and modify course outlines, identify the specific course objectives and the criteria for competency, and confirm that all courses developed meet program needs and are appropriate lower division courses. Faculty members, in collaboration with department chairs, develop specific core content to meet program needs in vocational and certificate programs with input from advisory committees. Consequently, through the Curriculum Committee, faculty, chairs and deans continuously evaluate programs, manage course offerings, and monitor course outlines, syllabi, and student learning outcomes. Confirmation of the appropriate sequencing of courses takes place during meetings of the Curriculum Committee (IIA2 Curriculum Committee Purpose Statement 2012).[105]

Educational goals for IVC students are supported by the college's articulation efforts with other educational institutions, including four-year colleges and universities. The articulation process is an ongoing review to ensure the standards and rigor of our courses and to ensure that our courses will be accepted for credit to other colleges and universities. Senate Bill 1440 has mandated clear, transferable majors to articulate across the state. The Curriculum Committee has submitted eight of these majors at the time of this writing, following guidelines as mandated by legislation, and has plans for numerous more (IIA2 Substantive Change Proposals).[106]

Self Evaluation

The college meets the standard. Evaluations of fulltime faculty are evaluated on a scheduled basis. Deans and chairs have established criteria and timelines for evaluating part-time faculty according to the same criteria to ensure program coherence. A Faculty Instructional Handbook and a Guide to Evaluating Instructors have been created to supplement and support quality instruction.

Actionable Improvement Plans

None

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Faculty assesses student learning styles through their own assessment methods according to the needs of their classes. Some faculty use available free online learning styles assessment tools such as the VARK Guide to Learning Style (IIA2 VARK - A Guide to Learning Styles).[107] In addition, faculty implements different teaching methods in the classroom in order to serve the needs of diverse learning styles, to include field trips, hands-on kinesthetic learning, and career practices. For example, students in geography, French, Arabic, and AMSL have participated in field trips. The POST instructor has his students march around the campus, calling out points of classroom instruction. Math teachers have students learning fractions by handling ropes or using geometry to measure the heights of trees on campus. Agricultural students have grown and sold their own Duram wheat. All CTE classes and most science classes use laboratory experience to improve student learning.

Imperial Valley College also uses another dimension in delivery modes, offering courses in hybrid, online, and traditional face-to-face formats. All courses are supported by the Blackboard Learn course management system, and all online classes offer either a face-to-face orientation or a video orientation.

Common teaching methodologies for traditional face-to-face classes include: lecture, discussion, demonstration, group activity, lab activity, computer assisted instruction, simulation, debates, and case studies. For online classes some of the most common teaching methodologies include: videos, PowerPoint presentations, discussion boards, written and/or verbal lectures.

Additionally, the institution is confident in meeting the diverse needs and learning styles of its students by the faculty hiring and evaluation processes, professional development, and the assessment of student learning outcomes. The faculty hiring process provides an opportunity to select the most qualified instructors that possess knowledge of learning styles, pedagogical approaches, and experience with diverse populations and technology. This is accomplished by incorporating questions into the interview process that address the candidate's knowledge of learning styles and pedagogical approaches. This is followed by a teaching demonstration where the search committee ensures the candidate applies such knowledge.

Staff development opportunities to meet the Educational Master Plan goals are also offered through the college's Basic Skills Committee, whose "mission is to find ways to increase student success and retention rates in basic skills classes involving reading, writing, ESL, and math; to increase student skill levels in these areas so that students are better prepared for their academic and career goals; to provide training for IVC instructors so that they can better understand and teach basic skills students; and to generally support best practices to achieve these ends" (IIA2 Basic Skills Committee Webpage).[108]

Staff development is also integral to the development and assessment of SLOs. Faculty attend student learning outcome workshops on institutional, program and course level SLOs. Additional workshops and staff development offerings have centered on Blackboard, curriculum development, and CurricUNET training (IIA2 Orientation 2012).[109]

The ATLAS Project provides a robust series of trainings focusing on developing a better understanding of the diverse needs and learning styles of our student population. The ATLAS project has been organizing workshops and trainings in the areas of culturally responsive teaching, collaborative teaching and, and social media and technology (IIA2 ATLAS Innovations Conference 2012).[110] ATLAS's influence has also spread to campus-wide professional development; for example, the August 2011 Flex Day activities included two sessions on collaborative teaching and learning (IIA2 Flex Day Schedule 2011).[111] The grant has also been able to acquire new equipment and software that expands the ways in which faculty can utilize technology both in the classroom and beyond (IIA2 ATLAS Grant).[112]

Some of the goals of the ATLAS intersect with the areas of diverse needs and learning styles:

- Increasing student success by developing a comprehensive and college-wide effort to provide appropriate pedagogy and technical skills

- Providing excellence in education by helping faculty develop new and richer courses by pairing basic skills with career and technical courses, by training faculty in the use of social learning and collaborative learning, by providing training in culturally-relevant instruction, and offering training on the use of technology in the classroom and encouraging students to develop and use their technological skills

Professional development is also offered by the Distance Education Department through training in Blackboard. In fall 2012, the Distance Education Coordinator and the Instructional Media Designer organized a series of training workshops (IIA2 Fall 2012 Blackboard Workshops).[113]

Another way in which the college meets the needs of student learning styles is by making sure that courses offer a variety of teaching methodologies. When courses are developed or revised, faculty members determine how students will be assessed. Multiple ways of assessing student learning are used to determine if course objectives have been met. The Curriculum Committee reviews and evaluates assessments prior to approval. The same process holds true for selecting teaching methodologies.

Faculty selects the appropriate methodology for each class based on professional experience and discussions with colleagues on the campus. In addition, the program review and planning processes include an evaluation of methodologies used in teaching courses in each program and an evaluation of whether those methodologies are contributing to student success. The process also provides for evaluation of how faculty members are keeping abreast of best practices in education and staying recent in subject areas.

A number of specific programs have been developed in Student Services and Learning Services to respond to student needs to facilitate student success. For example, the Extended Opportunities Program and Services (EOPS) and Student Support Services (SSS) provide specialized counseling services, tutoring, and study skills workshops for students (IIA2 EOPS Webpage;[114] IIA2 Student Support Services Webpage).[115] Disabled Student Program and Services (DSPS) tests for learning differences and learning disabilities and addresses those disabilities (IIA2 DSPS Webpage;[116] IIA2 Accessibility Presentation).[117] Learning Services has developed a noncredit tutoring course, following Chancellor's Office guidelines, to expand course-specific tutoring (IIA2 LRNA 800 Course Outline of Record; IIA2 EDUC 202 Course Outline of Record).[118] In addition, IVC also offers the following programs and services to ensure that we are meeting the diverse needs of our students:

- Tutorial Services
- Reading/Writing Lab
- Math Computer Lab
- Nursing Lab
- Business Lab
- DSPS Program High Tech Center

Through the Early Alert program faculty members are able to submit progress reports, and students received a computer-generated letter alerting them of their status and recommending a course of action (IIA2 Early Alert).[119]

Students are also offered the opportunity to enroll in a variety of classes to enhance academic/college success: Personal Career Development, College Success Skills, and Online Learning: An Orientation.

Self Evaluation

The institution meets the standard.

The institution continues its effort to encourage faculty to assess student learning styles and to employ techniques to respond to different styles in their classes.

Delivery modes that reflect the diverse needs of students are in place and the college will continue to investigate ways to enhance student success.

Actionable Improvement Plans

None

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. (Applies especially to the mission of the Curriculum committee)

Imperial Valley College evaluates the effectiveness of its courses and programs through an established Comprehensive Program Review every three years, which includes a systematic review of all programs for their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. The planning cycle begins with a visioning process in the community and institutional goals are based on this broad-based outreach effort. All members of the college community participate in this process which documents intended improvements through stated institutional goals and objectives which are supervised by the Educational Master Plan Committee.

All areas of the college community assess progress toward achieving the stated goals and objectives through an annual program review and the comprehensive program review. (See II.A.1.a.) The type of data available for program evaluation includes student demographics, grade distribution and retention, FTES and FTES/FTEF, unmet demand, and enrollment. Allocation of budget resources, including the hiring of new faculty, is tied to the program review and planning process. This process is consistently followed for all college programs regardless of whether they are collegiate, developmental, etc. (IIA2 Sample Annual Program Review-Staffing).[120]

To maintain relevancy of a program and accurate course listings, Academic Services provides a list of courses that have not been offered within the past three years. Discipline faculty review these for possible deactivation and removal from the catalog once it is determined that the courses are no longer an essential part of the program. In compliance with Chancellor's Office guidelines, transfer courses are reviewed and/or revised every two years. All programs participate in the Educational Master Planning process.

Course SLOs are reviewed every semester and program SLOs have been assessed and reviewed in most of the areas (IIA2 List of PLOs June 2012);[121] (IIA2 PLOs Report June 2012).[122] The institution is continuously working to have all areas identifying and assessing PLOs, and currently department chairs and coordinators hold two SLO/PLO meetings monthly to meet this goal (IIA2 Instructional Council Minutes 8/13/12 p. 3).[123]

New programs have been developed and others have been discontinued as a result of the planning process. A new Dental Assistant program was created (IIA2 Curriculum Committee Minutes 3/3/11),[124] and the Auto Collision Repair program/certificate was discontinued (IIA2 Auto Collision Report for Discontinuance September 2011).[125] In addition, English Developmental Reading and Writing sequences were modified as a result of this planning process (IIA2 English Department Meeting Minutes 5/25/11).[126]

Self Evaluation

The college meets this standard.

The Program Review and Planning process is a systematic means of evaluation of all courses and programs, and it is intended that budget and faculty hiring requests will not be considered without supporting data in the Program Review documents.

Actionable Improvement Plans

None

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degreed. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Every department on campus performs an Annual Program Review (APR) through which budget lines are derived for course offerings and faculty load. Departments request additional staffing or equipment through the program review process as well. Data from program review passes through the shared governance process and all relevant committees to ensure that instructional and budgetary goals are integrated in planning at all levels (IIA2 Program Review Web Splash Page);[127] IIA2 Annual Program Reviews 2011-2012).[128]

APRs are coupled with a staggered, three-year cycle of Comprehensive Program Review (CPR), which the college uses to continuously and systemically examine multiple indicators of student and program performance, including: student learning outcomes; enrollment trends; grade distributions; and retention, success, and persistence rates. Through the CPR, the college checks to see whether past objectives have been met, how the present program is meeting current challenges, and what resources are required to meet future goals. During the previous self-evaluation, the college learned that it needed to make progress in incorporating SLOs and assessments of SLOs into the CPR process, and it has done so. Comprehensive Program Review is absolutely key to the IVC planning process; it is where all data finds its nexus and forward motion for instructional departments (IIA2 Comprehensive Program Reviews 2011-2012).[129]

Comprehensive Program Reviews are posted for public viewing on the IVC website (IIA2 Comprehensive Program Reviews 2011-2012).[130]

In addition to the CPR efforts, each academic department incorporates a report on the SLO assessment process in nearly every meeting (IIA2 English Department Minutes 10/19/11).[131] Moreover, faculty and academic leaders update SLOs in the CurricUNET system, which is overseen by the Curriculum Committee (IIA2 Curriculum Committee Purpose Statement 2012).[132] Consequently, the college has made continuous and ongoing progress toward the goal of integrating student learning outcomes into evaluating all its programs to include all of those mentioned in this standard.

The campus office of Research and Grants provides institutional data regarding enrollment trends; grade distributions; and retention, success, and persistence rates. The college uses Banner as its enterprise software system, it purchased the Argos reporting tool to develop its own reports (IIA2 Argos Reports Face Page),[133] and it developed its own report tool, Enlighten, for academic leaders and support staff to easily access data reports from (IIA2 Banner Face Page).[134]

These programs provide student indicators and costs related to each fulltime equivalent faculty (FTEF) and fulltime equivalent student (FTES) by section. When IVC implemented its Title V ATLAS grant in August of 2010, it began a major renovation of its IT department to improve access to data. Part of this process included the implementation, in fall 2012, of the Operational Data Store (ODS) system, an Oracle-based data warehouse that provides access to advanced tools through Argos. Through the ODS, trained personnel generate reports to facilitate planning. Changes are propagated nightly from the Banner database over to the ODS where the data is repopulated into functional areas. Argos will use the "Object Access Views" to retrieve data to manipulate through its own set of tools for presentation to the end user. In collaboration with other community colleges in California that utilize ODS through a California Community Colleges Banner Group (3CBG) (IIA2 3CBG Webpage)[135] initiative called "Community Source," IVC leverages a wide range of ODS reports in use at other colleges.

Self Evaluation

The college meets the standard because it utilizes annual program reviews and comprehensive program reviews to ensure ongoing evaluation of its programs and services. These reviews are fueled by institutional data that is generated by the college researcher utilizing an increasingly sophisticated array of software tools.

Actionable Improvement Plans

The college will continue to integrate the assessment of SLOs and PLOs into its Comprehensive Program Review. No additional planning measures are needed at this time.

II.A.2.g.   If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Programs requiring certification, for instance EMT, EMT-P. Paramedic and FIRE require standardized, state-approved exams. A nursing student takes the Test of Essential Academic Skills (TEAS) exam as a screening tool to get into the program. TEAS is used for nearly all community college programs in California and even other states. TEAS has been validated and is normed every time it is updated.

The nursing ATI tests are standardized, and one to four are given in each of the four semesters of the program. ATI is one of the top two entities that provide this service and has been validated. Faculty then reviews the process each semester. This is the norm for all nursing programs to ensure competency.

Standardized exams are used in all P.O.S.T. classes. They are created and regulated through the Commission on Peace Officer Standards and Training in Sacramento. These tests are regulated by the state. P.O.S.T. also measures the success rate of a program against other programs within the state. Results are compared to other programs and "Academies" within the state. That is also part of the standardization and regulation of this program ([IIA2 Standardized Tests - Health and Public Safety September 2011](#)).[136]

The current Alcohol and Drug Studies Program is a 36 unit major and/or certificate program that qualifies students to register with the California Association for Alcohol/Drug Educators (CAADE) for a California Addiction Treatment Credential (CAT-C). In Physical Education, standardized American Red Cross written (multiple choice exam) and practical exams for PE 122 (lifeguarding) and PE 123 (water safety) are given. By following ARC's curriculum and exams, students can be awarded nationally recognized certifications. These exams are validated by the regulating agencies.

Standardized exams are also given in Organic Chemistry II, Organic Chemistry I, General Chemistry II, and General Chemistry I. The American Chemical Society (ACS) division of Chemical Education provides the exams. Each student's score is compared to the National Norms published by the ACS Chemical Education division. These scores have guided the

Chemistry Department's decision-making process on lecture textbooks, lecture material, and laboratory experiments. Ultimately, these scores gauge the success of a transferring science major student (IIA2 Reports from Departments on Standardized Tests September 2011).[137]

The English Department began using a common final for the gateway developmental writing class, English 099: Basic Composition, in fall 2007. The English department keyed the completed course-level SLOs into the rubric for assessing the common final. Faculty who grade the exam participate in a thorough norming session to establish reader reliability and test validity. Students in English 099 write an essay in response to a prompt (IIA2 Sample English 99 Common Final).[138] Their essays are given to two or three readers who use the rubric to score the tests on four variables. Initially, the essays were scored pass-fail.

However, in fall 2010, the rubric was reviewed and revised by faculty in response to input from local high schools using the Six Traits approach to holistic grading. Through this process, the grading scale was changed to a 1-4 scale. Faculty members continue to review success rate data to see how the exam process can be modified to improve success and to minimize test biases (IIA2 Spring 2012 English 99 Pass Rates);[139] (IIA2 English 99, 2007-2011 Success Rates).[140]

The Mathematics Department uses a common final in Math 070, 080, and 090 (now renumbered 071, 081, 091) with the express purpose of reducing test bias. Faculty have met to create a pool of review and test questions that accurately reflect the student learning outcomes for the course (IIA2 Math 71 Study Guide;[141] IIA2 Math 81 Study Guide;[142] IIA2 Math 91 Study Guide).[143]

Self Evaluation

The college meets the standard because all program or department examinations are validated for their effectiveness in meeting student learning outcomes and for minimizing test bias.

Actionable Improvement Plans

None

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

The official course outline of record includes a listing of the specific course objectives and the means instructors will use to achieve those objectives. Units of credit are consistent with the Education Code, Title 5, Sections 55002 and 55002.5, Standards and Criteria for Courses and Classes; Section 55002.5 Credit Hour; Allowance for Shorter Term; and Section 58023 Class Hour Unit. To confirm that hour values are appropriate, the unit value of a course and the lecture and laboratory hours of a specific course are reviewed periodically by faculty, and the Curriculum Committee approves any revisions made. One unit of lecture requires one

hour of lecture and two hours of study outside the class. One unit of lab requires three hours of lab in the class (IIA2 AP 4020 Program, Curriculum and Course Development).[144] As SLOs are based on the course objectives, credit awarded is directly related to the achievement of learning outcomes.

The institution uses CurricUNET to manage course outlines, which are available for viewing. Instructors have updated their course outlines to include course-level SLOs. The course-level SLOs are tied to course objectives and are designed to cover multiple course objectives (IIA2 CurricUNET Home Page).[145]

Self Evaluation

The college meets the standard. Accepted standards for awarding course credit are followed.

Actionable Improvement Plans

None

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

The Academic Senate and the SLO Committee, which is a subcommittee of the Academic Senate, are leading the systematic integration of student learning outcomes into programs. Institutional Learning Outcomes were identified and approved by the Board of Trustees (IIA2 Board of Trustees Minutes, 5/16/06).[146]

As of November 2012 all programs have developed PLOs. A PLO workshop was held on February 10, 2010, to assist faculty in the process. During the flex day on August 19, 2011, workshops were given on PLOs and course-level SLOs. Programs have created outcome grids that clearly show which ILOs each course covers within a degree, certificate, or program. Successful completion of those courses ensures that students are completing required outcomes prior to program or degree completion. When writing PLOs, faculty use the grids and the course-level SLOs to look for commonalities between courses within the program or degree, and use those as the basis for their PLOs (IIA2 SLO Committee Minutes, 12/9/09;[147] IIA2 SLO Committee Minutes, 9/14/11;[148] IIA2 Curriculum Committee Minutes 10/6/11;[149] IIA2 Life Science PLO).[150]

Self Evaluation

The college partially meets the standard. IVC has met the proficiency level for SLOs by the fall 2012 deadline, but not all programs at IVC have PLOs written or assessed. IVC is in the process of finishing the assessment of PLOs, which will be completed by the end of the 2012-2013 academic year.

Actionable Improvement Plans

The SLO Coordinator will continue to work with all campus constituencies to develop a specific plan for the assessment of PLOs.

All PLOs for programs, degrees, and certificates are to be written by the end of November 2012. Programs will be assessing all of these PLOs by the end of the 2012-2013 academic year. These PLOs, once written, will be put into CurricUNET by the end of the 2012-2013 academic year, and listed in the online catalog for the 2013-2014 academic year.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

The college catalog spells out general education requirements for each degree program and the philosophy behind them in the summary of Graduation Requirements. This summary also integrates the college's Institutional Learning Outcomes into that philosophy statement. Department chairs consult with their faculty to reappraise current course outlines of records by studying course descriptors and objectives and incorporating appropriate SLOs, course assignments, and texts. Using CurricUNET, a statewide course outline networking system, area deans, Curriculum Committee members, and other consultants review the course outlines and discuss them at meetings (IIA3 Curriculum Committee Webpage).[151] Since CurricUNET was implemented at IVC in June of 2010, several hundred courses have been launched, revised, inactivated, or deleted based on these multi-level discussions.

Self Evaluation

Due to the implementation of CurricUNET and the participation of faculty, department chairs, Curriculum Committee members and consults, the college meets this standard.

Actionable Improvement Plans

None

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

The college catalog specifies options for general education for all degrees in the major areas of knowledge, including the humanities, fine arts, natural sciences, and social sciences.

Degrees, program, and certificates, along with appropriate studio and lab components, are created by faculty input and through the college's program review process (IIA3 2011-2012 Timeline Program Review Planning and Charts).[152] Central to this process is the Curriculum Committee, a subcommittee of the Academic Senate, which reviews the requirements, appropriateness, and rigor of course content (IIA3 C&I Committee Minutes 2/18/10).[153]

Student learning outcomes are reflected in the catalog materials regarding graduation requirements and the listing of degree requirements for every major and program. SLOs are written for every course in alignment with Institutional Learning Outcomes, which are incorporated, as general education philosophy, in the college catalog, available on the Imperial Valley College website (IIA3 2012-2013 General Catalog, Graduation Requirements, pp. 49-50).[154]

Self Evaluation

The college meets this standard by following the prescribed guidelines for developing, assessing, and revising course content in each of the major knowledge-based areas of study.

Actionable Improvement Plans

None

II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasons, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

IVC Institutional Learning Outcomes (ILOs), adopted by the Board of Trustees, include personal responsibility, global/multi-cultural awareness, communication skills, information literacy, and analytical and critical thinking. Every general education course has student learning outcomes that must be aligned with the ILOs and lead to Program Learning Outcomes (IIA3 Sample CPR).[155] These outcomes are consistent with the recommended objectives that students be provided individual and life-long learning skills. In addition, graduation requirements include the following:

1. Acquisition of a major (18 units)
2. Accumulation of 60 degree applicable units (including 45 degree applicable units in residence or the last 15 degree applicable units at IVC), a GPA of 2.0 or better, and settlement of all financial obligations to the college.
3. Institutional Requirements
   a. American Institutions
   b. Health Education
   c. Physical Education

4. State Competency Requirements
    a. Math Competency
    b. Reading Competency
5. General Education
    a. Language and Rationality
    b. Natural Science
    c. Humanities
    d. Social and Behavioral Science
    e. Elective ([IIA3 2012-2013 General Catalog, Graduation Requirements, p. 49-50](#))[156]

Self Evaluation

The college meets the standard.

Actionable Improvement Plans

None

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen; qualities includes an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Institutional Learning Outcomes, adopted by the Board of Trustees, respond specifically to the concerns outlined in this standard. Personal Responsibility and Global Awareness are two of the five Institutional SLOs and these are integrated into course level student learning outcomes and assessed cyclically ([IIA3 Course-Level SLO Plan 2010-2012](#))[157]

In addition, degree requirements and course outlines in American Institutions, Health Education, Physical Education, and General Education confirm that students will have the opportunity to function following ethical principles and to demonstrate an appreciation of and respect for other cultures and experiences ([IIA3 2012-2013 General Catalog - Graduation Requirements, pp. 49-50](#)).[158]

Students and colleagues are encouraged to participate in civic activities on campus, in the community, and in the region. For example, Imperial Valley College has an active Associated Student Government (ASG) composed of an elected Executive Committee and elected senators. Students also participate in club activities. Historically, there have been between 10 and 15 clubs and organizations active each year, including Students for Political Awareness; Christian Club; Lesbian, Gay, Bisexual, Transgender Questioning (LGBTQ) Club; Catholic Club; and others whose very charter includes fostering civility, community involvement, and appreciation of diversity ([IIA3 Campus Clubs](#)).[159] Faculty members serve as club advisors, meeting regularly with students and supporting student planning of campus

events. Each year, the ASG honors one "club of the year" as a way to reinforce the importance of club co-curricular and extra-curricular activities.

Self Evaluation

The college meets the standard.

Actionable Improvement Plans

None

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

All of Imperial Valley College's AA and AS degree programs include at least one area of study or interdisciplinary core with specific course disciplines listed. As of the 2012-2013 academic year, the college offers 126 AA or AS degrees and certificates in specific core areas including eight approved Transfer Model Curriculum (TMC) degrees with area emphasis (Kinesiology is pending). For example, the Sociology AA-T has focused study in Sociology proper and an interdisciplinary core, which requires classes in Anthropology, Geography, Psychology, or Administration of Justice.

Many of IVC's vocational and transfer programs include interdisciplinary course requirements. For example, the major and certificate in Alcohol and Drug Studies require a number of psychology and sociology courses. Many of the certificate programs in Allied Health require general education courses in biology or chemistry.

Most certificates include a core that can be used as the core for the major that leads to the associate degree. Programs facilitate the movement of a student from completion of a certificate program to AA completion and graduation. In addition, many programs are designed to create a "career matrix" where students can begin with one emphasis and move to a different area of specialization and/or certificate, degree, or transfer goal. Examples include Nursing, Administration of Justice, Management, Alcohol and Drug Studies, and Child Family and Consumer Studies programs (IIA4 2012-2013 General Catalog).[160]

Self Evaluation

All of the college's degree and certificate programs include either focused study in one area or in an interdisciplinary core. Therefore, the college meets the standard.

Actionable Improvement Plans

None

II.A.5.   Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Imperial Valley College provides students with the opportunity to earn an Associate Degree or Certificate of Achievement or to complete Career Technical Education or Apprenticeship programs. Completion of these conveys evidence of well-defined levels of proficiency and the acquisition of gainful employability skills (IIA5 2012-2013 General Catalog p. 46).[161]

The Health and Science Division and Economic Workforce Development Division have review processes in place to ensure that student competencies meet employment and other applicable standards. The Curriculum Committee reviews data submitted by faculty who make recommendations based on employment trends. Examples include the Nursing Department, which tracks student pass rates through the National Council of Licensure Examination (NCLEX) (IIA5 2012 Total Program Evaluation-RN).[162] Other programs requiring external certification include Peace Officer Standards and Training, Auto Technology, Child Family Consumer Studies, Alcohol and Drug Studies, Correctional Science, Fire Technology, Water Treatment Technology, Welding Technology, Paramedic, EMT, all Allied Health Programs, Licensed Vocational Nursing, and Electricity (IIA5 External Certification).[163]

All vocational programs include community-based advisory committees that provide input into the curriculum and confirm that student skill sets are appropriate for local employment. Some advisory committees are extremely active. For example, the Peace Officer Standards and Training Advisory Board is composed of leading law enforcement agencies in the Imperial Valley (IIA5 POST Advisory Board Minutes 10/2/2012).[164] As well, the Agricultural Advisory Committee has been reconstituted and has aided in the notable increase in offerings and student enrollment (IIA5 Agricultural Advisory Minutes, 10/5/11).[165]

Apprenticeship programs offer our students the opportunity to participate in California Department of Industrial Relations – Division of Apprenticeship Standards (DAS) approved programs. Presently there are seven apprenticeship programs that were approved and implemented in July 2005. IVC serves as the Local Education Agency and Imperial Irrigation District (IID) as the local sponsor. With a Memorandum of Understanding (MOU) in place between College of the Desert and Imperial Valley College, these programs are available not only within the Imperial Community College District but also within the southern part of the Desert Community College District at the Imperial Irrigation District's La Quinta headquarters. These apprenticeship programs are DAS-approved and are California Community College Chancellor's Office approved for credit.

Self Evaluation

The college meets the standard because the career technical programs are properly certified with the respective certificating agencies.

Actionable Improvement Plans

None

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

The college catalog (available through the college website) addresses all academic programs offered and includes information on the purpose of each program, enrollment procedures, and courses required for program completion. It also provides students with clear, detailed information about courses and programs, as well as policies and procedures that apply to them. Program SLOs have been written and will be included in the next General Catalog with each program described in terms of its primary emphasis and career options for majors, along with detailed information on how to complete a degree or certificate in each program (IIA6 List of PLOs June 2012).[166]

All instructors are required to distribute a syllabus to students that includes learning objectives, Institutional Learning Outcomes, and student learning outcomes for each course taught. A copy is submitted to the division office every semester electronically and forwarded to the office of Academic Services.

The catalog includes information on the process students must undergo in order to have coursework completed at other institutions accepted at IVC. Similarly, the catalog describes the courses that are approved for transfer to California State University and University of California campuses under general education requirements. The college has transfer agreements with CSU campuses and UC campuses. Additional information on transfer requirements and agreements is also available in the Counseling Center.

Self Evaluation

Faculty take an active role in developing, assessing, and revising programs and courses so that the learning objectives are consistent with the officially approved course outlines. This process includes providing proper descriptions of purpose, course content, course requirements, and student learning outcomes. Course syllabi are made available to all students online and/or in hard copy. Division offices collect course syllabi for all classes and keep these documents in either an electronic file or a paper file, and they are forwarded to the office of Academic Services.

Approval by the Curriculum Committee and annual evaluation combine to ensure that learning objectives are a stated goal of all college courses and are accurately represented in

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the college catalog. Aside from the addition of Program SLOs, the college meets this standard.

Actionable Improvement Plans

Chairs and lead faculty will add PLOs for all programs in CurricUNET, and these modifications will be approved by the Curriculum Committee, the Academic Senate, and the Board of Trustees in time to be included in the 2013-2014 General Catalog.

II.A.6.a.   The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Imperial Valley College communicates transfer policies to its students through numerous channels. IVC maintains a physical Transfer Center in the counseling building staffed by the Articulation Officer and District Counselors along with a web-based information center (IIA6 Transfer Center Webpage;[167] IIA6 FAQs for Transfer 2011).[168] All counselors are trained in academic advising, and all students are given incentives to undergo orientation at the time of admission and regular consultation with counselors throughout their academic course of study at IVC.

During counseling appointments and workshops, counselors communicate to students the transferability of courses to enroll in at the college and to transfer out of the college (IIA6 CSU Breadth Requirements);[169] (IIA6 IGETC Graduation Requirements).[170] In addition, DegreeWorks, an electronic degree audit and education plan system allows students access to the most current information about their chosen educational path. If a program has changed from one catalog year to the next, DegreeWorks is updated, for the appropriate academic year, to ensure students are getting the most current and correct information. Degrees and certificates are explained on the educational plans.

In order for a student to transfer course work into Imperial Valley College, the college must receive an official transcript. Upon receipt of the official transcript an evaluation of the course work is then conducted by the office of Admissions and Records and recorded in our student data system (BANNER).

Imperial Valley College has an extensive articulation program that is openly communicated and regularly assessed at many levels. The Articulation Officer communicates with other institutions of higher education in setting up articulation agreements and reports back to the Curriculum Committee with information recorded in the minutes when appropriate. The Articulation Officer also communicates to the counselors when a new agreement has been developed and the articulation agreement is placed on ASSIST.org and/or the Transfer Center website (IIA6 Articulation Links).[171]

The institution maintains a variety of articulation agreements with four-year universities: eighteen California State University campuses, nine University of California campuses, ten-plus California private institutions, and four out-of-state institutions. These agreements include major preparation, general education, course-by-course lists, and transferable-course agreements that are available to students at all sites in electronic format and through Articulation System Stimulating Inter-institutional Student Transfer (IIA6 ASSIST.org).[172]

Articulation agreements also come into play when new courses are developed by faculty and reviewed by the appropriate department(s). The Articulation Officer works closely with all teaching faculty on proposals for course revisions or new courses to facilitate articulation. The college works with the California State University system to determine transferability. Once a course is determined to be transferrable by the college, the transferability to California State University is subject to review by the California State University Chancellor's Office. Community college courses that are transferable to all campuses of the University of California are identified on the University of California Transferable Course List. In the University of California system, the Office of the President initiates this agreement by extending an annual invitation for community colleges to submit courses for review and possible inclusion on the Transfer Course Agreement. It is the Articulation Officer's responsibility to electronically submit, via Articulation System Stimulating Inter-institutional Student Transfer, Online Services for Curriculum and Articulation Review (ASSIST OSCAR), all courses which have been identified by the Articulation Officer as being appropriate in depth and scope for possible University of California transferability.

To facilitate student and faculty understanding of articulation agreements, the Transfer Center also regularly hosts visits by representatives from institutions located nationally (e.g., Northern Arizona University, New Mexico Highlands University), as well as from the California State University, the University of California, and additional independent institutions (e.g., National University, Brandman, Loma Linda, La Sierra, Alliant, Azusa Pacific, University of Redlands and others). During their visit, representatives from these institutions are available to answer questions about articulation from students and faculty.

Additionally, the Imperial Valley College catalog is a yearly publication and significant changes are made each year to reflect new agreements and transfer policies. Programs and degree information are extracted by the Counseling office to create degree and certificate information sheets for students and for degree audit. The Articulation Officer regularly reviews the transfer status of courses via yearly course submissions to UC's, bi-yearly submissions to CSUs and ASSIST. Private university articulation occurs continuously. A yearly curriculum change document is electronically emailed to the California Intersegmental Articulation Counsel (CIAC) listserv where all members of CIAC receive catalog information along with all changes to existing courses and all new or deactivated courses.

The GE patterns are updated by the Articulation Officer, added to the college catalog, provided to the evaluation office to update the DegreeWorks (degree audit) site, and available to student for printing. They are also available in the Counseling Department at IVC.

Incoming coursework completed at other institutions are first evaluated using ASSIST; all other transcripts are evaluated by a transcript evaluator or via faculty petition for course comparability. Once confirmed, the course evaluation is posted into BANNER as an approved course from that particular institution. All previously approved courses are added to the database so duplication of evaluation cannot occur, and this also eliminates misinterpretation and ensures equitable credit is awarded for coursework.

Request for articulation is performed either outgoing from Imperial Valley College to an institution or via an outside institution requesting articulation. Traditionally, this is an outgoing process. It can also be at the request of a student via the Articulation Officer or counselor. Research is initially done through ASSIST and OSCAR for the CSU and UC system. Articulation agreements are updated as course outlines are created, updated, or deactivated.

The catalog clearly provides a variety of information on transfer and articulation to students. Pages 36-40 and 51-58 of the 2012-2013 college catalog explain the general transfer policy and specific policies for each university partner (IIA6 2012-2013 General Catalog - Transfer, Articulation, pp. 36-40, 51-58).[173] In addition, the course numbering system is explained on page 35. Each course description in the catalog also indicates if the course in question meets the GE requirement or if it is transferrable to the CSUs or UCs.

Self Evaluation

The college meets this standard by clearly communicating transfer policies to students through the General Catalog, meetings with counselors, and DegreeWorks; and by maintaining transfer agreements with colleges and universities both in California and across the nation; and by ensuring that the learning outcomes of courses at IVC match with the learning outcomes at transfer colleges.

Actionable Improvement Plans

None

II.A.6.b.   When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

When the outcome of the Imperial Valley College program review process indicates essential weakness in critical measures, indicators, and/or elements of an instructional program, the Vice President for Academic Services, in concert with the supervising administrator for the program, shall notify all personnel associated with the program and shall discuss measures to be taken either to revise, strengthen, and improve the program or to eliminate the program (IIA6 AP 4021 Program Discontinuance).[174]

In this fashion, the college maintains a strong and active partnership between Academic Services and Student Services to ensure counselors, working with the appropriate deans, department chairs, and/or involved instructors, find appropriate accommodations, including course substitutions, prior catalog rights applications, etc., to allow students to graduate or complete the certificate program with the least possible disruption.

Self Evaluation

During fall 2011, continuous analysis of demands in the auto body trade, enrollment trends, and job placement data by the Economic Workforce Development Division and its community advisors determined that IVC's auto body program was not meeting the requirements for excellent education (IIA6 Auto Collision Discontinuance).[175] Consequently, the proposal to discontinue the program passed through the shared governance process including College Council, Academic Senate, and the Board of Trustees, and was discontinued. This decision was timed so that student impact was minimized.

Actionable Improvement Plans

None

II.A.6.c. The institution presents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies and procedures regarding publications to assure integrity in all representations about its mission, programs, and services.

Class schedules and course catalogs are reviewed regularly by members of the Curriculum Committee and members of Instructional Council, Executive Council, and the office of the Vice President for Academic Services. The college mission and all programs and services are presented to accurately describe procedures and educational opportunities for students. The documents also are developed to include photographs that depict the diversity of programs offered (IIA6 2012-2013 General Catalog);[176] (IIA6 Fall 2012 Class Schedule).[177]

The college catalog and course schedules are available on the college website (IIA6 Catalogs and Schedules Webpage).[178] Students now have an official Imperial Valley College email account, allowing the college to communicate important information to students quickly and effectively. In addition to the email accounts, Imperial Valley College communicates to students via Facebook and Twitter, and has an AlertU text message system in the case of emergencies (IIA6 Environmental Health and Safety Committee Minutes, 9/15/08);[179] (IIA6 College Council Minutes, 12/8/08);[180] (IIA6 Board of Trustees Minutes, 12/17/08).[181] At the beginning of the fall 2011 semester, the college's mission statement and Institutional Learning Outcomes were posted in each classroom (IIA6 SLO Committee Minutes, 9/14/11).[182]

The Communications and Media Relations Director reports directly to the Superintendent/President as a way to confirm he has access to all information on courses, programs, and college initiatives. 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 (IIA6 College Council Minutes, 12/14/11);[183] (IIA6 College Council Minutes, 11/28/11);[184] (IIA6 College Council Minutes, 3/26/12).[185]

The college website was updated before the beginning of the fall 2011 semester. The website has been improved to provide additional information and a simpler navigation setup, thus allowing students, faculty, administration, and interested community members to find information about the college and its programs and services, includes the online class schedule and DegreeWorks, a web program that allows students to plan out their course selection while at IVC (IIA6 College Website - For Students Page - DegreeWorks).[186]

Self Evaluation

Although the college meets the standard, the college website continues to be updated to make all of the information on the website current. As well, the President's office, along with the College Council, will act to reform the Marketing Committee.

Actionable Improvement Plans

The Vice President for Information Technology will work through the Technology Planning Committee to continue to update the college website and to clarify roles and procedures for updating and maintaining the site. The Marketing Committee's role and membership will be discussed and revised by the end of the 2012-2013 academic year.

II.A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Imperial Valley College Board of Trustees has adopted policies and procedures on academic freedom. Student academic honesty is addressed in the Student Standards of Conduct located in the 2012-2013 General Catalog and in the Handbook for Student Leaders (IIA7 Student Leader Handbook 2012-2013).[187] The institution's commitment to the free pursuit and dissemination of knowledge are embedded within the mission statement, in the Institutional Learning Outcomes adopted by the Board of Trustees, and in the college-wide Institutional Code of Ethics Statement (IIA7 Resolution No. 13937: College Wide Institutional Code of Ethics Statement).[188]

As members of the college community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for knowledge.

Students at Imperial Valley College may rightfully expect that the faculty and administration maintain an environment where there is freedom to learn. Meeting this expectation requires that there be appropriate conditions and opportunities in the classroom and on campus. As members of the college community, students are encouraged to develop the capacity for critical judgment and to exercise their rights to free inquiry and free speech. These policies are outlined in Board Policy 4030 and Administrative Procedure 4030 on Academic Freedom and in the college catalog (IIA7 BP and AP 4030 Academic Freedom).[189]

Self Evaluation

IVC has adopted clear policies and procedures on academic freedom and ethical behavior for all members of the campus community, including students. Therefore, the college meets this standard.

Actionable Improvement Plans

None.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

To ensure the academic integrity of the teaching-learning process, the institution uses and makes public governing board policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge (IIA7 Resolution No. 13937: College Wide Institutional Code of Ethics Statement).[190]

The district uses the Course Outline of Record as a guide to assure that courses content is delivered using appropriate teaching methodologies. The faculty observation and evaluation procedures and student evaluation of faculty check that faculty present information in fair and objective methods.

Self Evaluation

The college maintains policies on academic freedom and student academic honesty. The course outline of record, the tenure review process, and ongoing faculty evaluations help ensure that courses are taught fairly and objectively.

Actionable Improvement Plans

None

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Board Policy 5500 and Administrative Procedures 5500 list the standards of conduct for students (IIA7 BP and AP 5500 Standards of Student Conduct).[191] Cheating, plagiarism, and student conduct expectations are included in the college catalog (IIA7 2012-2013 General Catalog, p. 33).[192] It is assumed that the entry of a student into Imperial Valley College constitutes the student's acceptance of the Standards of Student Conduct and the regulations published by the college. The complete standards and procedures may be found in the Handbook for Faculty Advisors and Student Leaders, which is available in the Office of Student Affairs and on the college website (IIA7 Student Leader Handbook 2012-2013).[193] Faculty also inform students of expectations of academic honesty through course syllabi and class discussion (IIA7 BIOL 100 Class Syllabus).[194]

In addition, a site license for Turnitin software was purchased in 2005, allowing instructors to use the web-based program to assist in assessing plagiarism (IIA7 Turnitin Stats 2006-2011).[195] The license for this program expired in October 2012. After this point, IVC instructors began to use the SafeAssign tool that is built into the college's course management system, Blackboard Learn, to check student work for plagiarism.

Cases of cheating and plagiarism are reported to the Dean of Student Affairs and Enrollment Services, who then determines the appropriate discipline for those students. Students who wish to appeal can go to the Student Affairs Committee to determine the veracity of the case and to determine what discipline, if any, is appropriate (IIA7 Student Leader Handbook 2012-2013, p. 38).[196]

Self Evaluation

The college meets the standard because the rules for student honesty and consequences for dishonesty are articulated in the General Catalog and on class syllabi.

Actionable Improvement Plans

None

II.A.7.c. The institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Imperial Valley College, as a nonsectarian, public institution, does not champion specific beliefs or worldviews. While individual faculty and departments may have specific worldviews and beliefs, Imperial Valley College encourages diversity and freedom of discussion in pursuit of academic truth. Guides to conduct on the campus include: Student Standards of Conduct, Board Policy 5500 Standards of Conduct, Administrative Procedure

5500 Standards of Conduct, and Board Policy 2715 Code of Ethics / Standards of Practice ([IIA7 Resolution No. 13937: College Wide Institutional Code of Ethics Statement]);[197] ([IIA7 Student Leader Handbook 2012-2013]).[198] In 2010, a Part-Time Faculty Handbook was developed, and it includes this information ([IIA7 Part-Time Faculty Handbook 2011-2012, p. 14]).[199]

Self Evaluation

The college meets this standard by providing clearly articulated campus policies on ethics and conduct.

Actionable Improvement Plans

None

II.A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Imperial Valley College does not offer any course in foreign locations.

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Standard II.A. Instructional Programs - Evidence Citations

[1] IIA11 IVC Mission Statement
[2] IIA1 SLO Committee Website 2012
[3] IIA1 SLO Review of Cycle Assessment 2010-2011
[4] IIA1 Comprehensive Program Review WLSC 2011
[5] IIA1 Program Review Staffing Requests
[6] IIA1 CTA Contract 2011-2012 Article 10 - Faculty Evaluations
[7] IIA1 Staffing Committee Standing Rules October 2011
[8] IIA1 Board Minutes 5/18/11, Resolution No. 15002
[9] IIA1 Reorganizational Structure
[10] IIA1 Curriculum and Instruction Committee Minutes 11/17/05, p. 1
[11] IIA1 Title 5 Access to Technology Leads to Advancement and Success Grant (ATLAS)
[12] IIA1 Organizational Chart 2012-2013
[13] IIA1 Paired Classes
[14] IIA1 Non-Credit ESL Program, p. 9
[15] IIA1 NATEF Accreditation May 2012
[16] IIA1 CISCO CCNA Discovery
[17] IIA1 CISCO Program Application June 2011
[18] IIA1 CAADE Accredited Colleges
[19] IIA1 Cadaver Policy
[20] IIA1 IVUP Brochure
[21] IIA1 ACCUPLACER Spring 2012
[22] IIA1 Unemployment Data August 2012
[23] IIA1 Unemployment Charts August 2012
[24] IIA1 Comprehensive Program Review 2010-2012
[25] IIA1 ESL Student Profile
[26] IIA1 English Cohort August 2011
[27] IIA1 ESL Cohort Study
[28] IIA1 2008 Student Survey
[29] IIA1 2011 Student Survey
[30] IIA1 CISCO Program Application June 2011
[31] IIA1 Welcome to IVUP
[32] IIA1 IVUP Brochure
[33] IIA1 Curriculum Committee Minutes 4/5/12, p. 6
[34] IIA1 Curriculum Minutes 4/26/12, p. 6
[35] IIA1 1st STEP Page
[36] IIA1 1st STEP Form
[37] IIA1 ACCUPLACER Spring 2012
[38] IIA1 Paired Classes Flyer 2011
[39] IIA1 CurricUNET Home Page
[40] IIA1 Curriculum Course Tracker
[41] IIA1 Sample CurricUNET Objectives
[42] IIA1 Sample Course Outline of Record
[43] IIA1 2011 Student Survey, Question 9
[44] IIA1 Update on Revenue Shortfall March 2012
[45] IIA1 Reductions Property Tax Health Insurance Increase March 2012
[46] IIA1 Etudes 101 Training Schedule
[47] IIA1 2011 Student Survey, Questions 10-11
[48] IIA1 2011 Student Survey, Question 10
[49] IIA1 Kathy Berry Letter May 2012
[50] IIA1 ATLAS Planning Group Minutes, 5/3/12, p. 1; Official Blackboard Announcement, Email, 7/19/12
[51] IIA1 ATLAS Abstract June 2010
[52] IIA1 ATLAS 2020 Conference Schedule August 2011
[53] IIA1 ATLAS Futures Forum October 2011

[109] IIA2 Orientation 2012
[110] IIA2 ATLAS Innovations Conference 2012
[111] IIA2 Flex Day Schedule 2011
[112] IIA2 ATLAS Grant
[113] IIA2 Fall 2012 Blackboard Workshops
[114] IIA2 EOPS Webpage
[115] IIA2 Student Support Services Webpage
[116] IIA2 DSPS Webpage
[117] IIA2 Accessibility Presentation
[118] IIA2 LRNA 800 Course Outline of Record; IIA2 EDUC 202 Course Outline of Record
[119] IIA2 Early Alert
[120] IIA2 Sample Annual Program Review-Staffing
[121] IIA2 List of PLOs June 2012
[122] IIA2 PLOs Report June 2012
[123] IIA2 Instructional Council Minutes 8/13/12 p. 3
[124] IIA2 Curriculum Committee Minutes 3/3/11
[125] IIA2 Auto Collision Report for Discontinuance September 2011
[126] IIA2 English Department Meeting Minutes 5/25/11
[127] IIA2 Program Review Web Splash Page
[128] IIA2 Annual Program Reviews 2011-2012
[129] IIA2 Comprehensive Program Reviews 2011-2012
[130] IIA2 Comprehensive Program Reviews 2011-2012
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[132] IIA2 Curriculum Committee Purpose Statement 2012
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[134] IIA2 Banner Face Page
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[137] IIA2 Reports from Departments on Standardized Tests September 2011
[138] IIA2 Sample English 99 Common Final
[139] IIA2 Spring 2012 English 99 Pass Rates
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[142] IIA2 Math 81 Study Guide
[143] IIIA2 Math 91 Study Guide
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[146] IIA2 Board of Trustees Minutes, 5/16/06
[147] IIA2 SLO Committee Minutes, 12/9/09
[148] IIA2 SLO Committee Minutes, 9/14/11
[149] IIA2 Curriculum Committee Minutes, 10/6/11
[150] IIA2 Life Science PLO
[151] IIA3 Curriculum Committee Webpage
[152] IIA3 2011-2012 Timeline Program Review Planning and Charts
[153] IIA3 C&I Committee Minutes 2/18/10
[154] IIA3 2012-2013 General Catalog, Graduation Requirements, pp. 49-50.
[155] IIA3 Sample CPR
[156] IIA3 2012-2013 General Catalog, Graduation Requirements, p. 49-50
[157] IIA3 Course-Level SLO Plan 2010-2012
[158] IIA3 2012-2013 General Catalog - Graduation Requirements, pp. 49-50
[159] IIA3 Campus Clubs
[160] IIA4 2012-2013 General Catalog
[161] IIA5 2012-2013 General Catalog, p. 46
[162] IIA5 2012 Total Program Evaluation-RN
[163] IIA5 External Certification

[164] IIA5 POST Advisory Board Minutes 10/2/2012
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[166] IIA6 List of PLOs June 2012
[167] IIA6 Transfer Center Webpage
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[169] IIA6 CSU Breadth Requirements
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[171] IIA6 Articulation Links
[172] IIA6 ASSIST.org
[173] IIA6 2012-2013 General Catalog - Transfer, Articulation, pp. 36-40, 51-58
[174] IIA6 AP 4021 Program Discontinuance
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[176] IIA6 2012-2013 General Catalog
[177] IIA6 Fall 2012 Class Schedule
[178] IIA6 Catalogs and Schedules Webpage
[179] IIA6 Environmental Health and Safety Committee Minutes, 9/15/08
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[184] IIA6 College Council Minutes, 11/28/11
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[186] IIA6 College Website - For Students Page - DegreeWorks
[187] IIA7 Student Leader Handbook 2012-2013
[188] IIA7 Resolution No. 13937: College Wide Institutional Code of Ethics Statement
[189] IIA7 BP and AP 4030 Academic Freedom
[190] IIA7 Resolution No. 13937: College Wide Institutional Code of Ethics Statement
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[192] IIA7 2012-2013 General Catalog, p. 33
[193] IIA7 Student Leader Handbook 2012-2013
[194] IIA7 BIOL 100 Class Syllabus
[195] IIA7 Turnitin Stats 2006-2011
[196] IIA7 Student Leader Handbook 2012-2013, p. 38
[197] IIA7 Resolution No. 13937: College Wide Institutional Code of Ethics Statement
[198] IIA7 Student Leader Handbook 2012-2013
[199] IIA7 Part-Time Faculty Handbook 2011-2012, p. 14

Standard II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

The Imperial Valley College Student Services Mission Statement states the following:

> The mission of Student Services at Imperial Valley College is to assist students from all backgrounds and varied abilities to successfully reach their personal, professional, and educational goals. Student Services strives to deliver services that empower students to communicate effectively, embrace personal responsibility, think critically, stay well informed, and seek global awareness. Student Services strives to work collaboratively with faculty, staff, and the community to foster student success (IIB Student Services Mission Statement).[1]

In keeping with the mission of the college and the Student Services Department, Imperial Valley College offers comprehensive support programs and services to its diverse student body. They include: Admissions and Records, Assessment, CalWORK's, Cooperative Agencies Resources for Education (CARE), Counseling, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), 1st STEP freshmen orientation and priority enrollment, Financial Aid, Mental Health Counseling Services, Outreach, Student Affairs, Student Health Services, Transfer Center, TRIO, ASPIRE, Athlete Counseling, and Veterans Services. These support services exist for the benefit of all students from basic skills to transfer.

Imperial Valley College is committed to providing open access to all. This commitment is consistent with state regulations and is in line with Imperial Community College District policy (IIB BP 5052, Open Enrollment).[2] The college recruits and admits diverse students who are able to benefit from its programs in a number of ways. This includes proactive outreach services and comprehensive matriculation services.

Student support services are assessed regularly to ensure quality and adherence to the mission, priorities, and competencies of Imperial Valley College. A well-established system in Student Services begins with an annual program review of each service area, which includes the development and assessment of service area outcomes (IIB Student Services Annual Program Reviews).[3]

The review process is collaborative and inclusive of staff, faculty, and administrators within each service area. The college Student Services Council, led by the Vice President for Student Services, is made up of members from each of the student services areas who oversee the program review and planning processes within their departments. Ultimately, this

process is fully integrated with the processes in Academic Services and Administrative Services via the Educational Master Plan Committee (IIB Educational Master Plan Committee Webpage).[4] This college-wide council is composed of representatives from Academic Services, Student Services, Administrative Services, Academic Senate, and Associated Students.

To further ensure student success and learning, Imperial Valley College is committed to the enhancement of Student Services facilities. In June 2012, the remodeling of the "400 Building" to include a new Assessment Center was completed (IIB Board Minutes 6/17/09 Resolution No. 14392: Five Year Construction Plan).[5] This allows a centrally located and modern Assessment Center in close proximity to the Counseling Center. As well, in June 2012, the Counseling Center's reception area was remodeled to utilize the waiting area more effectively to ensure both student safety and privacy in a building that experiences steady student traffic.

II.B.1. The institution assures the quality of student development and support services and demonstrates that these services, regardless of location or means of delivery, enhance achievement of the mission of the institution and support student learning.

Imperial Valley College offers student support services both on campus and online. All student support services are offered on campus during regular business hours with early evening hours available in major service areas such as Admissions and Counseling (IIB1 Counseling Webpage).[6]

In addition to on campus support services, online support services are also offered. Through the district's "Student Portal" website, students access the following online services: the application for admission, class schedule, college catalog, financial aid services, the online registration system, DegreeWorks degree audit program, and E-SARS counseling appointment scheduler. Counseling services are provided to all students who are enrolled in online courses via email, telephone, and in-person. The assigned district counselor ensures that students have a positive experience for the duration of their online course(s) by being available to answer student questions or concerns and provide guidance in navigating Blackboard (a platform for delivering, managing, and supporting instruction in higher education institutions; with an emphasis on supporting e-learning, teaching, and collaboration) throughout the academic year (IIB1 Distance Education Webpage).[7]

Program Review and Service Area Outcomes
Each service area ensures the quality of its services and supports student learning through a variety of means. These include the process of program review, the assessment of service area outcomes and administrative outcomes, a survey of students on their level of satisfaction with services used, and the regular monitoring of student success.

The process of program review in the Student Services department occurs on an annual basis. Program review is aligned with the college mission and priorities. The development and assessment of student learning and administrative outcomes by all service areas is an integral

part of program review that occurs annually. As of fall 2012 all student services areas have completed the full outcome assessment cycle, assessed their Service Area Outcomes (SAOs), and are using the data for incremental program improvement (IIB1Student Services SAOs).[8] At Imperial Valley College, this means that outcomes and measurement tools have been identified, and the data measured and acted upon for program improvement. The service areas use multiple data sources as part of program review and outcome assessment, including departmental student satisfaction surveys, an employee perception survey, and reports on student equity and basic skills. This has established a process of sustainable continuous quality improvement for all student service programs.

Imperial Valley College offers a variety of programs and services off-site and online. To ensure quality in these areas, multiple measures are in place to assess their effectiveness. In most cases, the assessment of online services is integrated into the established annual program review process. Each program in student services is on a three-year comprehensive program review cycle, with an annual review of resource allocation and budget development. Each program is on an annual cycle of Service Area Outcomes (SAO) assessment and the analysis of data for program improvement. The Student Services Council, chaired by the Vice President for Student Services, meets weekly to ensure all programs are completing the program review and SAO processes, and to disseminate information relevant to the various student services programs. Additionally, all state and federally-funded special student support services programs submit progress reports and end-of-year reports as required to the appropriate state or federal office.

With regard to off-campus programs and services, quality is ensured in a number of ways.

- Adopt-a-High-School: In the early fall, district counselors are assigned a local high school to be the contact person for high school seniors and offer general information regarding Imperial Valley College majors, resources, transfer, and career counseling. The counselor provides student resources to the high school lead counselor to disseminate with his staff and make available to students.

- ACCUPLACER English and Mathematics Assessment: In the early spring, matriculation counselors provide an orientation and administer the placement assessment test to high school seniors to prepare them for academic advising by an academic advisor the following week.

- IVC Academic Advising: A week (contingent on high school calendars) after the completion of the ACCUPLACER assessment, a team of district counselors visits each high school to discuss the results of their assessments and provide them with a list of suggested courses for their first semester.

- Participation in Higher Education Week 1 and 2:

    Imperial Valley College works with the Imperial County Partnership for Higher Education (ICPHE), which includes post-secondary institutions that are public, private, out-of-state, and foreign.

College/University and Career Day: Local high school seniors are invited to attend this event in the Imperial Valley College campus gymnasium. At this event, Students have immediate access to career information and post-secondary representatives who answer transfer questions and provide brief orientations on their institutions.

- Participation in College/University/Career Day events at local high schools.

Institutional Mission and Goals

The annual program review process is closely aligned with the college mission and goals. Specifically, each student services department aligns their measures with the following institutional goals (IIB1 Educational Master Plan 2011-2012): [9]

1. **Student Success:** Enable students to attain their educational goals, including degrees and certificates, transfer, job placement and advancement, basic skills, and lifelong learning through curricula driven by student learning outcomes and emerging opportunities in the community at large. The college defines success as grades of "C" or better.

2. **Excellence in education:** Provide a college environment that responds to the higher education needs of the students and community.

3. **Develop Resources and Increase College Effectiveness:** Develop and manage human, physical and financial resources to improve organizational processes and effectively support the learning environment.

Student Services Alignment with Institutional Goals

Some of the specific ways in which the Student Services department has contributed to the fulfillment of the institutional goals and objectives is discussed in the following section.

Goal 1: Student Success

As indicated, a key part of the institutional mission is to ensure that students learn and succeed. To achieve this, Instructional Services and Student Services work collaboratively with one another.

Examples of collaboration between Instructional Services and Student Services:

- University application workshops
- High school senior advising
- Higher Ed Week I & II at local high schools
- College/University/Career Day
- College Success Skills (COUN 120)
- Personal and Career Development (COUN 100)
- Members of various standing committees (IIB1Standing Committees)[10]
- Late registration "drop-ins"

- 1st STEP Early Access Program
- Enrollment Management/Scheduling Task Force
- Priority Registration Task Force
- Counseling /Departmental Liaisons
- Continuous Accreditation Readiness Team (CART)
- Educational Master Planning Committee (EMPC)
- Imperial Valley University Partnership (IVUP)

Transfer to four-year institutions remains a goal of the college. Various activities carried out by the Transfer Center, in collaboration with other student services areas, have assisted students becoming prepared for transfer to a four-year college or university. Such practices include annual transfer events, visits by four-year colleges and university representatives to Imperial Valley College, CSU and UC application workshops, and a comprehensive Transfer Center. Despite the geographic isolation and the severe socio-economic conditions in Imperial County, students from IVC have transferred to California State University (CSU) and University of California (UC) campuses from one end of the state to the other. The table below illustrates the wide geographic range of transfers from Imperial Valley College to California universities (IIB1 Post-Secondary Education Commission Data).[11]

POSTSECONDARY EDUCATION COMMISSION STATISTICS

Full-Year Transfers – Numbers to the UC and CSU Systems for Imperial Valley College

The numbers in this table include all students who transferred from IVC to each University of California or California State University institution identified below during each academic year.

Distance: the distance given is the approximate, straight-line distance in statue miles.

| COLOR KEY (PINK COLUMN): | Highest Transfer Inst | Over 90 | Over 50 | Over 25 |

INSTITUTION	Approx Distance	05/06	06/07	07/08	08/09	09/10	05/06 to Present
UC BERKELEY	516 mi	1	0	0	1	2	4
UC DAVIS	529 mi	1	0	1	0	0	2
UC IRVINE	148 mi	1	3	2	1	2	9
UC LOS ANGELES	191 mi	0	2	3	2	2	9
UC MERCED	420 mi	3	0	0	0	0	3
UC RIVERSIDE	133 mi	1	3	1	4	5	14
UC SAN DIEGO	101 mi	7	10	14	16	5	52

UC SANTA BARBARA	274 mi	2	0	1	0	3	**6**
UC SANTA CRUZ	469 mi	0	0	0	1	0	**1**
CA MARITIME ACADEMY	524 mi	0	1	0	0	0	**1**
CPSU SAN LUIS OBISPO	342 mi	2	0	0	0	1	**3**
CSPU POMONA	159 mi	9	4	1	13	6	**33**
CSU BAKERSFIELD	270 mi	0	2	1	1	1	**5**
CSU CHANNEL SLANDS	225 mi	0	0	0	1	0	**1**
CSU CHICO	594 mi	1	0	1	0	0	**2**
CSU DOMINGUEZ HILLS	175 mi	1	1	2	1	1	**6**
CSU EAST BAY	499 mi	1	2	4	2	0	**9**
CSU FRESNO	366 mi	5	2	0	1	2	**10**
CSU FULLERTON	156 mi	0	1	4	5	5	**15**
CSU LONG BEACH	166 mi	5	6	4	2	0	**17**
CSU LOS ANGELES	176 mi	2	3	4	3	1	**13**
CSU MONTEREY BAY	445 mi	1	0	1	0	1	**3**
CSU NORTHRIDGE	200 mi	4	4	4	6	3	**21**
CSU SACRAMENTO	518 mi	2	1	4	4	1	**12**
CSU SAN BERNARDINO	141 mi	8	12	18	8	9	**55**
CSU SAN MARCOS	99 mi	4	10	7	6	7	**34**
CSU STANISLAUS	444 mi	1	2	0	0	0	**3**
HUMBOLDT ST UNIV	731 mi	3	0	0	1	2	**6**
SAN DIEGO STATE UNIV	**92 mi**	**239**	**250**	**259**	**244**	**178**	**1170**
SAN FRANCISCO ST UNIV	519 mi	0	4	2	3	4	**13**
SAN JOSE STATE UNIV	477 mi	1	0	1	2	1	**5**
SONOMA STATE UNIV	555 mi	0	0	0	0	0	**0**

UC SYSTEM TOTAL PER AY		16	18	22	25	19	100
CSU SYSTEM TOTAL PER AY		289	305	317	303	223	1437
AY TRANSFER TOTALS BOTH SYSTEMS		305	323	339	328	242	1537

Goal 2: Excellence in Education

As evidenced by the program review process in Student Services, internal collaboration is of high value in fostering excellence in education. For example, Financial Aid has continued to work closely with special programs such as the Foster Youth Program, TRIO, CalWORKs, and 1st STEP Orientation to determine eligibility and distribute financial aid information. DSPS has also worked collaboratively with student services areas such as Mental Health Counseling Services, Student Health Services, and Counseling regarding students with disabilities and access.

It is also a common practice for student services areas – including Student Health Services, DSPS, and Counseling – to conduct classroom visits as a way to promote their respective services and encourage the use of them.

External collaborations are also valued within student services. DSPS has partnered with the Department of Rehabilitation (DOR) to provide weekly services on campus with a DOR counselor. The DSPS office has also partnered with the Braille Institute to provide monthly training to blind and visually impaired students in independent living skills and orientation and mobility (IIB1 Email from Braille Institute, 10/8/12).[12] The CalWORKS program provides space one day per week for a representative from the Imperial County Department of Social Services to meet with students on campus to address issues related to their eligibility for the program, while the County provides space for the CalWORKS counselor to see students at the Department of Social Services office. Additionally, the college has recently contracted with the two local hospitals to staff the Student Health Center through a joint powers agreement (IIB1 Student Health Services Agreement).[13] During the academic years 2010-2011 and 2011-2012 the college has contracted with the Imperial County Office of Education through the Gear Up program to provide assessment testing to high school juniors at all the high schools in the county (IIB1 Gear Up MOUs).[14]

Finally, K–16 initiatives demonstrate the college's commitment to developing collaborative relationships with local feeder high schools. Matriculation and district Counseling departments work with all local high schools to provide assessment testing and academic advising to high school seniors. Financial Aid technicians and officers assist high school seniors in applying for Financial Aid. DSPS works with feeder schools to conduct orientations and campus tours, and works to facilitate a smooth transition from high school to college among the deaf and hard of hearing. The Matriculation director works closely with Gear Up to assess the junior class in their cohort with a Diagnostic Test which offers an

evaluation of each student's strengths and weakness so they can be addressed during the summer before their senior year of high school. The college has also embarked upon a variety of K–16 partnerships, including: Imperial Valley University Partnership (IVUP), P-16 Council, and Imperial County Partnership for Higher Education (ICPHE). The Imperial Valley University Partnership is an innovative educational initiative undertaken by Imperial Valley College and San Diego State University's Imperial Valley Campus. It involves joint admission of students to both IVC and SDSU-IV, a cohort structure, guaranteed access to classes, and provides students an absolutely seamless transition between the first two years of their undergraduate education and the final two years. Through collaboration between the two institutions and the sharing of resources, faculty, classrooms, laboratories and libraries, the program offers Imperial Valley students an accessible, affordable, high quality education, with a clear path to a bachelor's degree in four years (IIB1 Imperial Valley University Partnership Webpage).[15]

Goal 3.Develop Resources and Increase College Effectiveness:
Environmental sustainability is highly valued at Imperial Valley College. Staff and faculty from several student services areas are involved with the Environmental Health & Safety Committee (IIB1 Environmental Health and Safety Committee Webpage).[16] Additionally, to reduce and conserve resources, service areas are increasing the use of the college website to deliver information and service to students. The Admissions and Records office has implemented electronic transcripts and the online application to the college through CCC Apply. Counseling has implemented the online degree audit program, DegreeWorks, with all Student Education Plans being done with this program. Counseling has also increased the use of the SARS appointment scheduling program by utilizing e-SARS, which allows students to schedule an appointment online and use the program to send confirmations and reminders of appointments electronically instead of paper. Counseling has also initiated the process of implementing a service for students to e-mail quick questions to the counseling office to avoid having to make an appointment. Also, in an effort spearheaded by Associated Student Government, the college successfully moved the campus to a smoke-free environment. Implementation of this effort speaks to civic responsibility and to the environment, while encouraging social and personal responsibility in smoking behaviors (IIB1 BP 3570, Smoking on Campus).[17]

Services Support Learning and Success
Employee perception data taken from a survey given in 2011 reveals that the majority of employees "agree or strongly agree" that they are kept informed about the support services available to students. A majority also "agree or strongly agree" that "IVC provides comprehensive student support services." The statement "Counselors and instructors work together to ensure that students receive accurate and timely information about courses and program," resulted in 39% responding "agree or strongly agree," 27% responding "disagree or strongly disagree," and 35% responding "neither" or "not applicable." These responses reveal important information that Student Services will use to identify ways to improve communication and increase awareness (IIB1 2011 Employee Survey).[18]

Student survey data reveals the important role Student Services plays in supporting student learning and success. Students responded to the statement, "The counselors at IVC have been

very helpful to me as a student," with 71% agree or strongly agree, 10% disagree or strongly disagree, and 19% either undecided or hadn't seen a counselor. The statement, "Counselors/Assessment staff clearly explained the assessment results to me" had 66% agree or strongly agree, 10% disagree or strongly disagree, and 24% undecided or hadn't used this service. When asked to "Please select all sources that you have used to get information about IVC," the mostly frequently selected source was the Student Portal/Website at 88%, while 66% selected counselors as their primary source of information (IIB1 2011 Student Survey).[19] Information from the surveys will be used to enhance programs and services to meet the needs of students and to increase communication and collaboration between counselors and teaching faculty.

Self Evaluation

The college meets this standard. Imperial Valley College ensures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and lead to achievement of the college mission through various means including a comprehensive program review and student service area outcomes development/assessment. A new three-year Educational Master Plan has been developed, with new institutional goals. Student support services will continue to support achievement of the college mission and institutional goals through the program review and SAO processes (IIB1 Educational Master Plan 2012-2013). [20]

Actionable Improvement Plans

None

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

   a. **General Information**
   - **Official Name, Address(es), Telephone Numbers, and Website Address of the Institution**
   - **Educational Mission**
   - **Course, Program and Degree Offerings**
   - **Academic Calendar and Program Length**
   - **Academic Freedom Statement**
   - **Available Student Financial Aid**
   - **Available Learning Resources**
   - **Names and Degrees of Administrators and Faculty**
   - **Names of Governing Board Members**
   b. **Requirements**
   - **Admissions**
   - **Student Fees and Other Financial Obligations**
   - **Degrees, Certificates, Graduation and Transfer**

c. **Major Policies Affecting Students**
- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credit**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

d. **Locations or Publications Where Other Policies May be Found.**

The Imperial Valley College catalog is published annually and is available in both hard copy and online formats (IIB2 2012-2013 General Catalog).[21] A hard copy is distributed free of charge to those students who complete 1st STEP, the college's early access program, and is also available at the college bookstore for a nominal charge.   Free copies of the catalog are sent to the Imperial Valley College distribution list, which includes all faculty (counseling and instructional), administrators, department offices, and high school counselors from the primary feeder schools in the county. The catalog is also sent to every UC and CSU campus in the state. Outreach representatives provide free copies to those attending outreach events (e.g., college fairs, high school orientations, parent nights, or off-campus programs). As mentioned, the full catalog is also available online and is accessible to persons with disabilities through the use of accessibility features such as JAWS and NVDA readers (IIB2 What is Web Accessibility?).[22]

The college catalog contains all of the required general information including the official name, address, telephone numbers, and the website address of the institution; educational mission; courses, programs, and degree offerings; academic calendar and program length; academic freedom statement; available student financial aid; available learning resources; names and degrees of administrators and faculty; and names of governing board members.

The catalog fully describes all student requirements for admission, fees, and other financial obligations, as well as information on degrees, certificates, graduation and transfer. Additionally, the catalog includes major policies affecting students. This includes academic regulations regarding academic honesty, nondiscrimination, acceptance of transfer credits, student conduct/complaint procedures, sexual harassment policies, and refund of fees.

Governance policies can also be found in district Board Policies and Administrative Procedures, which can be found on the college website (IIB2 Board Policies and Administrative Procedures).[23] Regulations and procedures pertinent to student admission, registration, program changes, financial aid, and other services and resources can be found in the college student handbook, which is distributed to new matriculated students, and in the semester-based schedule of classes.

All changes to the catalog must be approved by the Curriculum Committee and the Academic Senate (IIB2 Curriculum Committee Webpage).[24] The Curriculum Committee, which is comprised of faculty representatives from the various college subject areas and student services, meets regularly throughout the year to recommend changes on an as-needed basis. Academic Services, Student Services, and Business Services are responsible for any updates

or changes in their areas of responsibility. All procedural changes require input and collaboration from the faculty, staff, students, and administrators as part of the participatory governance process. The college Policy and Procedures Committee is the clearinghouse for all proposed new and/or revised policies and procedures and acts as a resource for the development and dissemination of needed changes. Policy changes must be reviewed by the Academic Senate, the College Council, the Executive Council, and ultimately, the Board of Trustees prior to being incorporated into the catalog.

Self Evaluation

The college meets this standard. The college provides a catalog and course schedule for its constituencies with precise, accurate, and current information concerning all topics listed in II.B.2. Imperial Valley College provides hard copies of the catalog and electronic version of both the catalog and the schedule on its website.

Actionable Improvement Plans

None

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Imperial Valley College researches and identifies the learning support needs of its students through college outreach efforts, the matriculation process, college program review, learning outcomes assessment, and district research reports. This has allowed for data-informed decision-making and the establishment of an infrastructure that facilitates requesting, processing, and using research data and information.

Proactive outreach efforts at local area high schools identify learning needs and link interested students with targeted learning communities and programs including: Matriculation, district Counseling, EOPS, DSPS, TRIO, and the 1st STEP Orientation program. These specialized programs then follow up with students to further assess their interest and fit with the respective programs.

The comprehensive matriculation process is another key avenue used to identify learning needs of the general student population. Upon applying to the college, students are prompted to provide information about their educational goals, major, and any special services they may need. This information is provided to the college for follow-up with individual students per their self-identified needs. Math and English placement testing also provides a way to identify the course placement needs of students. This information is used when students meet with counselors during their first semester education planning session.

As previously indicated, student support services are evaluated annually through a variety of means, including program review, service area outcomes assessment, departmental and program meetings, and specialized research surveys and reports.

<u>**Self Evaluation**</u>

The college meets this standard. The college identifies student needs and provides appropriate services.

<u>**Actionable Improvement Plans**</u>

None

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to its students regardless of service location or delivery method.

Imperial Valley College assures equitable access to the college by way of its open access admissions policies that are consistent with California regulations (IIB3 BP 5052, Open Enrollment).[25] The college website, outreach services, admissions practices, and other matriculation services, including assessment and orientation, are reflective of the college's commitment to open access as detailed below. Additionally, major services are available to all students, regardless of service delivery or method. This includes services on campus and services available in an online format. Through the academic year 2011-2012 registration assistance was available at off-site locations throughout the county. Effective with the 2012-2013 academic year, all courses and support services have been relocated back to the main campus due to budgetary constraints (IIB3 College Website - For Students Page; IIB3 E-SARS Webpage).[26]

Serving as the educational cornerstone of Imperial County, Imperial Valley College recruits and admits diverse students in a number of ways as evidenced by the diverse student body enrolled at the college. The ethnicity of the student body closely resembles that of the community served by the college. While the surrounding community served by the college is highly diverse, the college takes proactive steps to ensure that this diversity translates to enrollment.

College Website
Information regarding admissions, assessment, and orientation are found on the college website, which is often the first point of contact with the college for new students. Information about the array of student support programs and services that meet the needs of diverse students is widely publicized online, including information on counseling, EOPS, DSPS, transferring, matriculation, CalWORKS, and financial aid (IIB3 College Website - For Students Page).[27]

Outreach
While information is widely publicized via the college website and other publications, other proactive efforts to recruit and admit a diverse student body are carried out by the college's

outreach efforts. The community served by Imperial Valley College is characterized as low-income and diverse, with a large proportion of adults who have low educational attainment. As such, proactive outreach efforts are needed to reach out to students who may have otherwise not had means or "know-how" to access the college. The goal of the Imperial Valley College outreach programs is to serve as the central resource to educate prospective students about the opportunities available to them at the college. Services include, but are not limited to: application workshops, assessment testing, and orientation (IIB3 College Website - For Students Page; IIB3 Imperial Valley University Partnership Website).[28]

Admissions
To further facilitate a smooth transition into the college, Imperial Valley College employs the use of a comprehensive system of matriculation services. To begin, the admissions application is user-friendly and is available online (IIB3 IVC Online Enrollment Application - CCC Apply).[29]

At Imperial Valley College, approximately 66.7% of the student body's primary language spoken in their home is not English (IIB3 2010 Student Survey).[30] Because of this, the college has translated materials into Spanish to promote understanding of various support services and procedures which are critical to successful enrollment to the college.

Assessment, Orientation, and First-Semester Education Planning
Upon applying to the college, students participate in assessment testing, orientation, and academic advising. This student-friendly process is designed to ensure that students are equipped with the information necessary to successfully transition into the college. Assessment testing is critical to the accurate placement of students into the college's curricula. The primary testing instrument used by the college is an online assessment called ACCUPLACER, monitored by the college Board. Students receive immediate results as to their English and math placement levels.   Orientation, which is offered both online and in person, exposes students to college services, programs, academic expectations, and college policies and procedures so that they have the foundation and knowledge needed to succeed early in their college experience.

Imperial Valley College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to its students regardless of service location or delivery method.

Off-Site Locations
Imperial Valley College has offered courses at several different locations in the county to facilitate access to a diverse student population, such as Central Union High School, San Diego State University-Imperial Valley Campus, and Desert Valley High School through the 2011-2012 academic year. However, all courses have been moved to the main campus effective fall 2012 due to budgetary constraints.

Online Services
A variety of support services are provided in online format, including services in matriculation and Financial Aid (IIB3 Financial Aid Webpage).[31] They include an online

admission process, orientation, and online registration system. The student catalog, schedule of classes, and specific financial aid services, including the FAFSA, are also available to students online. Additionally, online scheduling for counseling appointments is available through e-SARS (IIB3 E-SARS Webpage).[32] Students can also access DegreeWorks, a degree audit program, online through the student portal (IIB3 DegreeWorks Webpage);[33] (IIB3 College Website - For Students Page).[34]

Self Evaluation

The college meets this standard. Imperial Valley College assures equitable access to all of its students by providing appropriate, comprehensive and reliable services regardless of service location or delivery method. As indicated, student access information, services, and courses are offered both on campus and online.

Actionable Improvement Plans

None

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Imperial Valley College is committed to providing a variety of programs, services and resources that encourage the personal, intellectual, aesthetic, and civic development of its students. This commitment is communicated through the college's Institutional Learning Outcomes (ILO) of "Personal Responsibility", "Information Literacy", and "Global Awareness", and incorporated into the provision of many of our programs and services on campus. These programs and services are delivered through academic and personal counseling, matriculation services, mental and physical health services, student affairs programs, art and music programs, and athletics.

Student intellectual and personal development is supported through a variety of academic programs and services. The Counseling Center offers personal, career, vocational, and academic counseling to all students.

The matriculation program conducts assessment testing in which basic skills are evaluated and students are asked to identify their goals and interests. Assessment test results assist the counselors and students in initial course and program placement and help guide students on a path to academic and personal success. The primary goal of the matriculation process is to help students design and complete an educational goal (IIB3 Matriculation Webpage).[35] Matriculation counselors conduct orientations as part of matriculation where they interpret students' assessment scores and assist them in selecting first semester classes. In addition to providing counseling services, the counselors teach college success, career development, psychology, social work and sociology courses. The applied college success courses, Counseling 100 and Counseling 120, are designed to help students increase their academic

success and retention in college (IIB3 COUN 100 Course Outline of Record; COUN 120 Course Outline of Record).[36]

Transfer students are encouraged to meet with counselors in the Transfer Center and make use of the technical assistance available. The Transfer Center helps students intending to transfer to a four-year college/university to research and plan their academic goals. The Center strives to provide accurate and timely information within the context of a comfortable, inviting, and accessible facility. The Transfer Center sponsors visits from representatives of four-year colleges and universities, college fairs, and workshops relevant to transferring. Resources include college catalogs, comparison guides to colleges, and computer software such as College Source. Transfer students have the ability to independently explore various transfer schools and programs using the Transfer Center resource center and computer lab. In this setting, students are able to take initiative in selecting the transfer institution that will best meet their intellectual and individual goals (IIB3 Transfer Center Webpage).[37]

Additional special programs designed to support student success include Disabled Students Programs and Services (DSPS). The program provides supportive services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, acquired brain injury, speech impairments, visual impairments, and health problems, and students who are deaf and hard of hearing. The program provides priority registration, counseling, class scheduling, mobility assistance, interpreting, alternate text production, learning disabilities assessment, and adaptive physical education, all which promote intellectual and personal development (IIB3 DSPS Webpage).[38] Extended Opportunity Programs and Services (EOPS) is a state-funded program designed to provide academic support services to low income and educationally disadvantaged students. EOPS is composed of a group of professionals ready to assist students with the resolution of both academic and personal issues. The EOPS staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population (IIB3 EOPS Website).[39] Organizations such as the TRIO programs – Student Support Services, Talent Search, and Upward Bound – and various campus events enhance the personal development for students.

If students are in need of more in-depth support for personal issues, they are often referred to the Mental Health Counseling Program offered through the IVC Student Health Center. The Student Health Center, in addition to mental health counseling services, offers physical health services to currently enrolled students. Students who seek mental and physical wellness support increase their ability to function better academically and personally. The Mental Health Counselor offers individual therapy to currently enrolled students. Students work with the therapist to develop a treatment plan and goals for therapy. The Student Health Nurse and additional medical professionals offer health screenings, immunizations, physicals, and referrals to community health agencies. The services provided by the Student Health Center, including mental health services, are supported by student fees collected each term (IIB3 Student Health Center Webpage).[40]

The Student Affairs Office encourages club awareness, supports faculty advisors, and encourages students to sponsor activities and events that promote a positive campus climate. Additional events that encourage civic responsibility include blood drives, food drives, and

holiday gift drives. Students have the opportunity to participate in a variety of additional organizations geared toward intellectual development. They include the Agriculture Club, Future Leaders Club, Business Club, DSPS Student Club, Educational Talent Search Club, French Club, the Students for Political Awareness (SPA) Club, and Student Support Services Club, to name a few (IIB3 ASG Webpage).[41]

Student Affairs also encourages students to participate in a variety of events related to personal and civic responsibility. The Associated Students Government (ASG) of Imperial Valley College is recognized as the official governing body for students and an organized voice at the college. It participates in the shared governance of the college by participating in several college-wide committees, including the Student Affairs Committee, Curriculum Committee, Safety Committee, Bookstore and Cafeteria Committee, Board of Trustee's meetings, and the Administrative Council. Members of ASG are also active in the accreditation committee that has prepared this report. ASG participates regularly in the meetings of the District Board of Trustees. Overall, the program is designed to educate students to be responsible leaders and provide them with opportunities to develop and enhance their leadership skills. The ASG advisor works closely with students to provide them with guidance and feedback to promote the development of personal responsibility, civic responsibility, and leadership skills (IIB3 ASG Webpage).[42]

The college encourages aesthetic enrichment not only through comprehensive course offerings in the arts, but also through exhibitions showing the work of numerous professional artists, culminating annually in a student show. As part of the visual arts program, student artists are encouraged and expected to exhibit their work annually. The Music Department exemplifies the spirit of performance and traditional music education. The growing music curriculum encourages and trains students at all levels. From the general education student to the advanced performer there is a place for everyone. Pacific Fire, a music ensemble, performs on-campus and in the community. Students who participate in these programs and events have the opportunity to ultimately develop their own particular aesthetic and continue to enrich their lives through the arts.

The IVC Athletic Department works with its student athletes to not only build physical skills, but academic and personal responsibility as well. Athletes are expected to place an emphasis on their intellectual and personal growth by taking responsibility for their academic success and actions on campus and in the community. Student athletes take part in fundraising activities to assist the IVC Foundation in raising money for student scholarships.

Finally, the campus offers additional enrichment services supporting intellectual and personal development which are available in the bookstore, library, learning center, computer centers, fitness center, mathematics tutorial center, and tutorial services in the Reading and Writing Lab.

Self Evaluation

The college meets the standard. Means for students to grow intellectually, aesthetically, socially, and physically are given a prominence throughout all areas of campus.

Actionable Improvement Plans

None

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

The Counseling Department at Imperial Valley College is open and staffed year round. During the Fall and Spring semesters, counselors are available from 8 a.m. to 5 p.m., Monday, Thursday, and Friday, and from 8 a.m. to 7 p.m. Tuesday and Wednesday. Counseling faculty are employed in various programs on the campus: District Counseling (which includes program planning and counseling for the general student population, including veterans, athletes, and nursing students), CalWORKs, Student Support Services (SSS), DSPS, EOPS, Matriculation, and Transfer Center. Staff for these programs is comprised of experienced professionals, including both contract and part-time counselors as well as classified student support staff members (IIB3 Counseling Webpage).[43] All the counselors are qualified to provide career, educational, vocational, and personal counseling when needed. Several of the counseling staff and faculty are bilingual speakers (Spanish/English and American Sign Language).

To address students' behavioral and therapeutic counseling needs, the college has a separate Mental Health Services program that offers students crisis intervention/counseling, individual counseling, group counseling, and referral to appropriate community resources. The program is supervised by a licensed Marriage and Family Therapist supervising the adjunct counselor and counseling interns from local graduate programs. Mental Health Services are open to all students enrolled in credit courses and may be accessed by self-referral or referral by a faculty member (IIB3 Student Health Center Webpage).[44]

The college regularly evaluates counseling through a variety of means. Student satisfaction surveys provide students with an opportunity to evaluate services provided by the various programs. Counseling is also evaluated relative to student learning by the use of Service Area Outcomes (SAOs) for each program. SAOs for counseling have been developed and assessed on a regular basis since 2009. The results of assessment evaluation have been used to implement the new 1st Step priority registration system for new students. The previous three-year pilot program, which was a one day event limited to 500 students, has been integrated into the college's existing outreach program with the local high schools. Students are administered the assessment test (ACCUPLACER) at their high school, with follow-up advising. Then they complete the on-line orientation and on-line application and are eligible for priority registration for their Freshman year. The first year of the new program had 730 students completing the process (IIB3 1st STEP Program Webpage).[45]

District Counseling Services
The district counseling office at Imperial Valley College provides a majority of the follow-up services available to students. These services take place in the form of 45 minute counseling appointments and 30-minute drop-in contacts for quick questions.

Orientation is a strong component of the student development process. In early spring, Matriculation counselors visit all the local high schools and provide an orientation to all the high school seniors who will be attending Imperial Valley College.   Students are seen soon after by district and Matriculation counselors who review students' placements and recommend classes for the fall semester. An on-line orientation was developed by the Matriculation counselors in spring 2009. The online orientation provides another opportunity for students at all service areas to participate in orientation. All orientations and services are widely advertised on campus and on the college Matriculation Website.

Students meet with counselors to develop educational plans. The student education plan is reviewed and updated every time the student chooses to make a change in their career or academic path. This is done during a 45 minute counseling appointment. Students are encouraged to visit with a counselor for follow-up services and review of their education plan at least once a semester. Education plans are developed using DegreeWorks degree auditing software. An education plan is electronically generated when a student meets with the counselor. In addition to the electronic education plan, counselors also utilize enrollment planning sheets which provide a more targeted breakdown of classes and pathway for the individual student.

With regards to personal support, counselors diligently work to retain students by helping with study skills, test anxiety, personal and crisis counseling. Those most at risk, including probationary and academically disqualified students, are either encouraged or required to visit the counseling office using the Early Alert referral. In general, students are either referred by instructional faculty or identified electronically, though many students are drop-ins (IIB3 Matriculation Webpage).[46]

The Transfer Center, with its myriad of resources and services, is located in the Counseling Center. It supports the work conducted in the Counseling Center by the district counselors, and helps prepare students for transfer to a four-year university (IIB3 Transfer Center Webpage).[47]

Counselors also teach Personal Growth courses on campus, such as Counseling 100: Personal and Career Development, and Counseling 120: College Success Skills. Both these courses have been articulated to the California State University system. The curriculum for these courses was designed by counselors to address the needs of those students who are uncertain, unmotivated, or who require additional follow-up support to help navigate their way through the college experience. Teaching adds another dimension and professional opportunity whereby counselors reach out to students and serve as support conduits for those students requiring their services (IIB3 COUN 100 Course Outline of Record; COUN 120 – College Success Skills).[48]

In addition to general counseling, counselors also support students through a variety of programs and services, such as DSPS, EOPS, Student Support Services (SSS), and CalWORKs.

Disabled Student Programs and Services (DSPS)
Disabled Student Programs and Services (DSPS) offers counseling services that address the unique and special needs of students with verified disabilities in the academic environment. DSPS counselors are specialists in the area of disabilities, accommodations, functional abilities and disability management. Counseling services involve identifying appropriate individual accommodations for the student to be successful in reaching their learning goals and objectives.

DSPS counselors collaborate closely with Health Services and Mental Health Services on the campus. Counselor specialists assist students to become self-advocates and to utilize accommodations. DSPS Counselors also assist faculty and administration in providing accommodations so as to not fundamentally alter instruction and to remain compliant with ADA and Section 504, 508 federal mandates.

Mental Health Counseling Program
To address students' behavioral and therapeutic counseling needs, the college has a separate Mental Health Counseling Program that offers students crisis intervention/counseling, individual counseling, group counseling, and referral to appropriate community resources. The program is supervised by a licensed marriage and family therapist who supervises the adjunct counselor and interns from the local university graduate programs. Mental Health counseling services are available to all students enrolled in courses and may be accessed either by self-referral or referral by a faculty member.

The Counseling Department keeps abreast of new regulations, catalog updates, and transfer issues by establishing counseling in-service training sessions on various topics twice a semester. In addition each program area holds staff meetings to update and inform their staff of new changes. In order to have better integration of instruction and student services, counseling faculty collaborate with instructional faculty by attending departmental meetings and are assigned as instructional departmental liaisons. This helps when it comes to counseling students and disseminating accurate information. In addition, Imperial Valley College provides venues for counseling faculty to help govern the college, and counselors sit on a variety of important committees across the campus. Counseling faculty participates in the annual master planning and program review process. Counselors serve on the Academic Senate, Curriculum Committee, College Council, Continuous Accreditation Readiness Team (CART), the Educational Master Planning Committee (EMPC), and the district's Student Services Council.

Both full-time and part-time counseling faculty is evaluated on a regular basis. Newly hired full-time counselors and adjunct faculty are evaluated yearly. Tenured counseling faculty are evaluated at least every three years. This evaluation is completed by the Dean of Counseling in collaboration with the counselor and their program director. Counselors are evaluated on their ability to successfully conduct a counseling appointment, their ability to effectively

assess the needs of the students they are working with, their knowledge of district policies and procedures and how well they continue to hone their professional skills by seeking professional development opportunities ([IIB3 CTA Contract 2011-2012 Article 11 - Tenure Review](#); [IIB3 CTA Contract 2011-2012 Article 10 - Faculty Evaluations](#)).[49]

Self Evaluation

The college meets this standard. Imperial Valley College maintains and evaluates its counseling programs on an ongoing basis. Additionally, faculty within the counseling programs are evaluated regularly.

Actionable Improvement Plans

None

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

IVC is committed to programs that support an understanding and appreciation of diversity. The student services offices all strive to minimize barriers and ensure equal access to all student services. Additionally, the college provides outreach and recruitment to all populations, including underrepresented students, and equal access to admission and enrollment for all students. Imperial Valley College is an ethnically diverse campus due to its location next to the Mexican border. Statistics from the IVC spring 2011 term indicate the diversity of our population here in the Imperial Valley along with our strong Hispanic heritage ([IIB3 Imperial Valley Diversity Information](#)).[50]

Ethnicity Spring 2011

Ethnicity	Percentage
African-American	1.1
American Indian/Alaskan	0.2
Asian	1.0
Hispanic	84.2
White	4.8
Other	8.7
TOTAL	**100.0**

Students who Received Degree/Certificate
2010-2011

Gender	Certificate	Degree	Total
Female	131	289	420
Male	141	168	309
Unknown	4	8	12
Grand Total	**276**	**465**	**741**

Ethnicity	Certificate	Degree	Total
Asian	5	11	16
Black	2	7	9
Hispanic	236	386	622
Native Amer.		1	1
White	21	41	62
Unknown/Other	12	19	31
Grand Total	**276**	**465**	**741**

In addition, the Associated Student Government (ASG) provides opportunities for students to participate in diverse organizations and club sponsored activities throughout the year to encourage awareness of diverse cultures. These events include celebrations of Black History Month, Disability Awareness Day, Veterans Day, Martin Luther King Day, and Cesar Chavez Day. These multicultural events include various guest speakers, music programs, relevant film/documentary screenings, and information pamphlets which are provided throughout the year to further enhance our understanding of diversity (IIB3 Diversity Events).[51]

Finally, IVC recognizes the value of a diverse staff to provide an education to our diverse student population. In accordance with Title 5 of the California Code of Regulations, the Equal Employment Opportunity Policy of the Imperial Community College District ensures that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. The district ensures equal employment opportunity by creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by law.

<u>Self Evaluation</u>

The college meets the standard. The institution offers a variety of programs and services to enhance student understanding and appreciation of diversity.

<u>Actionable Improvement Plans</u>

None

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

In collaboration with Imperial Valley College's Counseling program, the Admissions Office evaluates all practices and instruments pertaining to admittance and registration for consistency and effectiveness. Additionally, frequent evaluation ensures that equitable student support services are accessible to a diverse student body without biases.

Admissions and district staff meet regularly each semester or session to review and evaluate registration procedures and to ensure that students fully understand and are able to easily access and navigate the registration process. Tools reviewed and evaluated include the online and hard-copy class schedule, college academic and fiscal calendars, registration processing calendars, the deadline for residency determination, priority registration, special part-time high school students registration, registration appointments, enrollment confirmations, the online application system, the wait list, drops for nonpayment, and various important deadlines (IIB3 Enrollment Operating Committee Minutes).[52]

All students must register using WebSTAR, the online registration system (IIB3 Student Portal - WebSTAR Login).[53]   The website also provides access to all key resources and other available online services.

The Admissions Office minimizes cultural and linguistic biases in instruments and processes by adhering to the college's mission of "excellence in education that challenges students of every background to develop their intellect, character, and abilities." No matter the instrument, tool, or process used, the office minimizes biases by serving each student according to his or her individual needs despite differences in language, economic status, disabilities, or other issues (IIB3 College Website: Mission, Vision, & Core Values).[54]

In a team effort, the college continues to review, evaluate, and ensure that the campus and all on-campus offices and classrooms are accessible to students, faculty, and staff with disabilities.

- The ACCUPLACER, the online course placement testing, includes adaptive computer equipment for the blind
- An online admissions application can be accessed on the Imperial Valley College Webpage under Admissions and Records.

- Computers for registration and online applications are used by students in various locations throughout the campus
- A New Assessment Center with accessible work stations for students with disabilities is available
- A Student Services computer lab for Registration and Financial Aid assistance is available

Students are referred to the Assessment Center which is responsible for providing assessments for placement into courses such as Math, Reading, Writing, and ESL. The college uses state-validated and approved assessment instruments. The instruments include the ACCUPLACER, CELSA ATB, and ACCUPLACER ATB. Instructors and students were surveyed to determine proper placement after assessment. Other tools and instruments that are regularly evaluated for course placement are prerequisites, co-requisites, and limitations on registration and advisories during curriculum review. The Admissions Office works closely with the counselors, department chairs and deans in processing prerequisite/co-requisite petitions and challenges for eligible students (IIB3 Validation Studies 1/26/09).[55]

Online placement testing via the ACCUPLACER is available to all students who apply including the disabled. Adaptive computer equipment is available for disabled students with special needs such as the visual impaired.

Placement tests are free of charge to students. Student may petition to retest by submitting a petition to the Matriculation Director. Retesting is allowed on a case by case basis at the discretion of Matriculation Director.

- **English Assessment:** All students who place into English courses use the ACCUPLACER computer-adaptive tests. English placement is determined through two separate ACCUPLACER tests: Sentence Skills and Reading Comprehension. Each student is required to take both tests for English placement. The Sentence Skills score determines the student's placement in the "Writing" half of the English requirement and the Reading Comprehension test determines the "Reading" placement.

- **Math Assessment:** Students are placed into math courses using the ACCUPLACER tests.

- **ESL Assessment:** The test to place students in English As a Second Language courses is the ACCUPLACER computerized ESL test.

All of the instruments are in compliance with statewide recommendations. The instrument validation conducted at IVC includes three specific validation processes:

1. Content-related validity to determine appropriateness of the test for placement into a course or course sequence;
2. Criterion-related and/or consequential validity to determine appropriate cut-scores; and

3. Disproportionate impact to determine test bias.

Built into the ACCUPLACER placement scores are a variety of multiple measures that help to more fully assess students' preparation levels. These multiple measures are self reported and include:

- The length of time the student has been out of school
- The number of years of English that the student completed in high school
- The grade the student received in the last English class completed
- The student's high school grade point average
- The highest level of Math the student completed
- The grade received in the last Math class the student completed

Self Evaluation

The college meets this standard.

Complementing the open admissions policy, the placement test validation process described above effectively maximizes the potential for accurate placement of students into appropriate reading, math, and writing courses. Due to changes in the curriculum for English and Math courses, ACCUPLACER scores will be re-validated during the fall 2012 semester.

Actionable Improvement Plans

None

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

The policies governing the maintenance of student records at Imperial Valley College are those mandated by Federal regulation, the Title 5 California Education Code, and the California Code of regulations. These records are secure based on the strict procedures addressed in Administrative Procedure AP 3310, Records Retention and Destruction (IIB3 AP 3310, Records Retention and Destruction).[56]

All permanent student records are maintained by the college's office of Admissions and Records or the Instruction Office. Records are scanned, indexed, and saved, thus making them accessible to those campus departments with appropriate security access to Banner Xtender. Records are also held in hard-copy form, stored in a locked facility, and destroyed based on the legal mandate covering destruction of records. Archived documents are contained in a secured, fireproof room and in secured file cabinets pending scanning and indexing.

Recovery from accidents or disasters is made possible by a database backup system on a nightly basis for all student records in Banner. The college's Information Technology department is responsible for ensuring safe backup and security of all permanent student records.

The security, confidentiality, and backup of student records are based on the following four classifications, per AP 3310 and Title 5, sections 59020-59041:

Class 1 – Permanent Student Records
The Admission and Records Offices maintains the following Class 1 documents: admission applications (electronic applications are maintained by the XAP Corporation), transcripts, AB 540 Tuition Exemption requests, census rosters, archived Permanent Records cards (grades), concurrent enrollment forms, student petitions, and graduation/certificate petitions.

The Instruction Office maintains the following Class 1 documents: official grade and attendance rosters, grade change forms, and assignment of incomplete status.

Class 2 – Optional Student Records
Optional student records are placed, within one year, in a pending status for further review and classification. Such an optional record would be academic transcripts from other colleges where there is no admissions application on file.

Class 3 – Disposable Records
Most disposable records are maintained at the college from three to five years. Class 3 documents are kept on campus in various offices such as Admissions & Records, Financial Aid, EOPS/CARE, Counseling/Matriculation, Health Services, DSPS, Veterans, Instruction, and Business Services. Examples include transcripts from other colleges when the student has no admissions records on file, Late Add forms, GE/IGETC request forms, IVC Permanent Records copies, proof of prerequisite, some VA forms, and financial aid documents. At the end of each academic year, the records not in use are boxed, labeled with a destroy date, and transferred to the college warehouse. Records which have reached their destroy date are shredded each year, including course substitution petitions, credit/no credit petitions, degree and certificate evaluations, change of grade requests, K-12 concurrent enrollment applications, incomplete forms, instructor drop forms, permanent grade rosters, general petitions, positive attendance rosters, residency applications, supplemental grade cards, and transcripts

Not Classified (NC)
These records include forms and communications containing identifiable student information that is not considered part of a permanent student record. For example, transcript requests, major change requests, change of data cards, repeat cards, and other unrelated correspondence between student and staff.

Release of Student Educational Records
The procedures for release of student records (IIB3 BP 3300, Public Records;

AP 3300, Public Records),[57] are accessible online and are in compliance with the Title 5 California Administrative Code, the California Education Code and the Federal Family Education Rights and Privacy Act (Public Law 93-380). FERPA regulations are also published in the college catalog and the schedule of classes (IIB3 2012-2013 General Catalog).[58]

Self Evaluation

The college meets the standard. Imperial Valley College maintains student records and adheres to district policies for warehousing and disposition. The Banner administrative software can accommodate optical imaging of permanent student records to ensure protection and security when accessed and utilized by administrators and staff in instruction and students services. This ability is in keeping with the statewide community college system and the education system as a whole.

Actionable Improvement Plans

Imperial Valley College's office of Admissions and Records will continue to transition its archived documents into its imaging system and anticipates that all documents will eventually be imaged at the time received. During this transition period, the Admissions and Records office and the Instruction office will continue to hold appropriate archived student records in hard copy for the period required by law.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

The Student Services department at Imperial Valley College regularly and systematically evaluates its programs and services. As summarized previously, student services program review, which is tied closely to the development and assessment of Service Area Outcomes (SAOs), is conducted annually and is tied to the institutional processes of program review and budget planning and oversight. In addition to the annual program review cycle, the three major divisions of the college – Student Services, Instructional Services, and Administrative Services – convene on a monthly basis via the Educational Master Planning Committee (EMPC) to discuss and evaluate emerging matters related to planning and budget. Program review and planning documents, including Educational Master Plans, are available on the accreditation website.

Upon completion of program review and assessment of SAOs, the process then moves to annual program master planning with the identification of actions and priorities for the future year based upon the prior year's review and assessment of SAOs. Student services' planning is integrated with the budget development process with allocations being prioritized within the division based on program review and master planning. Additionally, student services program review is supplemented by formal state and/or federal reviews of the special

"categorical" programs, including matriculation, EOPS, DSPS, CalWORKs, and Student Support Services (SSS).

Service Area Outcomes
As indicated, as part of the annual program review process, each program also establishes Service Area Outcomes (SAOs) as a means by which to measure and improve student learning and success, in a cycle of continuous quality improvement.

All areas in Student Services have established SAOs as presented in the chart below. All areas or programs have completed the full assessment cycle and are using the results to make incremental program improvements (IIB4 Student Services SAOs; Student Services Comprehensive Program Reviews).[59]

Student Services Service Area Outcomes (SAOs) 2012-2013

Department/Program/Service	Service Area Outcomes (SAO)
Admissions & Records	- Students will continue to become more knowledgeable about services available in our office, services offered online via the college website, time required to fulfill requests, and visits to the office and number of inquiries will be decreased resulting in increased student satisfaction. A student survey will be created in Survey Monkey and sent to students to determine areas of concern within our department. - Streamline drop for nonpayment process. - Students will be better informed regarding priority registration, the limit of units during the priority registration period and any other registration changes implemented during the 2012-2013 academic year. - Student records will be more readily accessible by students, counselors, and admissions staff allowing for improved service to students. - Student request for transcripts will be automated within Docufide and our Student Portal. This will hopefully improve the request process and the

	turnaround time. • Student transcripts will be received electronically by our college and integrated with Banner allowing for improved articulation of courses.
CalWORKs	• Increase student awareness of the supportive services offered on campus and students' success at Imperial Valley College. • Increase student awareness of their rights and responsibilities while they are in the CalWORKS Counseling Program.
DSP&S	• Students will demonstrate self advocacy by initiating and keeping three appointments or contacts with DSPS counselors each semester. • Students will demonstrate timely self-advocacy by initiating requests for appropriate services and / or educational accommodations. • Students will identify and utilize appropriate campus and community resources.
EOPS/CARE	• Increase the number of EOPS/CARE students who complete three appointments per semester by providing e-mail reminders prior to the deadline for each of the three appointments.
Financial Aid	• Students will successfully complete the on-line FAFSA. • Financial Aid students will demonstrate knowledge and understanding of Student Academic Probation policies. • Financial Aid students will demonstrate knowledge of courses required to complete their program of study within maximum time frame standards.
Matriculation and General Counseling	• Incoming first time High School students will demonstrate an understanding of the Early Access Program (1st STEP) and complete the four steps necessary to be eligible and submit all signed documentation by the deadline. • Students will demonstrate an

	understanding and awareness of graduation and transfer requirements through the use of Degree Works Planner.
	• Students will be able to demonstrate a comprehension of transfer requirements by attending counseling appointments, transfer presentations, and by participation in coordinated transfer counseling services and activities.
	• Students will be able to identify and use educational planning resources that will apply to their academic and career goals and thus take more responsibility in their educational choices.
	• Students who are referred to counselors through the Early Alert Program will understand the importance of following through with their instructors recommendations in order to succeed in their classes.
	• Students, faculty, and community members will be able to demonstrate their knowledge and understanding of and be able to assess current and accurate information regarding the 1st STEP Program, ASPIRE, and other priority groups.
	• High School students will be informed about their educational options at Imperial Valley College while still in high school.
	• Students will be able to make informed decisions about specific transfer institutions.
Student Affairs	• Efficiently monitor students' behavior on campus that potentially place faculty/staff/students at risk for harm.
	• Promote leadership skills in Associated Student Government members by encouraging them to communicate and cooperate with others, collaborate to achieve group goals, and help increase awareness in the student body of important cultural figures and historical events that have shaped our society.

Student Health Services	• Expand Student Health Counseling Services to serve more students in a culturally competent manner. • Increase Student Health Services to include basic primary care for currently enrolled students.
Transfer Center	• Student(s) will demonstrate an understanding of transfer services with the ability to navigate and complete a Transfer Admission Guarantee (TAG) and /or admission application(s) successfully. • Students will demonstrate an understanding and awareness of transfer services of different higher education systems to allow them to identify different educational opportunities. • Students will demonstrate an understanding and be able to identify and use transfer services available that will allow the student to make an informed decision on furthering their education. • Students will be able to identify and use educational planning resources that will apply to their academic and career goals. • Students will be able to demonstrate a comprehension of transfer requirements by attending counseling appointments, transfer presentations, and by participation in coordinated transfer counseling services and activities. • Students will be able to demonstrate an understanding of transfer requirements and will be able to identify which general education package they should follow (CSU, UC or other). • Students, faculty, and community members will be able to demonstrate their knowledge and under- standing of and be able to assess current and accurate articulation information. • High School students and faculty and college faculty will be able to identify and use the high school/ROP articulation information.

	• Students will be able to make informed decisions about specific transfer institutions.
Student Support Services	• Student(s) will demonstrate the ability to navigate and complete admission application(s) to transfer to institutions of their choice online.

Upon establishing SAOs, programs identify ways to assess them using a variety of measurement methodologies. The outcome is clearly detailed as to criteria for success and specific assessment methodology. Precise outcome language, together with specific measurement techniques and criteria for success, ensure that we have measureable, actionable outcomes.

After identification of SAOs assessment methodology, data and/or results are recorded. The data is then analyzed to identify specific ways in which the data and/or results would be used for program improvements. Each program uses the data to make changes in the program, in a process of continuous sustainable quality improvement.

For example, the CalWORKS program has the SAO of "Increase student awareness of the supportive services offered on campus and students' success at Imperial Valley College." Students were administered a survey at the end of the fall 2011 semester. The results of the survey were used to develop a series of workshops for incoming students during summer 2012, which covered resources and services available both on campus and from county services.

Self Evaluation

The college meets this standard. Student support services are evaluated regularly and their adequacy is ensured in meeting student needs through a process of program review, master planning, and student learning outcomes assessment.

Actionable Improvement Plans

None

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Standard II.B Student Support Services - Evidence Citations

[1] IIB Student Services Mission Statement
[2] IIB BP 5052, Open Enrollment
[3] IIB Student Services Annual Program Reviews
[4] IIB Educational Master Plan Committee Webpage
[5] IIB Board Minutes 6/17/09 Resolution No. 14392: Five Year Construction Plan
[6] IIB1 Counseling Webpage
[7] IIB1 Distance Education Webpage
[8] IIB1Student Services SAOs
[9] IIB1 Educational Master Plan 2011-2012
[10] IIB1Standing Committees
[11] IIB1 Post-Secondary Education Commission Data
[12] IIB1 Email from Braille Institute, 10/8/12
[13] IIB1 Student Health Services Agreement
[14] IIB1 Gear Up MOUs
[15] IIB1 Imperial Valley University Partnership Webpage
[16] IIB1 Environmental Health and Safety Committee Webpage
[17] IIB1 BP 3570, Smoking on Campus
[18] IIB1 2011 Employee Survey
[19] IIB1 2011 Student Survey
[20] IIB1 Educational Master Plan 2012-2013
[21] IIB2 2012-2013 General Catalog
[22] IIB2 What is Web Accessibility?
[23] IIB2 Board Policies and Administrative Procedures
[24] IIB2 Curriculum Committee Webpage
[25] IIB3 BP 5052, Open Enrollment
[26] IIB3 College Website - For Students Page; IIB3 E-SARS Webpage
[27] IIB3 College Website - For Students Page
[28] IIB3 College Website - For Students Page; IIB3 Imperial Valley University Partnership Website
[29] IIB3 IVC Online Enrollment Application - CCC Apply
[30] IIB3 2010 Student Survey
[31] IIB3 Financial Aid Webpage
[32] IIB3 E-SARS Webpage
[33] IIB3 DegreeWorks Webpage
[34] IIB3 College Website - For Students Page
[35] IIB3 Matriculation Webpage
[36] IIB3 COUN 100 Course Outline of Record; COUN 120 Course Outline of Record
[37] IIB3 Transfer Center Webpage
[38] IIB3 DSPS Webpage
[39] IIB3 EOPS Webpage
[40] IIB3 Student Health Center Webpage
[41] IIB3 ASG Webpage
[42] IIB3 ASG Webpage
[43] IIB3 Counseling Webpage
[44] IIB3 Student Health Center Webpage
[45] IIB3 1st STEP Program Webpage
[46] IIB3 Matriculation Webpage
[47] IIB3 Transfer Center Webpage
[48] IIB3 COUN 100 Course Outline of Record; COUN 120 – College Success Skills

[49] IIB3 CTA Contract 2011-2012 Article 11 - Tenure Review; IIB3 CTA Contract 2011-2012 Article 10 - Faculty Evaluations
[50] IIB3 Imperial Valley Diversity Information
[51] IIB3 Diversity Events
[52] IIB3 Enrollment Operating Committee Minutes
[53] IIB3 Student Portal - WebSTAR Login
[54] IIB3 College Website: Mission, Vision, & Core Values
[55] IIB3 Validation Studies 1/26/09
[56] IIB3 AP 3310, Records Retention and Destruction
[57] IIB3 BP 3300, Public Records; AP 3300, Public Records
[58] IIB3 2012-2013 General Catalog
[59] IIB4 Student Services SAOs; Student Services Comprehensive Program Reviews

Standard II.C.   Library and Learning Support Services

The library and other learning support services for students successfully support the institution's instructional programs and activities. Such services include library services and resources, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution systematically assesses these services using student learning outcomes, faculty input, and other measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services to facilitate educational offerings, regardless of location or means of delivery.

The Division of Learning Services includes the Spencer Library Media Center and its general computer lab, the Media Services Department, and Learning Services. The Learning Services Department includes the Study Skills Center for general tutoring, the Reading and Writing Lab, the Language Lab, the Business Lab, and the Math Lab.

<u>Self Evaluation</u>

The college meets the standard. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings.

<u>Actionable Improvement Plans</u>

None

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

The Spencer Library Media Center is an integral part of the instructional goals of the college as described in its mission statement. The library provides learning resources and tutoring, research instruction, and reference services to both students and faculty. The librarians, the library technicians, and other staff are scheduled to provide maximum availability for students and faculty.

Library resources consist of print, electronic, audiovisual, and microform resources. Internal library records show that there are 65,411 books, 17,000 electronic books, 80 print periodical subscriptions, 27,427 electronic full-text periodicals, and 2,108 units of the *New York Times* on microfilm, in addition to a growing collection of videos and DVDs. Between 2007 and 2010, the library collected 4,230 books and other information resources, which represents a 6.4% increase in the size of the collection, not including electronic full-text periodicals. All

resources may be located through the Online Public Access Catalog (OPAC) (IIC1 Online Public Access Catalog).[1]

The annual budget for library materials is currently $23,658, down from a budget of $60,000 in fiscal year 2008. The budget pressures have been increased not only by state budget reductions and resulting institutional reductions, but also by the fact that 100% of the Telecommunication and Technology Infrastructure Program (TTIP) funding previously provided by the state for the purchase of electronic resources was eliminated. Still, the library has increased its online periodical databases from eight in 2008 to 39 in 2011. The institution determined in 2010 that further reductions in spending for books, journals, and databases would not be expected.

The library's periodical collection has been shifting from a print and microfilm format to a print and online format. Every year, the librarians informally review the entire periodical collection, especially noting electronic full-text alternatives to print titles, which maximize utilization of the periodicals budget.

The Curriculum Committee requires that any new course that is requested be reviewed and approved by the library representative to assess the needs for library services and information resources. This allows the library to be proactive in its support of new curriculum.

The Learning Services Department consists of the Reading and Writing Lab, Language Lab, and Study Skills Center. The Math Lab and Business Lab are managed separately under the direction of their respective instructional departments.

The Reading, Writing Lab, and Language Lab are housed in the 2600 Building. There are three full-time staff members, six work-study students, and ten tutors. Students check in and out at a central lobby desk that has two computers for the purpose. All rooms in the 2600 building have installed audio and video systems, which are used for orientations and classes that teachers bring into the lab for special projects.

The Reading Lab serves approximately 1,200 developmental reading students every semester. These students spend a minimum of 18 hours each semester in the Reading Lab to meet the required lab component of their reading classes. The Reading Lab curriculum was designed by the English Department Reading Program Facilitator in consultation with the reading instructors. It is overseen by the Learning Services Coordinator. The reading lab curriculum includes reading fluency software called My Reading Lab (IIC1 My Reading Lab Agreement).[2] This software is Internet-based and provides assignments in reading comprehension activities, vocabulary development, and reading rate. The Reading Lab curriculum also includes a face-to-face phonics program (IIC1 My Reading Lab Sheet, Spring 2010).[3]

Reading Lab student satisfaction surveys are distributed and analyzed every semester. In the spring 2012 reading survey, nearly 100% of all reading students were "very satisfied" or "somewhat satisfied" with the My Reading Lab software program (IIC1 Reading Lab Student Survey Results Spring 2012).[4]

Currently, the Reading Lab creates biweekly completion reports for student work in My Reading Lab, in order to inform teachers so they can incorporate lab work into the grade for the class (IIC1 Reading Lab Report Spring 2011).[5]

The Writing Lab program was reorganized in fall 2005. This included the Writing Partnership Program designed to help instructors across campus make greater use of our writing tutoring services. A new writing skills software program, SkillsTutor, began being used in spring 2006. The program is Internet-based and provides access for all students on or off campus.

The Writing Lab supports students enrolled in LRNA 800, Supervised Tutoring—a noncredit course passed through Curriculum and Instruction (C&I) in spring 2006 (IIC1 LRNA 800 Course Outline of Record)[6] and approved by the Board of Trustees in May 2006 (IIC1 Board Minutes, 5/16/06).[7] Students who are referred to tutoring by a counselor or instructor enroll in this noncredit course. The computer lab and the Writing Lab are also used for lab orientations at the beginning of each semester (IIC1 Reading Lab Orientation Schedule, Fall 2012).[8] The Writing Lab computers are also used by reading students for the phonics strand of the reading lab curriculum.

The Reading and Writing Lab and Language Lab have transitioned to TutorTrac, a web-based tutor and student log-in system (IIC1TutorTrac),[9] enabling the center to keep accurate records of tutor and student time and to generate a variety of reports related to center usage (IIC1 Lab Usage Report, Fall 2012).[10]

The Writing Lab staff welcomes input from instructors as to the assignments they send students to the lab to work on, what they expect from their students, and how tutors may best help their students. Teachers who choose to give such input supply the lab with a copy of assignment guidelines and requirements (IIC1 Assignment Guidelines).[11]

The Language Lab has two rooms containing a total of 66 computers: 64 for student use, including one Disabled Students Program & Services (DSP&S) work station, and two for staff use. Language Lab computers offer digital audio and video and Internet access (IIC1 Language Lab Resource Inventory, Fall 2012).[12] Orientations are provided for all classes that use the lab as a classroom (IIC1 Language Lab Orientation Schedule Fall 2012).[13] The Language Lab distributes student surveys each semester. In the fall 2010 survey, students positively rated the My Reading Lab software program and the language lab tutors. Over 90% of students felt the Language Lab was doing a good job (IIC1 Language Lab My Reading Lab Student Survey Results, Spring 2011; Language Lab Spanish and ESL Results, Spring 2011).[14]

There are 138 student computers in the Reading Lab, Writing Lab, and Language Lab. All of these computers are equipped with the same software so that the lab can handle any overflow situation easily. This upgrade also simplifies maintenance. All rooms in the 2600 building are equipped with ceiling mounted projectors and audio/visual hookups, enabling instructor use of multi-media instruction materials.

As a requirement for employment as a tutor, tutors in all of the tutoring centers must take the EDUC 202 Tutor Training class taught by the Learning Services Coordinator. The one-unit class covers the principles of effective tutoring and is transferable to California State University (CSU) ([IIC1 EDUC 202 Syllabus, Spring 2010](#)).[15] Lab-specific training is conducted in the various centers by those overseeing those centers. For example, tutors in the Reading Lab are introduced to types of scenarios (i.e. uncooperative students) they are likely to encounter and the best way to deal with them. Also, tutors in the Math Lab are introduced to the types of assignments they will likely be required to help students with and how to approach those assignments.

The Study Skills Center offers free tutoring and a series of study skills workshops every semester. Workshop topics range from time management and organizational skills to test taking techniques and library research skills, and vary by semester ([IIC1 Classes Tutored, Spring 2011](#)).[16] The Study Skills Center has adopted TutorTrac ([IIC1TutorTrac](#)),[17] a web-based tutor and student login system, enabling the center to keep accurate records of tutor and student time, and to generate a variety of reports related to center usage.

Currently, counselors and instructors make recommendations and refer students for tutoring in the Study Skills Center ([IIC1 SSC Referral for Tutorial Assistance](#)).[18]

The center has one full-time Learning Services Specialist. Approximately 12 tutors are hired each semester on a part-time basis serving approximately 500 students per semester. Student tutors meet minimum grade and educational requirements in specific subjects. Apprentice tutors already have an associates or bachelors degree.

The Study Skills Center conducts end-of-semester surveys which have indicated that the level of tutoring provided is well within the expectations of students ([IIC1 Study Skills Center Survey, Fall 2010](#)).[19] Faculty have requested new tutoring techniques be considered. As a result, all tutors in learning services take the EDUC 202 Tutor Training class in addition to the lab-specific training in each center. Additionally, all writing tutors in the department (in whatever center they are stationed) undergo the same training, which is conducted by the Learning Services Coordinator.

Students may get help from trained tutors as well as a tutorial specialist and an instructional specialist at the Math Lab. Math Lab staff report to the Chair of the Math Department.

The Math Lab program was improved significantly through the efforts of the new Math Lab Tutorial Specialist hired with Basic Skills funds. Surveys for the fall 2010 semester show that students were satisfied with the help they received from the tutors ([IIC1 Math Lab Student Survey, Fall 2010](#)).[20]

Business Lab staff report to the Chair of the Business Department. It is used to support business students and for certification testing.

Though no surveys were done for the Business Lab for the fall 2010 semester, the fact that it is well used every day indicates that students consider it a valuable asset to their studies. The only negative comments from students have been from those who wanted more than the lab is designed to provide, such as expert training on creating PowerPoint presentations.

Self Evaluation

The college meets the standard. Appropriate expertise of faculty, including librarians and other support services professionals, select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Actionable Improvement Plans

None

II.C.1.b. The institution provides ongoing instruction to ensure students develop the necessary skills in information competency.

Students are proactively provided with opportunities to develop and expand their information competency skills at the library.

Information competency includes:

- knowing when information is needed
- learning how and where to seek information
- searching databases and other sources, including experts
- selecting the right information from the results of searches
- synthesizing the information and using it, whether it be in an essay, a speech, or in decision-making.

These components of information competency are taught in the library instruction sessions, as well as at the reference desk. In addition, the librarians often have informal dialogue with faculty and students that include discussion of the details of information competency.

During 2010-2011, the librarians conducted 102 library instruction classes for 2750 students. During these instruction sessions, students were guided in the use of the online catalog, selected databases, periodicals, eBooks, web searching, or a combination of these resources as decided collaboratively by the instructor and the librarian.

All faculty librarian positions were filled as of fall 2010, and there is a librarian at the reference desk from 9:00 a.m. to closing each day. Electronic reference services are available, and a 24/7 chat reference service is also available to all students through the library web page.

The information competency program was expanded in the fall 2011 with the introduction of an "Embedded Librarian" program. The reference librarian was embedded into an English 201 class. His physical presence in the class made the students comfortable with approaching library staff. One of the highlights of the embedded situation was a question and answer teleconference with an author known by the librarian whose work was being studied by the students. The assistant librarian has since worked closely in this way with an online English 101 class during spring 2012.

The Learning Services tutoring centers encourage information competency either by offering workshops in the subjects they cover, by offering orientations to lab assignments and lab procedures, or by assisting students one-by-one if there are questions about lab assignments.

The Study Skills Center offers a series of workshops every semester. Topics vary per semester and include time management and organizational skills, memory and concentration skills, how to use textbooks, test taking techniques, how to manage test anxiety, and library research skills (IIC1 Study Skills Center Workshops, Fall 2011).[21]

The Reading and Writing Lab and Language Lab conduct orientations at the beginning of each semester to introduce students to their lab assignments and the process for doing that work (IIC1 Reading Lab Orientation Schedule Fall 2012, Language Lab Orientation Schedule Spring 2012).[22] Individual student difficulties are addressed one-on-one as needed throughout the semester

The Writing Lab offers workshops on all aspects of writing, including common grammar and punctuation problems as well as citing sources and preparing bibliographies for research papers (IIC1 Writing Center Workshops, Fall 2011).[23]

The Math Lab offers workshops covering various aspects of math that students typically find difficult (IIC1 Math Lab Workshops).[24]

Self Evaluation
The college meets the standard by providing ongoing instruction to ensure students develop the necessary skills in information competency.

Actionable Improvement Plans

None

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

The Spencer Library Media Center is open from 8:00 a.m. to 8:00 p.m. Monday through Thursday, and 8:00 a.m. to 3:00 p.m. on Friday. Budget reductions necessitated the elimination of weekend hours in 2009. This has not been an issue with students or faculty.

A faculty librarian is always present when the library is open, and circulation, reference, media services, and the student computer lab are also appropriately staffed. The addition of a half-time position to media services in fall 2011 made it possible to extend classroom support until 10:00 p.m.

The Library website is continually reviewed and edited. It contains links to the library catalog (OPAC), library services, online periodical databases and e-books, and community resources. Off-campus access to the databases is provided through the use of online authentication which allows students to log on at any time wherever they have Internet access. In addition, students can obtain 24/7 chat reference services through the "Ask Us Now" service staffed by professional reference librarians from community colleges and colleges across the United States. One may ask questions and get answers anytime, day or night (IIC1 Library Website).[25]

All tutoring centers provide daytime hours on campus for students to use the instructional facilities. All centers except the Study Skills Center also provide evening hours. Reading students in both regular and English as a Second Language (ESL) reading classes can access the My Reading Lab program form any computer with Internet access and so are able to do their required lab work at home.

Student surveys provide an estimate of how many students use the My Reading Lab program at home. Surveys from regular reading classes indicate for fall 2009, 68% of the respondents indicated that they worked on the program at home, while 23% worked on it in the lab. Surveys for ESL reading classes indicated for spring 2011, 60% of respondents indicated that they worked on the program at home, while 36% worked on it in the lab. In both labs, some students indicated that they used the program both at home and in the lab (IIC1 Language Lab My Reading Lab Survey Results Spring 2012; Reading Lab Student Survey Results Spring 2012).[26]

Students may also access basic information about tutoring services from the centers' websites, accessible from the library's webpage under For Students/Learning Services, http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/learning-services-department/.

The Study Skills Center hours are as follows: 9:00 a.m. to 5:00 p.m. Monday through Thursday, and 9:00 a.m. to 3:00 p.m. Friday.

Reading and Writing Lab, Language Lab and Business Lab, fall and spring hours are: 8:30 a.m. to 7:45 p.m. Monday through Thursday, and 8:30 a.m. to 3:00 p.m. Friday. Summer hours are: 8:30 a.m. to 6:00 p.m. Monday through Thursday, and 8:30 a.m. to 3:00 p.m. Friday.

The Pauline Benoit Rice Language Lab serves ESL and language students. English 50 students use the lab as their classroom, as do students in French and Spanish classes.

The Writing Lab continues to use its online tutoring service which is available only during regular lab hours. Students access the service by sending email to imperialwritingtutor@hotmail.com.

The Math Lab fall, spring, and summer hours are: 8:00 a.m. to 9:00 p.m. Monday through Thursday, 8:00 a.m. to 5:00 p.m., Friday, and 8:00 a.m. to 1:00 p.m. Saturday.

Self Evaluation

The college meets the standard. Students and other personnel responsible for student learning programs have adequate access to the library and other learning support services, regardless of their location or means of delivery.

Actionable Improvement Plans

None

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Imperial Valley College provides effective maintenance and security for its library and other learning support services. Spencer Library Media Center has a Check Point magnetic detection gate system with magnetic tagging to protect the Library collection from theft. This gate system also has a counter that tracks the number of people exiting the library each day.

Since the Study Skills Center resides inside the Spencer Library Media Center, it shares external security with the library. Internally, all equipment that is available to the public during business hours is secured when the center closes.

There is no separate protection for the Study Skills Center between the time it closes at 5:00 p.m. Monday through Thursday and when the library closes at 8:00 p.m. However, since any sensitive equipment is locked in individual rooms, this is not an issue.

The Reading and Writing Lab, Language Lab, and Business Lab are located in the 2600 building, which has an alarm system. Only staff has security codes for the alarm system. If late classes are held in the lab, a staff member is present to set the alarm and close the building.

General computer technical service relating to program utility is available through the Learning Services Technician. Computers are routinely set up to prevent students from altering general settings and harming any of the installed educational software. Informational Technology personnel routinely update computers and installs software as needed.

Self Evaluation

The college meets the standard. Effective maintenance and security is provided for the institution's library and other support services.

Actionable Improvement Plans

None

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

The Learning Services Division formal agreements with external entities are board approved. The college has a contract with SirsiDynix for services and maintenance of the integrated library system (IIC1 SirsiDynix Schedule Agreement).[27]

As a member of the Council of Chief Librarians (CCL), Imperial Valley College is also part of the cooperative purchasing agreement for periodical databases sponsored by CCL and the Community College League (IIC1 CCL Library Consortium).[28] All of the college's periodical databases are purchased through this agreement. In addition, the college has access to a collection of EBSCO Publishing databases purchased for all California Community Colleges through TTAC funding effective January 2012 (IIC1 Notification of Statewide Electronic Library Resource Provision).[29]

At Learning Support Services, the various tutoring services that utilize instructor-recommended software use both on-site programs and Internet-based programs that are either bought outright, accessed through fees students pay, or used by license. Fees and licenses are renewed periodically as required.

The My Reading Lab program used in the Reading and Writing Lab and the Language Lab is not licensed; students who purchase an access code directly from Pearson publishers access it on an individual basis. The college will continue to use and support the program as long as students continue to buy access (IIC1 My Reading Lab Agreement).[30] The college is Pearson's largest user of the My Reading Lab program and is being supplied with its own technical support person to help with program glitches and modifications. For general student concerns, there is a customer service number and a chat room in which students may speak directly to a representative to resolve registration and login issues (IIC1 Resolving Issues with My Reading Lab).[31]

The Skills Tutor program continues to be used. The license includes telephone support, and there is ongoing contact with the sales representative.

The TutorTrac software package was purchased with the Premium Support package. The Support contract is renewable every year for. The college renewed the agreement and purchased a support package for the upgraded version of the program.

The Study Skills Center, Math Lab, and Business Lab also use the TutorTrac program to log students and tutors into and out of the labs.

The Math Lab uses purchased software and Internet-based programs to assist students in their math work (IIC1 Math Lab Software Inventory).[32]

The Business Lab uses purchased software and internet-based programs to provide students access to the assistance they need for their schoolwork (IIC1 Business Lab Software Inventory).[33]

Self Evaluation

The college meets the standard. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services, it documents formal agreements and assures that such resources and services are adequate for the institution's intended purposes. The performance of these services is evaluated on a regular basis.

Actionable Improvement Plans

None

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

For Learning Support Services, resources used by the various tutoring centers are suggested by instructors and department chairs in the departments whose students the centers serve. Those instructors and department chairs determine how suitable the programs are in addressing student needs.

The centers conduct student surveys in order to assess the students' satisfaction with the programs, and the Learning Services Coordinator completes regular Service Area Outcomes (SAO) assessments in order to determine whether and to what degree students take advantage of the tutoring services (IIC2 SAO Cycle Assessment RWL Phase 1 and 2 Spring 2012).[34]

At the Study Skills Center in fall 2010, out of 83 respondents, 82% rated service as outstanding, and 81% were very satisfied with the help they received from tutors (IIC2 Study Skills Center Survey, Fall 2010).[35]

Surveys from fall 2009 resulted in 76 responses for the Reading and Writing Lab, and Language Lab. Some 44.7% of the respondents indicated that they were very satisfied with the lab programs and the help they received, and 23% said that they were somewhat satisfied (IIC2 Language Lab Spanish and ESL Results Spring 2011; Language Lab My Reading Lab Survey Spring 2011).[36]

Surveys from fall 2010 at the Math Lab resulted in 29 responses, and most respondents indicated that they were very satisfied with the program and the help they received, a 7.2 average on a scale of 10 (IIC2 Math Lab Survey Fall 2010).[37]

Business and Computer Information Systems (CIS) students who use the Business Lab use programs prescribed by the Business and CIS Departments (IIC2 Business Lab Software Inventory).[38] Other students use the lab as a convenient place to work on assignments for other classes. Given these conditions, surveys are not deemed helpful in evaluating lab programs and services.

The Study Skills Center, Reading and Writing Lab, Language Lab, and Math Lab offer specific tutoring services and use student surveys to assess the centers' performance and adjust for the future. Input from faculty is invited and considered.

Since the Business Lab offers computers and software students need in order to do work for their classes but does not provide specific tutoring, no assessment other than attendance records is deemed necessary.

Self Evaluation

The college meets the standard. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. The evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes and are used as the basis for improvement.

Actionable Improvement Plans

None

Standard II.C. Library and Learning Support Services - Evidence Citations

[1] IIC1 Online Public Access Catalog
[2] IIC1 My Reading Lab Agreement
[3] IIC1 My Reading Lab Sheet, Spring 2010
[4] IIC1 Reading Lab Student Survey Results Spring 2012
[5] IIC1 Reading Lab Report Spring 2011
[6] IIC1 LRNA 800 Course Outline of Record
[7] IIC1 Board Minutes, 5/16/06
[8] IIC1 Reading Lab Orientation Schedule, Fall 2012
[9] IIC1TutorTrac
[10] IIC1 Lab Usage Report, Fall 2012
[11] IIC1 Assignment Guidelines
[12] IIC1 Language Lab Resource Inventory, Fall 2012
[13] IIC1 Language Lab Orientation Schedule Fall 2012
[14] IIC1 Language Lab My Reading Lab Student Survey Results, Spring 2011; Language Lab Spanish and ESL Results, Spring 2011
[15] IIC1 EDUC 202 Syllabus, Spring 2010
[16] IIC1 Classes Tutored, Spring 2011
[17] IIC1TutorTrac
[18] IIC1 SSC Referral for Tutorial Assistance
[19] IIC1 Study Skills Center Survey, Fall 2010
[20] IIC1 Math Lab Student Survey, Fall 2010
[21] IIC1 Study Skills Center Workshops, Fall 2011
[22] IIC1 Reading Lab Orientation Schedule Fall 2012, Language Lab Orientation Schedule Spring 2012
[23] IIC1 Writing Center Workshops, Fall 2011
[24] IIC1 Math Lab Workshops
[25] IIC1 Library Website
[26] IIC1 Language Lab My Reading Lab Survey Results Spring 2012; Reading Lab Student Survey Results Spring 2012
[27] IIC1 SirsiDynix Schedule Agreement
[28] IIC1 CCL Library Consortium.
[29] IIC1 Notification of Statewide Electronic Library Resource Provision
[30] IIC1 My Reading Lab Agreement
[31] IIC1 Resolving Issues with My Reading Lab
[32] IIC1 Math Lab Software Inventory
[33] IIC1 Business Lab Software Inventory
[34] IIC2 SAO Cycle Assessment RWL Phase 1 and 2 Spring 2012
[35] IIC2 Study Skills Center Survey, Fall 2010
[36] IIC2 Language Lab Spanish and ESL Results Spring 2011; Language Lab My Reading Lab Survey Spring 2011
[37] IIC2 Math Lab Survey Fall 2010
[38] IIC2 Business Lab Software Inventory

Standard III.
Resources

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Standard III: Resources

Standard III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Imperial Valley College continues to assure the faculty hired are qualified based on the Chancellor's requirements as defined in the March 2010 Minimum Qualifications for Faculty and Administrators in California Community Colleges (IIIA1 CCCCO, Minimum Qualifications Handbook, 2010-2012).[1] Any potential exceptions to the Chancellor's requirement are reviewed by the Equivalency Committee, which has recently completed a thorough process revision. The Equivalency Committee process was approved by the Academic Senate and the Board of Trustees on October 19, 2011 (IIIA1 Equivalency Process Changes, 10/19/11).[2] Once hired, faculty are evaluated through the tenure process as defined in the CTA contract. The current tenure process has been and continues to be reviewed by the Administration, Academic Senate and faculty union. Tenure-track faculty is required to be evaluated during the second, fourth and seventh semester of the probationary period (IIIA1 CTA Contract, 2012-2013, Article 11 - Tenure Review).[3]

<u>Self-Evaluation</u>

The institution meets the standard by supporting the quality and integrity of its programs and services through the employment of qualified personnel. Continual support of qualified personnel is evidenced by the Equivalency Committee process, tenure process, and regular evaluation.

<u>Actionable Improvement Plans</u>

None

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for

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selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

The faculty hiring procedures include requirements for official transcripts, references, and a screening committee made up of faculty members from within the service area.

The current hiring procedures require that the job announcement clearly states the job specifications, sets forth those skills necessary for job performance, and includes the required training and experience related to those skills. After receiving a request for hire, Human Resources staff will review the job description with the area administrator to keep them as updated and accurate as possible. Additional reviews are completed by the Chief Human Resources Officer (CHRO) related to budget, program review, and the Staffing Plan prioritization.

Faculty hiring procedures require representation of faculty members: "To ensure equal opportunity, each selection committee will be made up of six members of whom a maximum of 50% can come from the specific division advertising the position with the remaining committee members coming from <u>outside</u> the division. Larger even-numbered committees may be approved by the Equal Employment Opportunity Officer for positions where community membership on the committee is solicited from a representative base of Imperial Valley residents."

Self-Evaluation

The college meets the standard through its adherence to high standards for hiring, supporting both quality and fairness.

Actionable Improvement Plans

None

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

The college has made progress in the timely evaluation of part-time, non-tenured, tenure-track, and tenured faculty and are now all on target for systematic review. The college recently went through a reorganization of the academic services to realign a model of CIO

and Division Chairs into a structure that now includes Instructional Deans and department chairs which will help assist with evaluations in a timely manner which was successful (IIIA1 Organizational Chart 2008);[4] (IIIA1 Organizational Chart 2010);[5] (IIIA1 Organizational Chart 2012).[6] In 2011 one of the Instructional Deans resigned and the district did not replace this position. In 2012 the district did not renew the contracts of the remaining two Instructional Deans (that were added as a part of the 2010 reorganization). The district will need to evaluate this revised organizational structure again in 2013, and include any impact on the evaluation process.

The district has also been working with the Academic Senate and the bargaining unit to revise the tenure process. In 2010 the Academic Senate formed a subcommittee to provide recommendations regarding the tenure modifications including revisions to the evaluation timeline and forms (IIIA1 Minutes, Academic Senate 12/1/10, p. 7).[7] Included in these discussions were the methodology considerations for the evaluation of faculty that teach online/hybrid courses (IIIA1 CTA Contract, 2012-2013, Article 11 – Tenure Review).[8] The Position Paper was reviewed and discussed by the Academic Senate in spring 2010, with action tabled. The Academic Senate discussed this procedure on several occasions, and postponed the approval of recommended modifications (IIIA1 Minutes, Academic Senate, 3/17/10, Position Paper);[9] (IIIA1 Academic Senate Minutes, 3/17/10, p. 3).[10]

Human Resources has also begun working closely with new Information Technology personnel to develop a variety of automated reports, which include data related to the tracking of evaluations. Currently HR staff manually compiles spreadsheets in order to notify supervisors of evaluations (IIIA1 Performance Appraisals Summary Report, 10/5/12).[11] In the near future, these reports are going to be sent automatically (in electronic format via email) to their immediate supervisor at a pre-designated date and time. A follow-up report will be sent to the area administrator at a separate point in time noting evaluations that have (and have not) been completed. Both processes should be sent prior to any contractual deadlines in an attempt to help ensure evaluations are completed. Those not completed are compiled in a list will be sent to the Executive Council. A separate Probationary Employee process will also be automated. Related forms and information are linked to the Human Resources website and are in an easy to complete format (IIIA1 Imperial Valley College Human Resources Website, Forms).[12]

Self-Evaluation

The institution meets the standard through regular evaluation of personnel aimed at improvement and support of institutional goals.

Actionable Improvement Plans

None

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

In December 2008, the faculty bargaining unit and the district signed a Memorandum of Understanding that removed the requirement for full-time faculty to schedule ten "by-appointment" hours per week in order to allow a reasonable amount of time for "developing, assessing, and evaluating student learning outcomes" and other professional duties (IIIA1 CTA Memorandum of Understanding, 12/11/08, Workload & Office Hours).[13] In July 2010, the faculty bargaining unit and the district signed a Memorandum of Understanding that changed the requirement for full-time faculty to schedule five office hours per week to four hours per week with eleven "allied and professional duties" hours per week for "developing, assessing, and evaluating student learning outcomes" (IIIA1 CTA Tentative Agreement, 5/12/10, Office hours & Committee Assignments).[14]

The existing Tenure Self-Assessment asks faculty to list their participation in committees and special assignments, but does not link Student Learning Outcomes (SLOs) specifically with the evaluation of the faculty member. Such an issue must be part of contract negotiations. Faculty members have noted class objectives and related course SLOs on documents submitted prior to their peer and administrative classroom observations (IIIA1 CTA Contract, 2012-2013, Tenure Review Self-Assessment Form).[15]

<u>Self-Evaluation</u>

The college partially meets the standard. Faculty regularly evaluates student learning outcomes and uses the data to improve instruction effectiveness through discussion and revision.   However, the college does not link student learning outcomes specifically with evaluation of faculty.

<u>Actionable Improvement Plans</u>

None

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

In 2008, the HR office and Superintendent/President showed the DVD *Ethics in The Workplace*, produced by the Society for Human Resource Management and held general discussions about ethics and related policies afterward (IIIA1 Ethics in the Workplace Training, Attendance Roster, 7/22/08).[16]

In 2011 and 2012, disciplinary action and employment terminations occurred based on violations of district policies including the Institutional Code of Ethics. The Institutional Code of Ethics remains posted on the college website. The college administrative and management staff continue to discuss the importance of ethics in the workplace and are

invited to attend related trainings by Liebert Cassidy Whitmore (IIIA1 AP 3050, Institutional Code of Ethics).[17]

<u>Self-Evaluation</u>

The institution meets the standard through upholding and supporting the Institutional Code of Ethics.

<u>Actionable Improvement Plans</u>

None

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

A review of recent Faculty Obligation Number (FON) reports demonstrate that while the college has increased the ratio of part-time faculty to full-time faculty, the full-time faculty number remains well above the state guideline (IIIA2 Fall 2011 Faculty Obligation Report, 2/22/12);[18] (IIIA Fall 2012 Faculty Obligation Report (draft), 10/5/12).[19] The newly formed Staffing Committee has begun reviewing certain faculty and staff data analytics and makes considerations for employment requests listed in program reviews to make prioritization recommendations in the Staffing Plan (IIIA2 Staffing Committee Minutes, 3/5/12);[20] (IIIA2 Staffing Committee Minutes, 3/28/12);[21] (IIIA2 Staffing Committee Minutes, 4/2/12);[22] (IIIA2 Staffing Committee Minutes, 4/23/12);[23])IIIA2 Staffing Committee Minutes, 5/21/12).[24]

The college administrative staff numbers have been reduced, yet key positions remain relatively stable compared to recent previous years. The same Chief Instructional Officer (CIO), Chief Business Officer (CBO), and the Chief Human Resources Officer (CHRO) have each been at the college for at least five years. The long-time Chief Student Services Office (CSSO) became the interim Superintendent/President and one of the Student Services area Deans became the acting CSSO in 2011. As part of the 2010 reorganization the college replaced the retired Chief Technology Officer (CTO) and changed the position from Dean to Vice President. Three additional Instructional Deans were added (for a total of six) for almost two years, but these positions have since been reduced. A dean position was also reduced (from three to two) following a retirement in Student Services (IIIA2 Organizational Chart 2008);[25] (IIIA2 Organizational Chart 2010);[26] (IIIA2 Board Minutes, 3/17/10, Resolution No. 14634, 14635, 14636, 14637, 14638);[27] (IIIA2 Organizational Chart 2012);[28] (IIIA2 Board Minutes, 3/06/12, President's Org Proposal).[29] The Chief Executive Officer (CEO) retired in spring 2011 and the position was filled on an interim basis by the CSSO, who was later hired as the permanent CEO in July 2012 (IIIA2 Board Agenda, Resolution No. 15329, Employment of Superintendent/President, 5/16/12).[30]

Classified staff has been reduced (by attrition and layoff) in an attempt to "right size" the college support structure. A total of eight layoffs occurred in 2011-2012 and nine positions were eliminated after July 1, 2012. While services have been impacted, the focus of reductions was to ensure that the college's core services would continue. That theme will continue to carry forward in order to reach a balanced point of fiscal stability.

Self-Evaluation

The institution meets the standard because a sufficient number of staff and administrators with appropriate preparation and experience provide the administrative services necessary to support the institution's mission and purposes.

Actionable Improvement Plans

None

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

The college continuously reviews, develops, and posts personnel policies and procedures. In early 2012 the college revised the centralized area where all district policies and procedures are located (IIIA3 Board Docs, Polices & Procedures Website).[31] The Superintendent/President's Executive Assistant and HR's Administrative Assistant attended a training conference hosted by Community College League of California (CCLC) and has revised the procedures for the development, review, and notification to the campus (IIIA3 Board Policy & Administrative Procedure Process and Flowchart, 10/3/12).[32]

Self-Evaluation

The college meets the standard because personnel policies are equitably and consistently administered.

Actionable Improvement Plans

None

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Written employment policies and procedures related to employment remain posted on the Human Resource website (IIIA3 Board Docs, Policies & Procedures Website).[33] Policies and procedures ensuring fairness begin with the hiring process and continue throughout employment. An example of continuing to ensure fairness and collaboration with shared

governance is the creation of the Employee Conflict Resolution Procedure and the second revision to the Request to Hire form based on a recommendation from the College Council (IIIA3 Request to Hire Form;[34] IIIA3 Request to Hire Form Website;[35] IIIA3 Employee Conflict Resolution Procedure;[36] IIIA3 Employee Conflict Resolution Form).[37] The Employee Conflict Resolution procedure can be used by a college employee to try and reach a resolution to a conflict that does not rise to the level of a grievance, harassment or discrimination. The procedure is initiated with a simple two-question form and involves the Human Resources office and the employee's supervisors. The employee receives a written response to the complaint and has the opportunity to indicate if the issue has been resolved or if further action is required.

Self-Evaluation

The institution meets the standard through establishment and adherence to written policies ensuring fairness in all employment procedures.

Actionable Improvement Plans

None

III.A.3.b. The institution provides security for and confidentiality of personnel records. Each employee has access to his or her records in accordance with law.

Administrative Procedure 7145 requires that all personnel records be maintained as secure and confidential (IIIA3 AP 7145, Personnel Files).[38] College procedures require that only those individuals with authorization have access to personnel files. These procedures are reiterated in the employment contracts with each of the bargaining units' collective bargaining agreements. Personnel files are maintained in the Human Resources office and cannot be removed from that office. Files are kept in locked, fire-proof file cabinets, and only Human Resources staff members have access to the keys to the cabinets, which are also kept in a secure location.

Files can be viewed by the individual, his or her supervisor, or a person authorized by the individual whose file is being reviewed, at any time the Human Resources office is open. Every personnel file has a cover sheet document that includes detailed information related to personnel file access (IIIA3 Personnel File Checklist Form).[39] Human Resources staff members make every effort to make files available for employees' own review at any time that is mutually convenient.

Self-Evaluation

The college meets the standard through providing security for and confidentiality of personnel records while allowing each employee access to his or her records in accordance with law.

<u>**Actionable Improvement Plans**</u>

None

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Harassment and Discrimination Prevention training has been mandated for all employee groups, and was also made available in an online version for non-supervisory employees (IIIA4 Online Harassment Training Instructions).[40] A website was created to provide a centralized location for training information and up-coming opportunities (IIIA4 Professional Development Website Website).[41] The college has extended opportunities for administration, management, and department chairs to attend employment law training offered by Liebert Cassidy Whitmore (IIIA4 Liebert Cassidy Whitmore Training Schedule 2012-2013).[42]

The college has worked to address the perception of inconsistency in the treatment of employees. Procedures like the Employee Conflict Resolution were developed in order to give everyone a voice and help ensure integrity of treatment (IIIA4 Employee Conflict Resolution Procedure).[43] The Employee of the Month award recognizes exceptional employees, and the Great Employee Moments (GEM) program gives staff and faculty from all areas a chance to express thanks and appreciation for a job well done (IIIA4 Employee of the Month Nomination Form Website[44]; IIIA4 Great Employee Moment Website).[45] Sexual harassment and discrimination prevention training sessions were revised and then required of all employees (IIIA4 Sexual Harassment Training Regulations, 8/17/07).[46] The college revised requirements for committee bylaws to help ensure that all constituent groups are appropriately represented and can voice their opinions. Finally, the college is reviewing its Commitment to Diversity procedures, which include the composition and functions of an Equal Employment Opportunity Committee. One of the committee's functions is to revise and monitor implementation of the College's Faculty and Staff Diversity Plan.

Equity and diversity are considered and included in policies and practices. The HR office established Show How IVC Needs Everyone (SHINE) in 2008 as a way to help remind the campus of the importance of inclusion (IIIA4 SHINE Website).[47] In 2011, the college appointed its first Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) coordinator (IIIA4 Board Agenda, Resolution No. 15362, Volunteer Agreement-Campus LGBTQ Designee, 5/16/12)[48] who has since formed an LGBTQ club which has recently participated with Juanita Salazar Lowe Gallery committee members in its first public event on campus (IIIA4 Flyer, LGBTQ "Out in the Valley," 10/4/12).[49]

At the newly formed Staffing Committee's second meeting, Equal Employment Opportunity (EEO) information and college employee data was shared and discussed (IIIA4 Staffing Committee Minutes, 1/23/12;[50] IIIA4 Staffing Committee Meeting, Employee Ethnicity Statistics, 1/23/12).[51] That data was also posted on the HR website and emailed to all employees.

Self-Evaluation

The college meets the standard by demonstrating through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Actionable Improvement Plans

None

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Through the college's Basic Skills program, ATLAS grant, Nursing Retention grant, and various workforce development grants, faculty continues to be offered staff development programs on teaching strategies to increase student retention and success. The college also continues to offer several student learning outcome workshops on institutional, program, and course level SLOs. Additional workshops and staff development offerings have centered on distance education, curriculum development, and CurricUNET training. The campus has continued to fund the technology training center to assist faculty and staff use of technology and has maintained work environment training. Faculty teaching in the 2700 building (housing science labs and classrooms) received training on the smart classroom technology, lab safety and operations, and technology in the planetarium. In January 2011, the college offered a Professional Development Day for all faculty and staff. The 2011-2012 faculty contract added flex days to the calendar. Information collected from the Professional Development Day assisted in the development of the Flex Day in August 2011. There was an additional Flex Day in June 2012. The college has also extended opportunities for administration and management to attend Liebert Cassidy Whitmore trainings. The college continues to offer harassment and discrimination prevention training on an ongoing basis, each semester. The Professional and Staff Development website helps facilitate communication of other opportunities (IIIA4 Professional Development Website).[52]

The college complies with the American Disability Act (ADA) and facilitates accommodations when staff/faculty completes an accommodation forms on the Human Resources website (IIIA4 Non-Discrimination (ADA) Policy Website).[53] Annually, the Disabled Student Program and Services (DSP&S) department provides an awareness event for staff and faculty as well as students. Additionally, the current program review processes drive the review and evaluation of the staff/faculty needs that are weighed and considered before revision of the Professional Development Plan.

Self-Evaluation

The institution meets the standard through creating and maintaining appropriate programs, practices and services to support its diverse personnel.

Actionable Improvement Plans

None

III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

A significant change to how EEO and diversity information are reviewed and disseminated began in 2012 through the recently formed Staffing Committee. Human Resources continues to disseminate findings from the annual assessment of employment equity and diversity to the college community and place the findings on the Human Resources website (IIIA4 Ethnicity Data, 3/20/12;[54] IIIA4 Human Resources Website, Ethnicity Data Website Link).[55] With the implementation of a component of the Human Resources Information System (HRIS), all faculty and staff information is being updated with EEO information which will assist in additional reports showing diversity trends and statistics. The CHRO gave a presentation at a regular Board meeting which included some related EEO statistics and demographic information.

At the second meeting of the Staffing Committee, Equal Employment and Diversity data and information was disseminated and discussed (IIIA4 IVC Ethnicity Data 3/20/12;[56] IIIA4 Human Resources Website, Ethnicity Data Website).[57]

Self-Evaluation

In consistency with its mission, the institution meets the standard because of regular assessment of its record in employment equity and diversity.

Actionable Improvement Plans

None

III.A.4.c. The institution subscribes to, advocates for, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

The college has worked to provide consistency in the treatment of employees. Procedures such as the Employee Conflict Resolution were developed in order to give everyone a voice and help ensure integrity of treatment. The Employee of the Month recognizes exceptional employees and the Great Employee Moments (GEM) program gives staff and faculty from all areas a chance to express thanks and appreciation for a job well done. Sexual harassment and discrimination prevention training sessions were revised and then required of all employees. There is an opportunity for individual professional development through the Gaining Leadership Expertise Aptitude and Mentoring (GLEAM) program. The college revised requirements for committee bylaws to help ensure that all constituent groups are

appropriately represented and have an opportunity to voice their opinions. Finally, one of the functions of the Equal Employment Opportunity Committee is to revise and monitor implementation of the college's Faculty and Staff Diversity Plan (IIIA4 Employee Conflict Resolution Procedure;[58] IIIA4 Great Employee Moment (GEM) Website;[59] IIIA4 Employee Of The Month Nomination Form Website).[60]

Self-Evaluation

The college meets the standard by demonstrating integrity in the treatment of all its personnel and students.

Actionable Improvement Plans

None

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

The district continues to grapple with providing effective professional development to all groups on campus. In January 2011, the Human Resources Office coordinated a college Professional Development Day, entitled "Finding Our Formula" (IIIA5 Professional Development Day, Information Booklet, 1/27/11).[61] Based on participation levels and survey feedback the college and faculty union agreed to initiate a total of two flex days (12 hours) in the 2010-2011 academic calendar (IIIA5 Professional Development Day, Survey, 2/29/11).[62] There was also an agreement to provide a stipend for a faculty coordinator(s) of the Flex program. Following the initial flex day (1 of 2), the district received a "Cease and Desist" letter from the faculty labor union regarding the flex time credit. The district's executive team contacted officials at the California Chancellor's office and responded to the labor union, noting the specific guidelines allowable for flex time "in lieu of" instructional time (and the requirement to round hours in a specific manner). Ultimately, an agreement was reached which involved a reduction in Spring 2012 office hours for flex participation (IIIA5 CTA MOU, Flex Days, 10/11/11).[63] Beyond the 2011-2012 academic year, there is no clear path for moving forward with flex as a professional development option. The district has continued to offer supervisory and management training sessions as part of the local consortium contract with Liebert Cassidy Whitmore (IIIA5 Liebert Cassidy Whitmore, Trainings Schedule, 2011-2012[64]; IIIA5 Liebert Cassidy Whitmore, Trainings Schedule, 2012-2013).[65] In an effort to further explore professional development options at IVC in a collaborative manner, the district integrated time in the fall 2012 schedule for the Academic Senate's proposed College Hour. This concept is in its infancy stage and will need refinement as to purposes and goals. The results and impact on students and staff will be evaluated and College Hour will be revised in accordance with findings.

Self-Evaluation

The institution meets the standard by providing all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Actionable Improvement Plans

None

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

In January 2011, the college offered a Professional Development Day for all faculty and staff. The subsequent faculty contract added two Flex Days to the calendar (IIIA5 CTA Contract, 2011-2012, Calendar with Flex Days).[66] Information collected from the Professional Development Day assisted in the development of the Flex Day schedule which took place in August 2011 (IIIA5 Professional Development Day Survey, 2/29/11).[67] There was an additional Flex Day in June 2012, although there were further negotiations and an MOU compiled regarding how the faculty would be given credit for time "in lieu of instructional time" (IIIA5 CTA MOU, Flex Days, 10/11/11).[68]

The college continues to offer harassment and discrimination prevention training on an ongoing basis, each semester (IIIA5 Harassment & Discrimination Prevention Training, Fall 2012;[69] IIIA5 Harassment & Discrimination Prevention Training, Spring 2012;[70] IIIA5 Harassment & Discrimination Prevention Training, Fall 2011).[71] The college has also extended opportunities for training in employment law and computer technology.

Finally, the institution has been able to offer a variety of robust training opportunities for faculty through the ATLAS Project, a five year, $3 million dollar grant that was awarded to IVC by the U.S. Department of Education in 2010. ATLAS has provided a robust series of trainings focusing on developing a better understanding of the diverse needs and learning styles of our student population. The ATLAS project has been organizing workshops and trainings in the areas of culturally responsive teaching, collaborative teaching and, and social media and technology (IIIA5 ATLAS Innovations conference 2012).[72]   ATLAS's influence has also spread to campus-wide professional development; for example, the August 2011 Flex Day activities included two sessions on collaborative teaching and learning (IIIA5 Flex Day schedule 2011).[73] The grant has also been able to acquire new equipment and software that expands the ways in which faculty can utilize technology both in the classroom and beyond (IIIA5 ATLAS Grant Website).[74]

Self-Evaluation

The institution partially meets the standard by providing all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Actionable Improvement Plans

In order to ensure that the needs of all personnel are met, the college will review the recently implemented college hour, assess the current reassigned time for faculty coordinators of Professional Development activities, and conduct staff surveys related to professional development needs.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Participants are typically offered the opportunity to complete an evaluation soon after attending a professional development program. Some examples include the Professional Development Day survey, the on-going Harassment and Discrimination Prevention sessions, and post-session evaluations from Liebert Cassidy Whitmore (IIIA5 Professional Development Day Survey, 2/29/11;[75] IIIA5 Harassment & Discrimination Prevention Evaluation Form;[76] IIIA5 Liebert Cassidy Whitmore Training Evaluation Form).[77]

Results of the 2011 Professional Development Day survey were reviewed and feedback was used in advocating the reintroduction of two flex days. That survey also led to the recommendation to provide a stipend for a Staff Development Coordinator (IIIA5 CTA Contract, 2012-2013, Article 17.14.4 – Staff Development Coordinator).[78]

Self-Evaluation

The college meets the standard. Professional development programs are systematically evaluated and the results of these evaluations are used as the basis for improvement.

Actionable Improvement Plans

None

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

The Human Resources office has facilitated a number of strategic, operational, and organizational changes aimed at increasing institutional effectiveness and planning processes.

The college has changed the way it evaluates human capital needs. There is a more collective lens used to make personnel employment decisions and how employment relates to the Educational Master Plan. To that end, the staff planning component of the Educational Master Planning Committee was perceived so critical to the district's planning that the HR office drafted, presented, and collected feedback from the Academic Senate and College Council in order to form the Staffing Committee (IIIA6 Board Minutes 10/19/11, Resolution No. 15170, Approval of Staffing Committee).[79] The committee affords the campus community a chance to analyze, provide input, and make recommendations about staffing-related issues. The Staffing Committee is charged with four broad categories within its purview:

- Analysis and planning of district staffing needs.
- Equal Employment Opportunity (EEO) and diversity policies and procedures.
- Classification and reclassification of district staff.
- Consideration of organizational structure and function.

The college has also conducted an evaluation of the organizational restructure which began in 2010. Participatory governance committees (College Council and Academic Senate) have provided recommendations to the Executive Council (IIIA6 College Council Minutes, 3/06/12, pp. 2-4;[80] IIIA6 Academic Senate Minutes, 2/29/12, pp. 1-2).[81] The Superintendent/President reviewed those recommendations and presented suggested modifications to the Board of Trustees on March 6, 2012 (IIIA6 Board Agenda, 3/7/12, Discussion Item - President Reorganization Recommendations).[82]

Concurrently, there have been continuous efforts to realign and organize to make the most efficient use of resources within the constraints of a reduced budget. As an example, the Information Technology (IT) department analyzed current institutional needs (including a Fiscal Crisis Management Assistance Team [FCMAT] study) and subsequently made several significant changes to its structure and function. These changes in IT included better use of data (e.g. work order tracking systems) to demonstrate specific needs; IT then adjusted the type of personnel (through an elimination of certain obsolete positions and implementation of new positions) needed to meet those needs.

Operational recommendations were also received from a requested Financial Crisis and Management Assistance Team visit in November 2011 (IIIA6 FCMAT Management Review Report, 11/29/11).[83] One of the key suggestions included the integration of an operational data store (ODS) to allow the compilation of a variety of "ready-made" human capital reports (IIIA6 FCMAT Management Review Report, p. 32).[84] Examples of reports include: evaluations listed by supervisor and dates; department/division staffing levels (by FTE); staffing FTES to FTE ratios by division; turnover; salary information; leave balances; etc. (IIIA6 Staffing Levels Report Sample, 10/5/12).[85] These easily-accessed data reports will help the campus track staffing-related trends, forecasts future human capital needs, and focus on alignment with other established institutional plans (Strategic Plan, Facilities Plan, Educational Master Plan, Technology Plan, etc.). A close collaboration with the IT department has already yielded a variety of both conceptual and actual reports that will help the campus make human capital decisions based on data. A "dashboard" of important

Human Resources-related data points is in production and review stages. Another important component of the FCMAT analysis included several recommendations regarding the roles, interaction (communication and physical proximity), and internal control responsibilities between the HR office and payroll. Regardless of any future decisions to process payroll completely in-house (aka fiscal independence and not using Imperial County Office of Education [ICOE] to process payroll), there are several suggestions from FCMAT that the HR office has begun implementing, including: a separation from check disbursement; enhanced utilization of Banner to track employment data; documentation of processes related to timesheets and payroll. The payroll function was transferred to the HR office in June 2012. Several internal reviews are being conducted in order to ensure efficiencies, accuracy, systems integration, and compliance.

As the greatest general fund expenditure of the College, human capital and the related salary/benefits costs are a key consideration in developing institutional plans and priorities. The organizational lifecycle (measured by students) has taken a turn downward from a mode of growth in 2007-2008 to retraction. In order to match fixed labor costs to the reduced revenues, this level of retraction requires a subsequent plan for reduction to "right size" the college staffing levels.

The development of a Staffing Committee has led to a more defined link between annual Program Review (which includes staffing levels) and institutional planning related to human resources. One example is the Request to Hire Form which was revised and developed in an electronic format (similar to a work order ticket or purchase order). This format change will greatly assist in verification of the recruitment request purpose, the proper accounting of funds, and formation of a quantitative labor recruitment reports.

Self-Evaluation

The institution meets the standard because human resource planning is integrated with institutional planning. The effective use of human resources is systematically assessed and the results of the evaluation form the basis for improvement.

Actionable Improvement Plans

None

Standard III.A. Human Resources - Evidence Citations

[1] IIIA1 CCCCO, Minimum Qualifications Handbook, 2010-2012
[2] IIIA1 Equivalency Process Changes, 10/19/11
[3] IIIA1 CTA Contract, 2012-2013, Article 11 - Tenure Review
[4] IIIA1 Organizational Chart 2008
[5] IIIA1 Organizational Chart 2010
[6] IIIA1 Organizational Chart 2012
[7] IIIA1 Minutes, Academic Senate 12/1/10, p. 7
[8] IIIA1 CTA Contract, 2012-2013, Article 11 – Tenure Review
[9] IIIA1 Minutes, Academic Senate, 3/17/10, Position Paper
[10] IIIA1 Academic Senate Minutes, 3/17/10, p. 3
[11] IIIA1 Performance Appraisals Summary Report, 10/5/12
[12] IIIA1 Imperial Valley College Human Resources Website, Forms
[13] IIIA1 CTA Memorandum of Understanding, 12/11/08, Workload & Office Hours
[14] IIIA1 CTA Tentative Agreement, 5/12/10, Office hours & Committee Assignments
[15] IIIA1 CTA Contract, 2012-2013, Tenure Review Self-Assessment Form
[16] IIIA1 Ethics in the Workplace Training, Attendance Roster, 7/22/08
[17] IIIA1 AP 3050, Institutional Code of Ethics
[18] IIIA2 Fall 2011 Faculty Obligation Report, 2/22/12
[19] IIIA Fall 2012 Faculty Obligation Report (draft), 10/5/12
[20] IIIA2 Staffing Committee Minutes, 3/5/12
[21] IIIA2 Staffing Committee Minutes, 3/28/12
[22] IIIA2 Staffing Committee Minutes, 4/2/12
[23] IIIA2 Staffing Committee Minutes, 4/23/12
[24] IIIA2 Staffing Committee Minutes, 5/21/12
[25] IIIA2 Organizational Chart 2008
[26] IIIA2 Organizational Chart 2010
[27] IIIA2 Board Minutes, 3/17/10, Resolution No. 14634, 14635, 14636, 14637, 14638
[28] IIIA2 Organizational Chart 2012
[29] IIIA2 Board Minutes, 3/06/12, President's Org Proposal
[30] IIIA2 Board Agenda, Resolution No. 15329, Employment of Superintendent/President, 5/16/12
[31] IIIA3 Board Docs, Polices & Procedures Website
[32] IIIA3 Board Policy & Administrative Procedure Process and Flowchart, 10/3/12
[33] IIIA3 Board Docs, Policies & Procedures Website
[34] IIIA3 Request to Hire Form
[35] IIIA3 Request to Hire Form Website
[36] IIIA3 Employee Conflict Resolution Procedure
[37] IIIA3 Employee Conflict Resolution Form
[38] IIIA3 AP 7145, Personnel Files
[39] IIIA3 Personnel File Checklist Form
[40] IIIA4 Online Harassment Training Instructions
[41] IIIA4 Professional Development Website Website
[42] IIIA4 Liebert Cassidy Whitmore Training Schedule 2012-2013
[43] IIIA4 Employee Conflict Resolution Procedure
[44] IIIA4 Employee of the Month Nomination Form Link
[45] IIIA4 Great Employee Moment Link
[46] IIIA4 Sexual Harassment Training Regulations, 8/17/07
[47] IIIA4 SHINE Website Link
[48] IIIA4 Board Agenda, Resolution No. 15362, Volunteer Agreement-Campus LGBTQ Designee, 5/16/12
[49] IIIA4 Flyer, LGBTQ "Out in the Valley," 10/4/12
[50] IIIA4 Staffing Committee Minutes, 1/23/12
[51] IIIA4 Staffing Committee Meeting, Employee Ethnicity Statistics, 1/23/12
[52] IIIA4 Staff Development Website Link

[53] IIIA4 Non-Discrimination (ADA) Policy Website
[54] IIIA4 Ethnicity Data, 3/20/12
[55] IIIA4 Human Resources Website, Ethnicity Data Link
[56] IIIA4 IVC Ethnicity Data 3/20/12
[57] IIIA4 Human Resources Website, Ethnicity Data Link
[58] IIIA4 Employee Conflict Resolution Procedure
[59] IIIA4 Great Employee Moment (GEM) Website
[60] IIIA4 EOTM Website Link
[61] IIIA5 Professional Development Day, Information Booklet, 1/27/11
[62] IIIA5 Professional Development Day, Survey, 2/29/11
[63] IIIA5 CTA MOU, Flex Days, 10/11/11
[64] IIIA5 Liebert Cassidy Whitmore, Trainings Schedule, 2011-2012
[65] IIIA5 Liebert Cassidy Whitmore, Trainings Schedule, 2012-2013
[66] IIIA5 CTA Contract, 2011-2012, Calendar with Flex Days
[67] IIIA5 Professional Development Day Survey, 2/29/11
[68] IIIA5 CTA MOU, Flex Days, 10/11/11
[69] IIIA5 Harassment & Discrimination Prevention Training, Fall 2012
[70] IIIA5 Harassment & Discrimination Prevention Training, Spring 2012
[71] IIIA5 Harassment & Discrimination Prevention Training, Fall 2011
[72] IIIA5 ATLAS Innovations conference 2012
[73] IIIA5 Flex Day schedule 2011
[74] IIIA5 ATLAS Grant
[75] IIIA5 Professional Development Day Survey, 2/29/11
[76] IIIA5 Harassment & Discrimination Prevention Evaluation Form
[77] IIIA5 Liebert Cassidy Whitmore Training Evaluation Form
[78] IIIA5 CTA Contract, 2012-2013, Article 17.14.4 – Staff Development Coordinator
[79] IIIA6 Board Minutes 10/19/11, Resolution No. 15170, Approval of Staffing Committee
[80] IIIA6 College Council Minutes, 3/06/12, pp. 2-4
[81] IIIA6 Academic Senate Minutes, 2/29/12, pp. 1-2
[82] IIIA6 Board Agenda, 3/7/12, Discussion Item - President Reorganization Recommendations
[83] IIIA6 FCMAT Management Review Report, 11/29/11
[84] IIIA6 FCMAT Management Review Report, p. 32
[85] IIIA6 Staffing Levels Report Sample, 10/5/12

Standard III.B.   Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Imperial Valley College was established in 1961 and is the only community college serving residents of the Imperial County. The college consists of one campus centrally located in an unincorporated area of the County. The college has a total of 34 buildings with an outside gross square footage of 321,837 (IIIB1 Space Inventory 2011-2012).[1]

The college provides safe and sufficient physical resources that support and ensure the integrity and quality of its programs and services, regardless of location or means of delivery. The facilities are adequate to provide the student learning programs and services effectively. Additional resources funded by Bond Measure L have improved the facilities and equipment. Funds from Bond Measure J (November 2010, $58.6 million) will provide for new construction, renovation, and equipment (IIIB1 Measure L Sample Ballot;[2] IIIB1 Measure J Sample Ballot;[3] IIIB1 Citizens Bond Oversight Committee Presentation, 9/27/12).[4]

Physical resources are integrated with institutional planning through a visioning process that included community input and the development of a ten-year Facility Master Site Plan. IVC will continue to improve the integration of the program review process with the Facility Master Plan and the Educational Master Plan (IIIB1 Ten Year Facility Master Site Plan);[5] (IIIB1 Program Review Process);[6] (IIIB1 Educational Master Plan 2012-2013).[7]

The criteria used to ensure the institution's safety of facilities is a shared responsibility that occurs with the Environmental Health and Safety Committee, the Facilities and Environmental Improvements Committee, the Director of Maintenance and Operations and safety inspections conducted by our local Joint Powers Authority, County Fire Department, and County Health Department (IIIB1 Environmental Health & Safety Committee Webpage);[8] (IIIB1 Facilities and Environmental Improvements Committee Webpage).[9]

The district annually develops a Five Year Scheduled Maintenance Plan that addresses safety and physical plant needs and a Five Year Construction Plan that addresses the needs for future growth of the college. The Five Year Construction Plan is developed by the district architect and a facilities planning consultant who have obtained growth and program expansion information from the district via various participatory governance committees, the Executive Council, the Visioning Process, Admissions and Records, instruction, the Institutional Researcher, and the Fusion Software Program (IIIB1 Five Year Scheduled Maintenance Plan);[10] (IIIB1 Five Year Construction Plan).[11]

The evaluation process includes calculations of capacity load ratios to determine if there is underutilization or overutilization of space. This information is used to determine the need for construction or renovation. Through the program review process, program needs and services are evaluated and recommendations are brought forth for consideration.

Finally, the college supports its Distance Education program using contract services for the hosting of the learning management system, Blackboard Learn (IIIB1 Blackboard License and Service Agreement, 5/16/12).[12] The college intends to conduct an evaluation of the continued benefits of this service in the coming years to determine if it would be more beneficial to host the system locally.

<u>Self Evaluation</u>

In recognition of the need to modernize existing campus buildings (many of which are over 50 years old) and construct new facilities, the community passed two general obligation bonds: Measure L on November 2, 2004, in the amount of $58,600,000; and Measure J on November 2, 2010, for $80,000,000. Each bond is under the independent review of a local oversight committee. In addition to bond funds, the college has been able to access State Capital Project funding for modernization of the 400 Building, State Transportation funds for a new Bus Transfer Terminal, and Federal Transportation funds for roadway improvement. These additional funding sources helped maximize the impact of the college's bond-funded construction. As a result, the college has seen and will continue to see significant changes to its physical plant over the next several years with:

- Modernization of the 400 building, completed for fall 2012 classes (IIIB1 Resolution 15412 Completion 400 Building, 7/25/12)[13]
- 2700 building (70,000 gross square feet) completed for winter 2010 classes (IIIB1 Measure L report March 2009, pp. 4-5)[14]
- Art Gallery completed June 2011 (IIIB1 Resolution 15078 Art Gallery Completion, 7/27/11)[15]
- Bus Transfer Terminal II (with State PTMISEA funding) completed fall 2012 (IIIB1 Resolution 15194 Bus Transfer Terminal II Bids)[16]; (IIIB1 Cal EMA Site Visit Letter)[17]
- Two additional entrances to campus, road improvements, parking lot improvements, and a traffic signal at the main entrance (with Federal Transportation funds) completed summer 2012 (IIIB1 Resolution 14787 Aten Road Hwy 111, 8/18/10)[18]; (IIIB1 Resolution 14955 Traffic Signal 3/14/11)[19]
- Career Technical Education Facility to begin construction September 2012, with completion planned in 18 months (IIIB1 Resolution 15447 Career Tech Facility GMP 8/22/12) [20]; (IIIB1 3100 Building Site Plan)[21]; (IIIB1 3200 Building Site Plan)[22]
- New Library Learning Resource Facility plan submitted to the Chancellor's Office for funding consideration (IIIB1 Technology LLRC Building Final Project Proposal 7/27/11)[23]
- Renovation of the 900 building to begin winter 2012

- Renovation of buildings 200, 300, and 800 to begin construction within the next five years (based on ability to sell more of our bonds)

In addition, numerous remodeling, roofing, HVAC, and utility upgrades have been accomplished using bond funds.

All new and modernized facilities are designed to improve instructional effectiveness by providing an energy efficient and comfortable learning environment as well as supporting new technology standards. The new and modernized facilities are designed to reduce energy use and scheduled maintenance in order to better utilize physical resources. The facilities at IVC meet current needs, and construction plans have been developed to support future growth. The same criteria are used for new construction and renovation planning on all projects.

Program review, the Educational Master Plan, the Five Year Construction Plan, Visioning Process, facility condition assessments, and input from various participatory governance groups on campus such as Academic Senate, Instructional Council, Technology Planning Committee, Construction Committee, and Environmental Health and Safety Committee are relied upon in the ongoing planning process. Once plans have been developed, they are taken back and shared with the various committees via presentations by the district architect. The planning cycle includes review of areas that may be due for renovation and review of emerging student needs. All considerations are discussed before incorporation into the Five Year Construction Plan.

The same process occurs for equipment upgrades and purchases. The district supports the acquisition of technology equipment and infrastructure through input from the Technology Planning Committee and College Council. These purchase and upgrade requests are then incorporated into the annual district budget. This includes both equipment and licensing for software used to run on the equipment. The Technology Planning Committee provides input on technology projects and necessary support to achieve the desired outcomes (Technology Planning Committee Web Page).[24]

In October 2010, Campus Security transitioned from an outsourced process to an internal process with an increase in the number and skill level of the security guards from five to fifteen paid Campus Safety Officers and ten volunteer cadets from our POST (Police Officers Standards Training) Academy (IIIB1 Campus Security Announcement 10/1/10).[25] The Campus Safety and Security Department has been placed under a POST-certified Director of Campus Safety and Security. Having an in-house security staff and a full-time Director of Security heightens awareness of security needs and increases responsiveness (IIIB1 Campus Safety and Security Dept. Webpage).[26]

As an added level of security and safety the college has incorporated security cameras, automated external defibrillators (AEDs), and emergency call button poles as part of our building plan. We currently have a total of 48 security cameras on campus that are located in the 2700 building, College Center, on top of three emergency poles, and scattered throughout the parking lots. We have three emergency call button poles with plans to add more with

new construction. There is a plan in place to incorporate AEDs as part of all new construction projects.

Actionable Improvement Plans

Maintenance Department and Safety and Security Department personnel will conduct regular safety inspections of facilities and grounds to ensure a safe learning and working environment on campus. The college will continue to rely on input and expertise from our local agencies (Imperial County Fire Department, Imperial County Health Department, Regional Water Board, etc.) to ensure full compliance with all health and safety regulations. The college will also continue building on our relationship with the American Red Cross (IIIB1 Red Cross Shelter Agreement);[27] (IIIB1 Red Cross Supply Storage Agreement).[28]

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Physical resources planning at IVC is integrated with institutional planning. The planning and prioritization of the renovation of current facilities and the building of facilities is detailed in the Five Year Construction Plan. All purchases and maintenance of any software or hardware is coordinated by the IVC Information Technology Department (IIIB1 AP 6360 Contracts Electronic Systems and Material).[29]

Maintenance and operation of all physical facilities is the responsibility of the Director of Maintenance and Operations, who reports to the IVC Vice President for Business Services and is a member of the Environmental Health and Safety Committee, the Facilities and Environmental Improvements Committee, Administrative Council, and the Construction Committee (IIIB1 Environmental Health and Safety Committee Webpage)[30]; (IIIB1 Facilities and Environmental Improvements Committee Webpage).[31]

College facility needs are considered through the Environmental Health and Safety Committee, the Facilities and Environmental Improvements Committee, and Construction Committee with input from the district architect. After moving through the planning process and program review from the various participatory governance committees, plans for building, remodeling, and maintaining facilities are submitted for recommendation to the IVC Board of Trustees for approval.

Self Evaluation

Imperial Valley College's planning process includes input from faculty, staff, students, community members, and administrators as a part of the ongoing integrated planning cycle. The effectiveness of facilities and equipment are evaluated on a regular basis through the Facilities and Environmental Improvements Committee, Executive Council, and various subcommittees.

The physical resources of the district are used effectively through course scheduling designed to maximize space utilization and provide the greatest access for students. The Five Year Construction Plan is a significant tool which includes analysis of space usage that demonstrates the capacity load ratios to target areas that are in need of expansion as well as those areas that are underutilized (IIIB1 Five Year Construction Plan).[32]

The college has established subcommittees to guide the planning and implementation of each renovation and new construction project. These subcommittees oversee the coordination of facilities planning, budget development for facilities projects, and scheduled maintenance. The Five Year Construction Plan is updated annually.

Actionable Improvement Plans

None

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Facilities are designed, constructed, modernized, and remodeled according to building codes and the Americans with Disabilities Act (ADA), which require compliance with regulations regarding safety and handicap accessibility. The college has made a decision to strive for Leadership in Environmental Engineering and Design (LEED) Certification for all new constructions. Facilities construction and remodeling is reviewed by the California Division of the State Architect to ensure compliance with access and safety requirements. Facilities are maintained and operated in accordance with the California Occupational Safety and Health Act (Cal/OSHA).

All new construction and renovation projects are designed to facilitate ease of access for all individuals. Faculty, staff, and administrators are encouraged to take an active role in the maintenance of college facilities through the online Service Desk system (IIIB1 Maintenance Dept On-line Work Order Form).[33]

Self Evaluation

Physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.   The Director of Maintenance and Operations has primary supervisory responsibility for security, safety, and maintenance of all college buildings and grounds. The director regularly attends district Environmental Health and Safety meetings, construction meetings and Joint Powers Insurance Authority safety meetings to review safety and maintenance issues (IIIB1 Nielsen IVC - Projects Construction Meeting, 9/13/12).[34]

As a part of the overall analysis of the organization, all facilities have a master plan for scheduled maintenance to ensure that facilities are well maintained and provide the necessary quality for the students and staff. The Maintenance and Operations Director, with the assistance

of the Administrative Assistant for Business Services, have developed a schedule of deferred maintenance to be implemented when budgeted resources become available. These schedules include safety, security, access, and infrastructure upgrades to the campus (IIIB1 Five Year Scheduled Maintenance Plan).[35]

The Service Desk, an online work order ticket system, is available to all college staff. Via the Service Desk, college employees can quickly enter work requests for repair, maintenance, safety checks, and custodial services. Any areas identified as in need of repair are reported to the Maintenance and Operations staff who then take the necessary steps to complete the repair (IIIB1 Maintenance Dept On-line Work Order Memo)[36]; (IIIB1 Maintenance Department On-line Work Order Form).[37]

Actionable Improvement Plans

None

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

The Five Year Construction Plan is reviewed on an annual basis and updated as needed. This plan is derived through the Visioning Process, the program review process, and input from the campus community. A major component of this process is performing a capacity load ratio analysis as part of our space utilization review. This process helps us with long range planning to determine if expansion of the college campus is needed. The district architect and the Facilities and Environmental Improvements Committee have established an inclusive process for identifying new program needs and planned expansion of existing programs. New construction and renovation projects are submitted to the State Chancellor's Office to determine eligibility for state funding in an effort to minimize demand on local capital resources (IIIB2 Five Year Construction Plan 7/25/12)[38]; (IIIB2 Technology LLRC Building Final Project Proposal 7/27/11).[39]

Identification of funding required for facilities construction and maintenance is coordinated between the Vice President for Business Services and the district architect. In 2004 and then again in 2010, Imperial Valley College successfully passed two general obligation bonds to help support facility development and renovation. In order to determine staffing needs as new facilities are planned and opened for operation, the college turns to our campus stakeholder groups that will be utilizing the building, program review, and our Staffing Committee.

Requests for additional positions are submitted electronically via a request to hire form. The area supervisor submits the request to hire to his or her area vice president for approval, and then the form is channeled through the Business Office for verifying funds, Staffing

Committee for recommendation, president's office for approval, and Human Resources to start the hiring process. Long range capital plans support institutional improvement goals as outlined in the district Strategic Plan, the Educational Master Plan, and the Five Year Construction Plan (IIIB2 Educational Master Plan 2012-13)[40]; (IIIB2 Staffing Committee Minutes, 9/17/12)[41]; (IIIB2 On-line Request to Hire Form).[42]

Evaluation of facilities is an ongoing process involving the Director of Maintenance and Operations, the district architect, and the Facilities and Environmental Improvements Committee. Our online Service Desk is also a useful tool in helping us identify equipment that is beyond its useful life by allowing us to track service tickets. Findings from capacity load ratio analysis, course scheduling, and existing and proposed programs present the college with challenges. Through shared dialogue with the various participatory governance committees, ideas are developed for improving the utilization of facilities. All potential solutions are considered with input from administrators, faculty, staff, students, and the district architect. Additional discussion ensues between the Executive Council and College Council in order to find a suitable solution. Issues are tracked until resolved.

Self Evaluation

The Facilities and Environmental Improvements Committee, Executive Committee, and Construction Committee, in conjunction with the district architect, program review, and with community input, establish a Five Year Construction Plan which helps develop projected facility requirements. The Five Year Construction Plan addresses all new construction and renovation needs. The plan is reviewed and updated annually (IIIB2 Five Year Construction Plan).[43]

One example of this collaboration is the Career Technical Education facility. Since Imperial County has a very high unemployment rate, there is a great need for a trained labor force. Consequently, the need for the facility was identified through program review, and the planning process for the Career Technical Education Building was fast tracked in order to meet the current and future work force training needs of the community. The facility will house the construction, welding, electronics, POST, renewable energy, firefighter and EMT training programs. The project will also include the renovation of existing Auto Technology facilities (IIIB2 Citizens Bond Oversight Committee Presentation 9/27/12).[44]

Actionable Improvement Plans

The college will be improving the process of projecting the cost of ownership when planning for new construction. All new construction and modernization projects will have a cost of ownership budget developed during the planning phase of each project.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

College staff, the district architect, and facilities consultants annually compile the effective use of physical resources through the space inventory. Outcomes of space inventory evaluation, the district strategic plan, the college Educational Master Plan, Program Review, and other data serve as frameworks for the development of the Five Year Construction Plan ([IIIB2 Space Inventory 2011-2012](#))[45]; ([IIIB2 Program Review Process](#)).[46]

IVC's participatory governance committees evaluate college physical resources such as existing and planned uses of instructional space, office space, and support service space. After discussion, recommendations are forwarded to Executive Council for consideration.

Long-range capital plans are developed to support the improvement of our mission, the district strategic plan, and the college educational master plan. This process allows for the long-range planning to be staged in a manner that minimizes immediate demands on capital resources.

Facility plans are communicated through our various participatory governance committees, each of which has representation from our campus stakeholder groups.

<u>Self Evaluation</u>

Our physical resource planning cycle is shared with all stakeholder groups via our participatory governance committees.

The college relies on evaluation for improvement of facilities to meet the needs of students. The Facilities and Environmental Improvements Committee and Executive Committee review data. Decisions are based on recommendations from the district architect, the Director of Maintenance and Operations, and College Council. Equipment purchases are reviewed by the Facilities Resource Planning Committee and are prioritized so that the most crucial needs are addressed first.

A recent example would be a project that has been submitted to the Regional Water Board for consideration. It is getting very difficult and expensive trying to comply with our National Pollutant Discharge Elimination System (NPDES) permit for the discharging of water treatment effluent, and our water treatment specialist will be retiring in January 2013. The district has been researching the possibility of having the city of Imperial take over our water and sewer treatment services. The cost was prohibitive, so the Director of Maintenance and Operations suggested to the Executive Council the possibility of discharging our wastewater effluent into percolation/evaporation ponds in an effort to try and lower cost, get out of a permit that is becoming difficult to comply with, and to hire a new Water/Wastewater Treatment Specialist that has a lower license requirement. The district architect and a local engineer were contacted to review the feasibility of the project, and it was determined that this

project could be completed for a cost not to exceed $160,000.00. The proposal made its way through the various participatory governance committees on campus, at which time a recommendation was sent to the college president and then to the Board of Trustees for approval.   This project is currently under review by the Regional Water Board and should be approved in November 2012 (IIIB2 Resolution 15377 Infiltration Evaporation Pond Project 6/20/12).[47]

Actionable Improvement Plans

None

Standard III.B. Physical Resources - Evidence Citations

[1] IIIB1 Space Inventory 2011-2012
[2] IIIB1 Measure L Sample Ballot
[3] IIIB1 Measure J Sample Ballot
[4] IIIB1 Citizens Bond Oversight Committee Presentation, 9/27/12
[5] IIIB1 Ten Year Master Site Plan
[6] IIIB1 Program Review Process pg 13-24
[7] IIIB1 Educational Master Plan 2012-2013
[8] IIIB1 Environmental Health and Safety Committee Webpage
[9] IIIB1 Facilities and Environmental Improvement Committee Webpage
[10] IIIB1 Five Year Scheduled Maintenance Plan
[11] IIIB1 Five Year Construction Plan
[12] IIIB1 Blackboard License and Service Agreement, 5/16/12
[13] IIIB1 Resolution 15412 400 Building Completion, 7/25/12
[14] IIIB1 Measure L Report March 2009, pp. 4-5
[15] IIIB1 Resolution 15078 Art Gallery Completion, 7/27/11
[16] IIIB1 Resolution 15194 Bus Transfer Terminal III Bids, 12/14/11
[17] IIIB1 Cal EMA Site Visit Letter, 5/15/12
[18] IIIB1 Resolution 14787 Aten Rd Hwy III, 8/18/10
[19] IIIB1 Resolution 14955 Traffic Signal, 3/14/11
[20] IIIB1 Resolution 15447 Career Tech Facility Guaranteed Max Price, 8/22/12
[21] IIIB1 Building 3100 Site Plan
[22] IIIB1 Building 3200 Site Plan
[23] IIIB1 Technology LLRC Building Final Project Proposal, 7/27/11
[24] IIIB1 Technology Planning Committee Webpage
[25] IIIB1 Campus Security Announcement, 1/10/10
[26] IIIB1 Campus Safety and Security Dept. Webpage
[27] IIIB1 Red Cross Shelter Agreement
[28] IIIB1 Red Cross Supply Storage Agreement, 10/22/10
[29] IIIB1 AP 6360 Contracts Electronic Systems and Material
[30] IIIB1 Environmental Health and Safety Committee Webpage
[31] IIIB1 Facilities and Environmental Improvement Committee Webpage
[32] IIIB1 Five Year Construction Plan, 7/25/12
[33] IIIB1 Maintenance Dept On-line Work Order Form
[34] IIIB1 Construction Meeting 9/13/12
[35] IIIB1 Five Year Scheduled Maintenance Plan
[36] IIIB1 Maintenance Dept On-line Work Order Memo
[37] IIIB1 Maintenance Dept On-line Work Order Form
[38] IIIB2 Five Year Construction Plan, 7/25/12
[39] IIIB2 Technology LLRC Building FPP, 7/27/11
[40] IIIB2 Educational Master Plan 2012-13
[41] IIIB2 Staffing Committee Minutes, 9/17/12
[42] IIIB2 On-line Request to Hire Form
[43] IIIB2 Five Year Construction Plan
[44] IIIB2 Citizens Bond Oversight Committee Presentation, 9/27/12
[45] IIIB2 Space Inventory 2011-2012
[46] IIIB2 Program Review Process
[47] IIIB2 Resolution 15377 Infiltration Evaporation Pond Project

Standard III.C.   Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In 2009, the Technology Council was renamed as the Technology Planning Committee (TPC). The TPC communicates with the EMPC, and, as such, it works with both the College Council and the Academic Senate. The committee meets monthly with knowledgeable and involved membership to identify technology needs, to determine the appropriate use of technology resources, and to review the on-going support of all aspects of student, staff and community access to the college's information technology.

The Distance Education Committee, a major end user of technology systems, oversees instructional components specific to online courses and learning. The ACCESO Project, a six-year, Title V-funded HSI grant, permitted the advancement of a distance education program, which encompasses hybrid and web-enhanced courses. ACCESO provided five years of training for instructors and formalized policies and procedures related to course development, assessment of course and instructor, and evaluation of technology needs. Beginning October 2010, a new Title V HSI grant entitled ATLAS began, continuing the efforts of the ACCESO Project and focusing on several technology initiatives to improve services to staff and students (IIIC1 Project ATLAS Abstract; ATLAS 2011 Annual Performance Report).[1]

From the start of ACCESO in 2005 to spring 2012, distance education courses utilized the Etudes course management system for online delivery. Etudes was limited largely to online courses, meaning that the majority of courses taught on campus did not have a web presence. In spring 2012, the college agreed to adopt the Blackboard course management system in order to give all courses a web presence, be they online or face-to-face. Fall 2012 was the first semester to provide all instructors a Blackboard "shell" for each of their classes. Prior to the start of classes in fall 2012, numerous training opportunities were offered for faculty, including a two-day Blackboard conference sponsored by ATLAS and several sessions of Blackboard training during the college's Orientation Day on August 17. Additionally, Blackboard training was offered throughout the fall 2012 semester by both ATLAS and the distance education program (IIIC1 ATLAS Planning Group Minutes, 5/3/12, p. 1; Official Blackboard Announcement, Email, 7/19/12).[2]

Improvements to software resources at the college are not limited to the distance education program. The college has also fully implemented CurricUNET to improve the accuracy and efficiency of developing and maintaining the course outlines of record while providing a direct connection to the California Chancellor's Office (IIIC1 C&I Committee Minutes,

11/19/09, p. 1; 2/4/10).[3] Similarly, the DegreeWorks application has been upgraded and released to students to provide a web-based user interface allowing students to conduct "what if" scenarios regarding their degree planning. It also allows academic advisors to create Student Education Plans (SEPs) (IIIC1 Strata Information Group Trip Report, 8/30/11 – 9/2/11; Banner User Group Minutes, 9/8/11).[4]

As these new technology tools indicate, the role of information technology at Imperial Valley College has changed dramatically in recent years. Between September 2010 and April 2011, the college embarked on a strategic planning process to define the role of technology, our priorities, and the metrics with which we will evaluate our performance in support of these priorities. Built upon shared purposes and needs, the Strategic Technology Plan became the framework for the college's goal to use technology efficiently and responsibly to help people do their work and to improve learning (IIIC1 Strategic Technology Plan 2011-2015, 4/14/11; Strategic Technology Plan, Updated, 1/12/12).[5]

Technology support for college-wide communications is on-going and evident in a wide variety of applications. The college web site is a continually changing and expanding source of information for employees, students, and community members. The most important part of the web site, the self-service tool WebSTAR, has become a primary source of information for students and faculty. Registration, class schedules, financial aid status, student account information, and student grades are accessible through the web 24/7. In addition, instructors can print class rosters, post end-of-term grades, and create schedules, while students can add or drop classes, access their transcripts, or pay fees online.

To facilitate faculty and staff communication through email, the college sponsors two campus-wide user groups specifically for the dissemination of information. The first is called AllUsers and is limited to college business information applicable to all employees. The Superintendent/President uses this mechanism to send out a weekly "campus update," an informal newsletter presenting information of local, regional, and state concern affecting the college. Announcements of shared governance meetings, including Board meetings and meetings of the Academic Senate and College Council, are also disseminated through AllUsers. The second user group is OpenComm, a listserv open to all staff who sign up and which is regulated only by the membership, resulting is a wide open discussion board that encourages far reaching dialogue on a limitless variety of topics (IIIC1 Email to All Users, 1/12/11).[6]

Email communication is not limited to staff, however. Beginning fall 2011, student email, storage and web applications were launched via Microsoft's Live@EDU. This service provides the college with a comprehensive and authoritative method for communicating with students. The implementation was integrated with Banner to synchronize data and utilize the same login credentials for both WebSTAR and student Live@EDU accounts (IIIC1 Live@EDU Flyer; Technology Support Website).[7]

The campus integrated administrative information system is Banner, an ERP software package from Ellucian. This powerful tool allows for the collection, manipulation and reporting of data in four basic modules: Finance, Student (includes instruction and

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registration), Human Resources, and Financial Aid. The college continues to improve its implementation of Banner in support of key functions and its impact on institutional effectiveness.

One example of the way the college has improved Banner to help address institutional needs is the recent upgrade of the Argos Reporting System to include enterprise services and dashboards, and was adopted as the single reporting framework on top of the Operational Data Store (ODS) to permit improved report writing through data extraction from Banner. Improvements in Enrollment Management were achieved through a stronger emphasis on the use of data (IIIC1 ATLAS Planning Group Minutes, 3/23/11, p. 3; 11/30/11, pp. 2-3; Banner User Group Minutes, 5/19/11, p. 1; 6/9/11, p. 1; 12/8/11, pp. 1-3).[8]

Key to optimizing the administrative functionality of Banner is training. The Technology Planning Committee has been instrumental in identifying training needs and following through with appropriate levels of training for all constituent groups (IIIC1 Strata Information Group Trip Report, 9/19/11; Banner User Group Minutes, 9/8/11).[9]

Another key to this optimization of Banner is its role in the Program Review process. A revision in the Program Review process in 2008 joined budget to the Program Review, Educational Master Plan, and the related resource plans. Following the evaluation of those processes, the tools used for the Program Review in 2009 were improved. The technology Webmaster, working with a small team from the EMPC and with the recommendations from the evaluative process, created an electronic database for the Annual Program Review. The new tool tied line items to resource plan, provided space for justification, and enabled reports specific to a department and/or resource plan. By adding technology to the process, the evaluation/analysis of the requests in the resource plans was greatly improved (IIIC1 Snapshot of Annual Program Review Application and Related Emails; 2010-2011 Annual Program Reviews).[10]

The Technology Planning Committee will be key to continued assurances that technology support does indeed meet the needs of all areas of the college. An active committee which meets regularly with a knowledgeable and involved membership is vital to the identification of college technology needs, the appropriate use of technology resources, and the on-going support of all aspects of student, staff and community access to the college's information technology. The 2010-2015 Technology Plan will determine the growth and direction of technology at IVC in the succeeding years. The council will also consult with the Budget and Fiscal Planning Committee and College Council to move forward on recommendations and to ensure follow-through (IIIC1 Strategic Technology Plan 2011-2015, 4/14/11; Strategic Technology Plan, Updated, 1/12/12; Technology Planning Committee Minutes, 4/14/11, 1/12/12).[11]

Self Evaluation

The college meets the standard. Technology is integrated into the planning process for the college, and, as the Strategic Technology plan indicates, the growth and improvement of technology is carefully planned.

Actionable Improvement Plans

None

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

As previously mentioned, the Banner ERP is critical to the efficient management and operation of the college. The college now has an effective process of reviewing, testing, and upgrading version upgrades to ensure the college is functioning with the latest software and feature sets. With several major upgrades each year, this is a critical function of technology maintenance. Additionally, the college is now backing up its critical systems using an off-site service which stores campus information in secure data centers across multiple states. Due to our volatile exposure to natural disasters, such as earthquakes, this protects critical data in the event of an emergency and allows for timely recovery of campus systems (IIIC1 Banner Website).[12]

The college consolidated telecommunication carriers in 2011 and made significant and necessary improvements to the campus telephone system. Prior to these improvements, the college was unable to meet the increasing demands for phone and fax services. Additionally, the college was not taking full advantage of the California Teleconnect Fund (CTF), a statewide telecommunications discount program available to California Community Colleges. With the consolidation of various carriers to one, the college is now able to track and receive these significant discounts more accurately.

A major improvement impacting teaching and learning on campus was the completion of the campus-wide wireless network infrastructure in 2012. Prior to 2012, the college had very limited access to wireless connectivity. This was largely limited to the library and a couple of buildings on campus. Beginning with the fall 2012 term, the college now enjoys complete campus coverage for wireless connectivity. Faculty, staff, and students can connect to an appropriate wireless network from anywhere on campus, including parking lots and athletic fields. All instructional rooms on campus have been outfitted with dedicated wireless access points to ensure the system can support a large number of students with mobile devices (IIIC1 Technology Planning Committee Minutes, 3/10/11; 5/10/12).[13]

Facilities and programs that support learning, teaching, and research through technology include online library services and student lab infrastructure. The Spencer Library Media Center offers an online catalog that is accessible to students from both on-campus and off-campus. In addition, students and faculty have access to multiple databases for searching periodicals and research related materials, a small computer/training lab, and OCLC, the inter-library loan system. The library and tutoring center also make use of technology through their automated student activity tracking program. The college also supports a number of different student labs across campus including the Math Lab, Language Lab, Business Labs, the Reading and Writing Lab, and a mobile computer lab with thirty stations

for use in classrooms without computer access. Non-instructional labs include two student access labs used for registration purposes and a Career Center Lab (IIIC1 Learning Services Website).[14]

Access to campus networks and computing resources is also a basic necessity in determining the effectiveness of technology across the campus. This includes maintenance and upgrade of hardware and software and the outfitting of "smart classrooms" with computers and Internet access which link to a projector. The college has made the commitment to provide this access in all classrooms as it modernizes its facilities.

The Web-based Service Desk has also been instrumental in helping the campus technological expansion as well as dealing with daily questions and problems involving technology. Operated and supported by Information Technology, the Service Desk facilitates technology support for all staff and students and routes service requests to appropriate technicians (IIIC1 Technology Planning Committee Minutes, 6/9/11).[15]

In spring 2012, the college implemented a campus-wide print/copy management system to better manage the tremendous volume of print and copy jobs. All computers on campus, whether for staff or student use, are controlled by software to help make each and every print job efficient and accountable to the appropriate funding source. PaperCut, the software selected for this purpose, also allows students to print from any mobile device, whether from campus or home, to a number of designated print stations around campus (IIIC1 PaperCut Executive Summary, 9/30/12; IVC Technology Support Guide).[16]

The college has implemented a more robust card ID system to better provision services for students and staff. Currently, the student and employee identification cards permit print/copy and library services. They will soon be used for building access control and other services.

The college supports its Distance Education program by providing a variety of locally-hosted resources, such as the Media Site which provides faculty and students with captured lessons and other video resources. Currently, the college uses contract services for the hosting of the learning management system, which is Blackboard Learn (IIIC1 Blackboard License and Service Agreement, 5/16/12).[17] The college intends to conduct an evaluation of the continued benefits of this service in the coming years to determine if it would be more beneficial to host the system locally.

Self Evaluation

The college provides constituents numerous services, such as Banner, a wireless network, smart classrooms, computer labs, library, and copy/printing. The IT-controlled Service Desk and a dedicated team of technology experts support these services. As such, the college meets the standard.

Actionable Improvement Plans

None

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

A number of training opportunities are available for students and personnel. Perhaps the most significant is also the most basic. In 2009, a Web-based student portal was implemented from which students can gain instructions for using wireless network, WebSTAR, etc. The portal has also been utilized for surveys and notification of critical events (IIIC1 Student Portal Website).[18]

More formal training is also available for a variety of programs and services. For example, the college provided Banner module and application specific training to IT staff and to staff in the Human Resources, Business, and Admissions and Records. As new applications have been installed, training has been provided. For example, in 2011, there were numerous trainings for the recently-implemented DegreeWorks, attended by staff, administrators, and faculty (IIIC1 Strata Information Group Trip Reports, 8/30/11, 9/19/11, 3/5/12).[19]

Project ATLAS established training for faculty to develop and deliver instruction infused with technology. The grant provides funding for training in three specific areas: culturally-responsive teaching, collaborative and contextualized learning, and technology and social media. The initial train-the-trainers conference was held on February 8-9, 2011, and sixteen faculty were instructed in the three focus areas; over the course of the subsequent semester, the trainers worked together to develop training plans for the first ATLAS conference, culminating with a Trainers Showcase on May 20, 2011, where trainers shared their experiences over the semester and introduced to the college the themes that will be at the center of ATLAS training throughout the grant. The first official ATLAS conference, which was called IVC 2020, took place on August 16-17, 2011, with 38 faculty in attendance. Following the conference, trainers served as mentors for the trainees as they worked to implement innovations into their classes through the course of the fall 2011 semester. This culminated in the ATLAS Showcase, which took place on November 18, 2011, and gave all of the trainees (and some trainers) a chance to share their innovations and their experiences with the college as a whole. Since then, we have offered two more conferences: IVC 2020: Hands-On, which was held on January 12, 2012, with 45 faculty in attendance; and ATLAS Innovations 2012, held on August 14-15, 2012, and attended by over 80 faculty (IIIC1 ATLAS Conference Schedules).[20]

The August 2012 ATLAS conference focused on training faculty in the use of the Blackboard course management system. As stated earlier, numerous sessions of Blackboard training were also offered during the college's Orientation Day and throughout the fall 2012 semester by both ATLAS and the distance education program (IIIC1 ATLAS Planning Group Minutes, 5/3/12, p. 1; Official Blackboard Announcement, Email 7/19/12).[21]

In order to attend each ATLAS conference, faculty members are required to complete a brief application. This application asks for information about their status (full or part-time), technology skill level, and information about the kinds of training they would like to attend.

This information helps tailor the events to the needs of the participants (IIIC1 ATLAS Innovations 2012 Application, 4/17/12; IVC 2020: Hands-On Application, 11/12/11).[22] After the end of each ATLAS conference, a survey is sent out to gauge the effectiveness of the training. These surveys help the trainers gauge what worked and what did not work, and they offer suggestions for improving future training experiences (IIIC1 ATLAS Innovations 2012 Evaluation Survey, 8/21/12).[23]

In addition to the conferences, another component of ATLAS training is the Futures Forum series, where the campus community comes together to learn about the latest developments in technology and education. Among the forums offered so far are "Looking Across the Horizon" on March 22, 2011, focusing on how education must change to meet the needs of an ever-changing world; "iPads, Cell Phones, and You: Mobile Technology and the Future of Education" on May 17, 2011; "Accessibility Technology and the Future of Education" on October 18, 2011; "Email, Wifi, and Beyond: Technology for IVC Students" on November 16, 2011; and "The Library – Mysteries Revealed" on February 28-29, 2012 (IIIC1 Futures Forum Announcements).[24]

In 2012, the college established a Student Technology Advisory Committee (STAC) to assist the college with understanding and addressing the needs of students related to technology on campus and the various services being offered (IIIC1 Student Technology Advisory Committee Charter; Student Technology Advisory Committee October 2012 Agenda).[25]

The college has become a Microsoft IT Academy and is in the process of making online training and resources available to all students and faculty at IVC. A staff training program in Digital Literacy is being planned and implemented in 2013 to ensure technology resources are fully utilized in a safe and secure manner.

Self Evaluation

The ATLAS Project has helped initiate large-scale technology training for faculty, and the Future Forums have helped spread training to all constituent groups. IT and the Distance Education program have also provided numerous training opportunities for specific programs and services. Online training and staff Digital Literacy curriculum is being implemented to establish a foundation or base understanding of technology and how it should be used on campus. Although more training can (and should) be undertaken, the college meets this standard.

Actionable Improvement Plans

None

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

During the period from 2010-2012, the Information Technology department underwent significant restructuring and is now more appropriate to the expansive role of technology in a community college. The college secured a Vice President for Information Technology and Director of Enterprise Systems, and reorganized Information Technology to include Enterprise Systems, Application Services, and Online and Print Services. Additionally, Reprographics and Mail Services were moved into Online and Print Services to better coordinate efforts and maximize staffing resources in support of the college. Application Services was restructured to include Systems Analysts, and a data warehouse model with a detailed reporting framework was adopted to better utilize data to support campus functions (IIIC1 IT Reorganizational Chart; IT Responsibilities Matrix).[26] Management assistance from the Fiscal Crisis Management Assistance Team (FCMAT) was used to evaluate the reorganization and ensure it was appropriate to support the direction of the campus (IIIC1 FCMAT Report, 11/29/11).[27] FCMAT also provided assistance in reviewing the college's readiness to move toward "Fiscally Accountable" status and internal processing of payroll.

The Technology Planning Committee (TPC) receives data and requests for technology via the program review processes. After reviewing both the annual and comprehensive program reviews, the TPC will make recommendations and prioritize the requests for the EMPC and will incorporate them into the annual review of the Technology Master Plan (IIIC1 Educational Master Plan 2012-13).[28] The TPC reports to the EMPC, which allows for interaction in the College Council and/or the Academic Senate and provides a link to the Budget and Fiscal Planning Committee (IIIC1 Technology Planning Committee Minutes, 4/14/11, 3/8/12).[29]

The TPC meets regularly with knowledgeable and involved membership to identify technology needs, the appropriate use of technology resources, and the on-going support of all aspects of student, staff and community access to the college's information technology. The TPC currently has two subcommittees: Banner User Group and Web Site Review Committee. The TPC reviews recommendations from these subcommittees, determines appropriate actions, and forwards recommendations to the EMPC, College Council or other appropriate shared governance committee. The TPC also has an appointed voting member on the Distance Education Committee.

Beginning with the 2012-2013 academic year, IVC committed to fund an annual computer replacement program. This program had been the number one priority for the past two years in the Program Review process. The college is now replacing 20% of the college computer fleet each year, which is consistent with the five-year life cycle specified in the Strategic Technology Plan (IIIC1 Technology Planning Committee Minutes, 3/8/12).[30]

While such a replacement program is not in place yet for other equipment, such as network switches, servers, etc., the college is actively looking at ways to address these needs over time. To date, the college has been able to leverage recent bond projects to refresh equipment as buildings are modernized or improved.

During 2011-2012, the college began a major transition to virtualize its data center. Servers were in desperate need of replacement, and there was tremendous demand for increased

services that the traditional data center model was unable to accommodate. With the exception of the Banner systems, all major systems are now running in highly resilient, high availability virtual server infrastructure. This improvement has paved the way toward numerous key system improvements, such as the migration to Exchange 2010, that were not possible prior to the upgrade of the data center (IIIC1 IVC Data Center, 10/26/11).[31]

In addition to the virtualization of the data center, major improvements to data recovery and backup have been made. All systems are now backed up on schedule with key business data being encrypted and stored off site.

Lastly, there have been significant improvements made to the security of technology systems on campus. In the data center, there have been physical security improvements along with upgraded firewalls, network monitoring and management, and various systems to ensure our technology resources are reliably available for campus operations, and our data is secure.

All campus computers have been migrated to the "domain" and are part of a comprehensive strategy to manage and maintain reliable equipment for our users. Significant reductions in virus infections, malware, and system attacks are now being realized which has had a significant impact on our ability to have reliable technology available for teaching and learning (IIIC1 Technology Planning Committee Minutes, 1/12/12, 3/8/12, 5/10/12).[32]

Self Evaluation

The college's technology needs are identified through the planning process. A program identifies a need for new equipment through the Annual Program Review process, and each equipment request is then brought to the Technology Planning Committee to be discussed and prioritized. There is also a clear computer replacement program in place that allows all computers on campus to be recycled after five years. Finally, data at the college is carefully stored and backed-up following industry-standard protocols, and there is a regular monitoring of technology across campus to protect against virus and other system attacks.

Actionable Improvement Plans

None

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

The Technology Planning Committee meets regularly to review recommendations and forward appropriate recommendations to the EMPC, College Council, or other participatory governance committees. The IT Department participates in the annual and comprehensive Program Review process to integrate technology planning with educational master planning. The Distance Education Committee develops policies and procedures, evaluates online

courses, and implements training for instructors of online, hybrid, and web-enhanced courses ([IIIC1 Distant Education Committee Minutes, 5/12/11](#), [10/6/11](#), [11/10/11, 2/9/12](#), [3/15/12](#)).[33]

Since the development of the Strategic Technology Plan in 2011-2015, IVC has expanded its technological resources in significant ways. The plan outlines the framework and specific annual action plans that are monitored and reviewed each quarter by the TPC, with the committee developing the activities for the following year beginning in September of each year ([IIIC1 Strategic Technology Plan 2011-2015, 4/14/11, p. 7;](#) [Strategic Technology Plan, updated, 1/12/12, p. 7](#)).[34]

The Strategic Technology Plan's framework includes the following four pillars:

Ubiquitous Broadband and Technology Access
21st Century Learning and Working Environments
Integrated Data Management Systems
User-centered Support Structures

Up until recently, the technology modernization efforts on campus have focused on rebuilding the foundation and core infrastructure to support college activities (Item 1). Beginning with the fall 2012 term, the college has been able to focus more heavily on the other pillars of the framework.

Additionally, a core value of the Strategic Technology Plan is to adopt and implement industry best practices across all four pillars of the plan.

Self Evaluation

The college has made tremendous improvements in its ability to provide reliable access to technology and related services to staff and students across campus. While it has adopted an annual replacement model for computers on campus, the 2012 academic year was the first year of implementation of this new approach. Unfortunately, there remain a significant number of computers and other technology across campus that are in need of replacement.

Actionable Improvement Plans

None

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

The Technology Planning Committee meets regularly to review recommendations and forward appropriate recommendations to the EMPC, College Council or other shared governance committee. Through participation in the annual and comprehensive program

review process, the TPC and the IT department integrate technology planning with educational master planning (IIIC2 Technology Planning Committee Minutes, 3/8/12).[35]

The DE Committee oversees the improvement of technological and pedagogical knowledge among faculty involved in online or hybrid courses. The DE Committee works with faculty, staff, and students to determine instructional technology needs and evaluate tools. The information and data gathered in this process is then incorporated into the annual review of the Technology Master Plan. An example of the ways that the DE Committee participates in decision-making processes on campus occurred in 2012 when the DE Committee recommended the move from the Etudes Course Management System to Blackboard Learn, a move that was subsequently affirmed by the Academic Senate and the Board of Trustees (IIIC2 Distant Education Committee Minutes, 3/3/11, 4/7/11, 4/19/12).[36]

While the Strategic Technology Plan is a five-year focus for technology at IVC, the design calls for the TPC to develop annual activities and priorities that support the longer-term plan. This allows for activities and priorities to be determined, implemented, and evaluated on an annual basis and to be more responsive to the rapidly changing environment of technology in a modern college campus.

While most evaluations of technology systems and services are qualitative and based on feedback from various stakeholder communication channels, data from the college work-order ticket system is used regularly to evaluate system performance and service levels. In fall 2012, the college established the Student Technology Advisory Committee (STAC) in partnership with the Associated Student Government. The STAC serves to: 1) make policy recommendations on student technology matters, 2) provide student input on potential, planned and current technology projects, 3) provide input to the IVC Strategic Technology Plan as part of the annual planning process, and 4) alert IVC Administration to strategic student support issues and emerging technology needs (IIIC2 Student Technology Advisory Committee Charter; Student Technology Advisory Committee October 2012 Agenda).[37] The STAC works closely with the Technology Planning Committee to help ensure technology is meeting student need (IIIC2, Technology Planning Committee Minutes, 9/13/12).[38]

Self Evaluation

The college can improve its efforts to evaluate the effective use of technology resources on campus. While efforts have improved over the past few years, the college was in such need of rebuilding its underlying technology infrastructure that all efforts and resources were directed at these priorities. The college is in a position now to develop an effective model to assess its effective use and make improvements on an on-going basis.

Actionable Improvement Plans

By June 2013, the college will develop a plan to assess the effective use of technology on campus by faculty, staff, and students.

Standard III.C. Technology Resources - Evidence Citations

[1] IIIC1 Project ATLAS Abstract; ATLAS_2011 Annual Performance Report

[2] IIIC1 ATLAS Planning Group Minutes, 5/3/12, p. 1; Official Blackboard Announcement, Email, 7/19/12

[3] IIIC1 C&I Committee Minutes, 11/19/09, 2/4/10

[4] IIIC1 Strata Information Group Trip Report 8/30/11 – 9/2/11; Banner User Group Minutes, 9/8/11

[5] IIIC1 Strategic Technology Plan 2011-2015, 4/14/11; Strategic Technology Plan, Updated, 1/12/12

[6] IIIC1 Email to All Users 1/12/11

[7] IIIC1 Live@EDU Flyer, Technology Support Website

[8] IIIC1 ATLAS Planning Group Minutes, 3/23/11, p. 3; 11/30/11, pp. 2-3; Banner User Group Minutes 5/19/11, p. 1; 6/9/11, p. 1; 12/8/11, pp. 1-3

[9] IIIC1 Strata Information Group Trip Report, 9/19/11; Banner User Group Minutes, 9/8/11

[10] IIIC1 Annual Program Review Application and Related Emails; 2010-2011 Annual Program Reviews

[11] IIIC1 Strategic Technology Plan 2011-2015, 4/14/11; Strategic Technology Plan, Updated, 1/12/12; Technology Planning Committee Minutes, 4/14/11, 1/12/12

[12] IIIC1 Banner Website

[13] IIIC1 Technology Planning Committee Minutes, 3/10/11, 5/10/12

[14] IIIC1 Learning Services Website

[15] IIIC1 Technology Planning Committee Minutes, 6/9/11

[16] IIIC1 PaperCut Executive Summary, 9/30/12; IVC Technology Support Guide

[17] IIIC1 Blackboard License and Service Agreement, 5/16/12

[18] IIIC1 Student Portal Website

[19] IIIC1 Strata Information Group Trip Reports, 8/30/11, 9/19/11, 3/5/12

[20] IIIC1 ATLAS Conference Schedules

[21] IIIC1 ATLAS Planning Group Minutes, 5/3/12, p. 1; Official Blackboard Announcement, Email, 7/19/12

[22] IIIC1 ATLAS Innovations 2012 Application, 4/17/12; IVC 2020: Hands-On Application, 11/12/11

[23] IIIC1 ATLAS Innovations 2012 Evaluation Survey, 8/21/12

[24] IIIC1 ATLAS Futures Forum Announcements

[25] IIIC1 Student Technology Advisory Committee Charter; Student Technology Advisory Committee October 2012 Agenda

[26] IIIC1 IT Reorganizational Chart 2012-13; IT Responsibilities Matrix

[27] IIIC1 FCMAT Report, 11/29/11;

[28] IIIC1 Educational Master Plan 2012-2013

[29] IIIC1 Technology Planning Committee Minutes, 4/14/11, 3/8/12

[30] IIIC1 Technology Planning Committee Minutes, 3/8/12

[31] IIIC1 IVC Data Center, 10/26/11

[32] IIIC1 Technology Planning Committee Minutes, 1/12/12, 3/8/12, 5/10/12

[33] IIIC1 Distant Education Committee Minutes, 5/12/11, 10/6/11, 11/10/11, 2/9/12, 3/15/12

[34] IIIC1 Strategic Technology Plan 2011-2015, 4/14/11, p. 7; Strategic Technology Plan, updated, 1/12/12, p. 7

[35] IIIC2 Technology Planning Committee Minutes, 3/8/12

[36] IIIC2 Distant Education Committee Minutes, 3/3/11, 4/7/11, 4/19/12

[37] IIIC2 Student Technology Advisory Committee Charter; Student Technology Advisory Committee October 2012 Agenda

[38] IIIC2, Technology Planning Committee Minutes, 9/13/12

Standard III.D.   Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

III.D.1. The Institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

The budget planning process is established with the participation of all constituents through Program Review (IIID1 Educational Master Plan 2012-2013 – Program Review Process, pp. 13-24);[1] (IIID1 2012-2013 Program Review Budget Development Memo).[2] The budgeting and planning procedures support instructional programs as the top priority. The budget preparation process is based upon analysis and evaluation of data as it relates to fulfilling the core mission of the college (IIID1 Mission, Vision and Core Values statement).[3] College instructional programs make budget recommendations primarily through the program review process. The process helps ensure that the budget allocates resources to the needs of the institution. The Budget and Fiscal Planning Committee provides budget oversight (IIID1 Budget and Fiscal Planning Committee).[4]

The Educational Master Plan Committee annually reviews the mission and goals of the college. The current mission of the IVC is "to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community." The purpose of IVC is to "serve as a provider of postsecondary academic and career technical education at the lower division level. IVC provides for associate degrees and certificates, transfer education, basic skills and English proficiency, economic and workforce development, non-credit education, and lifelong learning opportunities" (IIID1 Educational Master Plan, 2012-2013, p. 10).[5]

The goals for the 2012-2013 budget cycle are as follows:

1. The college will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.
2. The college will maintain instructional programs and services which support student success and the attainment of student educational goals.

3. The college will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.
4. The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution. (Educational Master Plan, 2012-2013, pp. 11-12)[6]

The financial planning process relies on the timeline established by the Educational Master Plan. The 2012-2013 Timeline specifies Annual Program Reviews be submitted in December, which is one month earlier than the 2011-2012 timeline. A recommendation has been made in the Educational Master Plan Committee that Program Reviews be prepared in the fall to allow better tracking of priority items and to create a more precise program review document. In addition, the EMPC will be reviewing the Program Review input form to develop a more comprehensive and substantial budget planning document (IIID1 Educational Master Plan Committee Minutes, 9/25/12).[7]

Self Evaluation

The college partially meets the standard. The overall unrestricted General Fund revenues for the past five years and the current year are as follows:

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual FTES	7,086	7,426	7,132	7,290	6,119	6,219
Funded FTES	6,800	7,206	6,929	7,102	6,559	6,219
Total Revenue	35,245,294	37,789,824	36,531,542	37,511,109	34,177,460	33,594,368

(IIID1 2012-2013 Final Adopted Budget);[8] (IIID1 7 year funding analysis, p. 5)[9]

The college in recent years has moved toward the concept of on-going expenditures to be funded by on-going revenues. The 2012-2013 Final Adopted Budget does not fully achieve this goal. The college will use approximately $600,000 of reserves to balance the budget. The college, in future budgets, has as a goal a balanced and sustainable budget, fully funded using on-going revenues only (IIID1 Executive Council Notes, 8/21/12).[10] Although reserves have consistently been used in the past to balance budgets, the reserve levels in recent years have been above the Board recommended reserve of 6%.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Ending Reserves	6,877,855	5,038,578	2,776,963	3,296,700	2,781,761	2,117,073
	18.68%	13.0%	7.2%	8.9%	8.02%	6.18%

(IIID1 2012-2013 Final Adopted Budget);[11] (IIID1 7 year funding analysis, p. 5)[12]

As shown below, the revenues of the college are now in decline. The decline in revenues has been accompanied by a decline in students served. The college's projected Full Time Equivalent Students (FTES) for 2012-2013 is 6,162; the FTES for 2010-11 was 7,102. This is a decline of 940 FTES. Thus, the challenge is to restructure the college so that it can effectively serve a smaller student population with reduced revenue.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual FTES	7,086	7,426	7,132	7,290	6,119	6,219
Funded FTES	6,800	7,206	6,929	7,102	6,559	6,219
Total Revenue	35,245,294	37,789,824	36,531,542	37,511,109	34,177,460	33,594,368

(See endnotes 11 and 12)

The college, due to declining revenue, has reduced expenditures using one-time reductions such as:

- Cost reductions through negotiated salary reductions and furloughs (IIID1 Resolution 15438 CTA Agreement 2012-2013);[13] (IIID1 Resolution 15128 CSEA agreement 2011-2012);[14] (IIID1 CSEA Tentative Agreement 10-10-12);[15] (IIID1 Part time Faculty Association Agreement 2012-2013)[16]
- Elimination of the winter 2010 and summer 2011 inter-sessions
- Closures of the Extended Campus centers in Brawley, El Centro and Calexico (IIID1 Resolution 15002 Termination of Calexico Extended Lease);[17] (IIID1 Resolution 14522 Termination of El Centro Extended Campus Lease)[18]

The college believes that, for the foreseeable future, the financial condition of the state will not improve significantly. Thus, the college is in the process of developing structural changes that will be of a permanent nature. A Strategic Transition Action Response Team (START) has been established with team members from Executive Council, administration, faculty, and classified to act as a recommending body to the Board of Trustees and the college president and to facilitate the transition from recommendations to implementation (IIID1 START Charter);[19] (IIID1 START Webpage).[20]

Due to the financial crisis of the State of California, the fiscal planning of the college is being reviewed. In April 2012, the college contracted with the Fiscal Crisis and Management Assistance Team (FCMAT) for a fiscal review, with a report due by mid-December 2012 (IIID1 Resolution 15303 FCMAT Study Agreement);[21] (IIID1 FCMAT Exit Letter 8/23/12).[22] Implementation of the recommendations from FCMAT and the full implementation of the IVC Budget Principles, Guidelines and Priorities will necessitate revisions to the current fiscal planning of the college (IIID1 IVC Budget Principles, Guidelines and Priorities).[23]

Actionable Improvement Plans

The successful development and implementation of recommendations from the Fiscal Crisis and Management Assessment Team (FCMAT) will ensure that the college will have

sufficient funding to support educational programs that support a smaller student population. The college has created a Strategic Transition Action Response Team (START) to act as a recommending body to the Board of Trustees and the Superintendent/President and to facilitate the transition from recommendations to implementation (IIID1 START Team First Meeting Notice 10/2/12);[24] (IIID1 START Team Charter);[25] (IIID1 START Team Webpage).[26]

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

The college and the Board of Trustees are committed to maintaining a minimum reserve of 6% to help lessen the impact of unforeseen financial requirements (IIID1 AP 6305 Reserves).[27] The function of this reserve is to provide a safeguard for the financial stability of the college, and it is maintained by careful planning and oversight by the Budget and Fiscal Planning Committee and the Executive Council.

The budgeting process relies primarily on Program Review for budget allocations among cost centers. Because all budget development is based on Program Review, there is a direct link to the College's Educational Master Plan (IIID1 Educational Master Plan, 2012-2013).[28] The budget development process is aligned with the time frame required by the district in order to produce a Tentative Budget in June and a Final Budget in September (IIID1 Educational Master Plan 2012-2013 - Program Review Process, pp. 13-24).[29]

The Resource Plan sub-committees of the Educational Master Plan Committee review departmental Program Review requests for additional resources and the requests are evaluated and prioritized (IIID1 Educational Master Plan 2012-2013 - Resource Committee Reports, pp. 30-50).[30]

Appropriate requests are included in options for budget allocation and are discussed at the executive level and by the Budget and Fiscal Planning Committee. Included in these discussions are estimated and realistic projected revenue which serve as a baseline for the annual program review and budget. The process helps ensure that one-time revenues are not utilized for on-going costs; this aids in promoting a stable financial environment.

Self Evaluation

In the coming years, as part of reviewing existing management practices, the Budget and Fiscal Planning Committee will be redefining what the appropriate reserve level should be (IIID1 Budget and Fiscal Planning Committee Minutes, 6/6/12).[31] Additionally, the college will ensure that it is in compliance with Governmental Accounting Standards Board (GASB) Statement 54 which establishes the proper accounting for reserve accounts (IIID1 California Dept. of Ed Letter re GASB 54 1/7/11);[32] (IIID1 BP 6301 Fund Balance Accounting).[33]

In the event that there are significant financial changes during 2012-2013, such as budget reductions due to mid-year cuts by the state, the Business Office will work with the Budget and Fiscal Planning Committee to propose recommendations to the College Council and the Executive Council for the necessary budget adjustments.

Actionable Improvement Plans

The Budget and Fiscal Planning Committee has begun discussion regarding the appropriate reserve level based on the specific needs of the college. It is anticipated that the committee will make a recommendation on the minimum reserve amount by June 2013.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

The budget development and long-term financial planning process is transparent and communicated on the district website, and by direct communication, both oral and written, to community constituents (IIID1 Road to Recovery Webpage);[34] (IIID1 College Council Minutes, 3/12/12).[35]

Long-term evidence of financial planning is provided in the annual audited financial statements of the district (IIID1 Audits - Financial and Budget Reports Webpage).[36] The recommendations are prioritized and reviewed by the college president and Executive Council in order to ensure that the institution is able to accomplish them in a timely fashion. When considering these recommendations, student learning is the first priority.

The Board of Trustees and college leaders receive monthly financial statement presentations on the current financial status of the college and district (IIID1 Monthly Budget Reports Webpage).[37] Additionally, the budget processes from the planning, through the tentative, to the adopted budget stages are available to the trustees as well as the college leadership (IIID1 2012-2013 Tentative Budget);[38] (IIID1 2012-2013 Final Adopted Budget).[39] This process takes into consideration the resource allocation required by each cost center. This information is available to budget managers through the Banner system.

Long-term liabilities and obligations are identified and planned for at the district level. Representatives from Imperial Valley College participate in this long-range planning process. The district tracks GASB 45 post employment retirement benefits liability and has established a plan for funding that liability. However, due to fiscal constraints, the plan has not yet been funded (IIID1 Actuarial Report 12/8/11);[40] (IIID1 Resolution 14005 - GASB 45 Futuris Public Entity Trust).[41]

Building maintenance, insurance, and debt expenses are identified during Program Review, and planning occurs with respect to funding these obligations (IIID1 2012-2013 Annual Program Reviews).[42] As the college campus is approximately 50 years old and needs both new construction and modernization of existing structures, the community approved General

Obligation Bond Measure L in November 2004 and Measure J in November 2010. The two General Obligation Bonds total $138.6 million ([IIID1 Measure L Sample Ballot]);[43] ([IIID1 Measure J Sample Ballot]).[44] The proceeds from the sale of these bonds will be the primary source of funding for current and future campus capital projects. The faith of our community in the stability of the college has enabled the passage of two General Obligation bonds.

The college has been proactive in soliciting additional funding to supplement the bond proceeds. The college has received $2,697,700 in State Transportations funds for Bus Transfer Terminal I and II (campus vehicle and bus traffic projects). With regards to modernization projects, the college has and will continue to submit projects to the state for funding consideration. For the just completed renovation of the 400 Building, the college received $2,049,000 ([IIID1 Capital Outlay Program Claim 400 Building]).[45]

Self Evaluation

The college has established procedures that meet payment liabilities as well as future obligations while maintaining the six percent board recommended reserve ([IIID1 AP 6305 Reserves]).[46]

The evidence of long-term fiscal planning at the district level can be identified in the Five Year Facilities Plan, Ten Year Site Plan, and Five Year Scheduled Maintenance Plan. The plans serve to identify when the college may need to issue bonds for building and modernization projects to support the needs of the students. Additionally, the state provides a forecast of economic trends that guides planning for future growth ([IIID1 Five Year Construction Plan]);[47] ([IIID1 Ten Year Site Plan]);[48] ([IIID1 Five Year Scheduled Maintenance Plan]).[49]

Measure L
At the November 2, 2004, election, the citizens of Imperial County approved Measure L, a $58.6 million General Obligation Bond measure: "To prepare students for jobs, four year colleges, and better serve the community by training nurses, law enforcement, and construction trades by building a new science and technology facility, modernizing all buildings, removing asbestos; upgrading security, improving student safety, repairing leaky roofs, plumbing, air conditioning; upgrading wiring for computer technology, shall the Imperial Community College district issue $58,600,000 in bonds at legal rates, with guaranteed annual audits, a citizens' oversight committee and no money for administrators salaries" ([IIID1 Measure L Sample Ballot]).[50]

In January 2010, construction was complete on the 2700 Building (70,000 square feet) which houses state-of-the art science laboratories, a planetarium, and smart classrooms ([IIID1 Measure L Report March 2009, pp. 4-5]).[51] Additional projects accomplished or in progress with Measure L funds include:

- 400 Building modernization ([IIID1 Resolution 15412 400 Building Completion, 7/25/12])[52]

- Parking Lot improvements, Phases I, II, III and IV (IIID1 Resolution 15228 Parking Lot IV Completion, 1/18/12)[53]
- Aten Road/Highway 111 roadway improvements and signal light (IIID1 Resolution 14955 Traffic Signal, 3/14/11);[54] (IIID1 Resolution 14787 Road Improvements, 8/18/10)[55]
- Bus Transfer Terminal Phases I and II (IIID1 Resolution 15194 Bus Transfer Terminal II Bids, 12/14/11)[56]
- Infiltration/evaporation ponds (IIID1 Resolution 15377 Infiltration/Evaporation Ponds, 6/20/12)[57]

Measure J

Measure J, passed November 2010, is a General Obligation bond measure that will generate $80 million for public safety and law enforcement training at IVC as well as career training facilities for students interested in the fire sciences and renewable energy fields. IVC also plans to continue its modernization of campus buildings including its counseling center, college center, multipurpose room/gym, library and other buildings (IIID1 Measure J Sample Ballot).[58]

Construction has commenced on the Career Technical Education facility, with completion scheduled for March 2013. The facility will consist of two buildings: Building 3100, which will be 30,022 total square feet and house two lecture classrooms, five construction trade labs, an electronics lab, and exterior shaded space; and Building 3200, which will be 17,308 square feet and contain Peace Officer Standards and Training (POST) facilities, a Fire Academy lab, Emergency Medical Services lab, two lecture classrooms, and exterior shaded space (IIID1 Building 3100 Floor Plan);[59] (IIID1 Building 3200 Floor Plan).[60]

Actionable Improvement Plans

None

III.D.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

The budget development processes integrates program review, institutional effectiveness, and educational planning with resource allocation, soliciting input from faculty, classified staff, students, and administrators (IIID1 Educational Master Plan 2012-2013 - Program Review Process pp. 13-24).[61] The ultimate outcome of the procedure is a budget that is fiscally practical and supports the mission and goals of the College. Moreover, the budget development procedure must align with district policies, procedures, and timelines. The conduit used for the dissemination of information and decisions of this process are constituents through various councils within a transparent process.

The Budget and Fiscal Planning Committee considers input by all constituents at Imperial Valley College. Instructional programs and service units make budget recommendations to

the appropriate college council, primarily through the annual program review process, which includes instructional and non-instructional programs. Budget allocation requests come through the program review process (IIID1 Budget Development Guidelines 2012-2013).[62] In the event the College receives notification of supplemental funds available after the finalization of the budget development process, the President's Executive Council considers the Budget and Fiscal Planning Committee's recommendations to determine the allocation of additional resources. In the event that there are budget reductions due to mid-year budget adjustments, program changes, or changes in revenue projections, the Budget and Fiscal Planning Committee would convene to consider budget reduction recommendations. Representatives to the Budget and Fiscal Planning Committee solicit input from their constituents regarding budget reduction recommendations. The Budget and Fiscal Planning Committee makes recommendations to the college president.

Self Evaluation

The campus community is familiar with the budget development process through information that is readily available on the website, distributed directly through the email system, and handed out as hard copy at meetings and campus town hall gatherings. The Budget Principles, Guidelines, and Priorities are available on the college website under governance and planning (IIID1 Budget Principles Guidelines and Priorities).[63]

Each constituency group at Imperial Valley College is represented on the various shared governance councils and committees, and allowing communication regarding budget development and financial information to be distributed across the camps. As well, all members of the campus community are given a voice in the development of budgets, particularly through the College Council and the Academic Senate, which send recommendations to the President and to the Board of Trustees. Records of this information exchange can be found in the presentation and handouts from the president's forums and in council and committee minutes as the process functions (IIID1 Road to Recovery Webpage).[64] Each council documents this information in meeting minutes that record their actions (IIID1 Campus Committees Webpage).[65]

Actionable Improvement Plans

None

III.D.2.To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Imperial Valley College maintains proper budget documentation and independent audits reflecting appropriate and relevant allocation of financial resources to support student learning programs and services as set out in Program Review ([IIID2 2012-2013 Annual Program Reviews](#)).[66] The information is sufficient and provided in a timely fashion.

The college is in compliance with all budget and accounting practices as outlined in the California Community College Budget and Accounting Manual (BAM) and the Government Accounting Standards Board (GASB), along with applicable provisions of the California Education Code.

Self Evaluation

As evidenced by CCFS 311 reports and audits, the college has followed appropriate processes and control mechanisms to provide support to the student learning programs and services ([IIID2 CCFS 311 2010-2011](#));[67] ([IIID2 CCFS 311 2009-2010](#));[68] ([IIID2 CCFS 311 2008-2009](#)).[69] The college continues to disseminate information regarding the budget as evidenced by the online accessibility of the budget, quarterly reports, and monthly budget reports ([IIID2 Financial and Budget Reports - Webpage](#)).[70]

Actionable Improvement Plans

None

III.D.2.b. Institutional responses to external audit finding are comprehensive, timely, and communicated appropriately.

Imperial Valley College complies with the requirement to contract with an independent auditor by April 1 of each year to conduct an annual audit. The audit report is reviewed with the Board of Trustees. IVC responds to all annual audit findings and recommendations in a timely fashion within existing financial restraints. Audit reports are made available to the public on the board website ([IIID2 Financial and Budget Reports Webpage](#)).[71]

Self-Evaluation

All Imperial Valley College financial documents demonstrate proper allocation and use of resources to support student learning programs and services. As illustrated in the last three audit reports, the college is meeting all of the necessary budgeting and accounting standards and practices with no significant exceptions. The audits are published on the board website ([IIID2 2010-2011 Audit](#));[72] ([IIID2 2009-2010 Audit](#));[73] ([IIID2 2008-2009 Audit](#)).[74]

Audits of the Imperial Valley College Bond Fund (Measures J and Measure L) indicate the college is meeting all required budgeting and accounting standards and practices with no significant exceptions ([IIID2 Measure L Bond Audit, 6/30/09](#));[75] ([IIID2 Measure L Bond Audit, 6/30/10](#));[76] ([IIID2 Measure L Bond Audit, 6/30/11](#));[77] ([IIID2 Measure J Bond Audit, 6/30/11](#)).[78]

Actionable Improvement Plans

None

III.D.2.c.   Appropriate financial information is provided throughout the institution in a timely manner.

Imperial Valley College is committed to communicating appropriate financial information throughout the institution. The information is abundant and provided in a timely fashion. Financial information is provided at monthly board meetings that are open to all stakeholders and the public. Quarterly status reports, CCFS 311Q, are presented to the Board and posted on the board website. All audited financial statements for the college are available on the board website (IIID2 Budget and Financial Reports Webpage).[79]

Additional financial information is disseminated throughout the institution through a wide variety of means. Budget information is available through Banner to all administrators, faculty and classified staff. Formal financial discussions take place in both Executive Council and Budget and Planning meetings. Informal budget discussions in the form of updates from the college CFO take place in College Council and Academic Senate. For the past several years, Imperial Valley College Presidents have also held town-hall style meetings to both circulate financial information and facilitate budget discussions amongst stakeholders (IIID2 Road to Recovery Campus Forums Webpage).[80]

Self Evaluation

Appropriate financial information is provided throughout the college. Monthly, quarterly and annual financial reports are presented to the Board of Trustees in meetings open to the public and then posted to the board website. Budget information is available through Banner to all administrators, faculty and classified staff. Additional financial information is provided through Executive Council meetings, Budget and Planning meetings, College Council and Academic Senate meetings, the Presidents' town hall meetings, and the IVC website.

Actionable Improvement Plans

None

III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with intended purpose of the funding source.

The district's auxiliary activities include the Cafeteria, Bookstore, Associated Student Government and Student Clubs, Campus Organizations and the IVC Foundation. All

financial resources from these activities and from fundraising efforts, and grants, are used with integrity and in a manner consistent with the college mission and goals. These organizations are included in the district annual independent audit.

- Both the Cafeteria and the Bookstore are contracted to third party vendors and are expected to be self-sufficient. The district does provide building space for both activities. Both contracts are administered by the Vice President for Business Services. Commission is paid to the district by both vendors in lieu of rent (IIID2 Campus Bookstore Webpage);[81] (IIID2 Cafeteria Contract - Chips and Salsa);[82] (IIID2 Bookstore Contract Follett).[83]

- The Associated Student Government (ASG) and Student Clubs report directly to the Dean of Student Affairs and Enrollment Services. The ASG holds meetings regularly, and financial reports are presented outlining the sources and uses of funds raised throughout the year. These activities are included in the district's annual audit reports, and these audits demonstrate that the funds are being spent with integrity (IIID2 Associated Student Government Webpage);[84] (IIID2 Audit Reports Webpage).[85]

- Campus Organizations are non-student accounts set up to carry out the needs of various organizations on campus. These could be either employee organizations or departmental organizations. These funds are administered by various managers and staff throughout the campus, and the funds are kept in the separate account at a local bank. This account is administered and reconciled by an accounting technician in the business office. These activities are included in the district's annual audit reports, and these audits demonstrate that the funds are being spent with integrity.

- The IVC Foundation is a separate 501(c)3 non-profit organization that exists to support Imperial Valley College and its students; it engages in fund raising activities to support the mission, programs, and services that the college offers its students. It encourages community participation in college activities to promote the programs and services that the college has to offer. It also provides the opportunity to promote fundraising activities to raise funds for student scholarships, trusts and endowment. The mission of the IVC Foundation is to develop business resources that enhance educational opportunities for students of Imperial Valley College. The foundation is audited annually (IIID2 IVC Foundation Webpage);[86] (IIID2 Foundation Audits Webpage);[87] (IIID2 Foundation Master Agreement).[88]

Self Evaluation

The college meets the standard. All of the college's auxiliary activities and fundraising efforts and grants support student learning and are audited regularly to ensure integrity.

Actionable Improvement Plans

None

IIID.2.e.   The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement. The annual audit performed by independent auditors reviews and evaluates the college's major internal control systems for effectiveness in preventing material errors from occurring in the financial operations of the College. The past four annual audits had no management letter comments that required corrective action on behalf of the college (IIID2 2007-2008 Audit);[89] (2008-2009 Audit);[90] (2009-2010 Audit);[91] (2010-2011 Audit).[92]

Additionally, the Vice President for Business Services and the Director of Fiscal Services periodically review internal controls related to various operations of the college. Based on these reviews, changes to operations are made as deemed necessary.

In May 2011, the college entered into an agreement with the Fiscal Crisis and Management Assistance Team (FCMAT) for a review of technology, payroll, and position control functions of the district. In the financial and payroll areas, the college has implemented or is in the process of implementing the FCMAT recommendations (IIID2 FCMAT Management Review 11/29/11).[93]

Self Evaluation

The college meets the standard. The college has established internal control systems assessments and has contracted with external consultants to evaluate internal processes.

Actionable Improvement Plans

The college will continue to implement the recommendations of the FCMAT Management Review.

III.D.3.The institution has policies and procedures to ensure sound financial practices and financial stability.

III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

The college is committed to maintaining a General Fund reserve amount as stated in Administrative Procedure 6305 in order to meet its long-term obligations and to address emergencies.   The Board of Trustees has set a recommended reserve funding level of six percent (IIID3 AP 6305 Reserves).[94] The California Community College Chancellor's Office recommends a five percent general fund reserve.

The ending balances and reserve level for the unrestricted general fund during the past five years, plus the current fiscal year, is shown below:

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Ending Reserves	6,877,855	5,038,578	2,776,963	3,296,700	2,781,761	2,117,073
	18.68%	13.0%	7.2%	8.9%	8.02%	6.18%

(IIID3 7 Year Funding Analysis, p. 5)[95]

By developing budgets that provide for both an adequate reserve and maintain the underlying philosophy of on-going revenues meeting on-going expenses, the college is able to obtain short-term financing in a timely manner to ensure cash flow despite state cash deferrals. The college has maintained its credit rating for long term and short term debt which allows the college to obtain financing in a timely manner and at a reasonable interest rate (IIID3 TRANS 2010-2011 $6,500,000, 6/30/11);[96] (IIID3 TRANS 2010-11 $8,000,000, 12/29/11).[97]

Self Evaluation

The college partially meets the standard. The college maintains 6% reserve, which helps maintain financial stability, and has adequate cash flow through the use of Tax Revenue Anticipation Notes (TRANS). The need for TRANS is the result of the state's deferring payment on a significant portion of the college's annual apportionment. As of August 1, 2012, the amount of deferred payments for 2011-2012 was $9,670,837 (IIID3 2011-2012 Deferral Repayment Schedule 8/1/12).[98]

Revenues are allocated to the college from the California Community College's Chancellor's Office based on the apportionment approved by the Board of Governors. These funds are transferred into the County Treasurer's office and are available for the college so that it can meet its obligations, including payroll and accounts payable. Until the state began deferring apportionment payments, the college did not have any issues with regards to cash flow. However, ongoing deferrals of payments have created a drain on the cash reserves of the college. As a result, the college has issued Tax Revenue Anticipation Notes (TRANS) to meet its cash flow needs. The college issues TRANS, holding the TRANS in the general fund to assist in paying its obligations. The TRANS are necessary because tax revenues are not deposited until December. Most grant programs are reimbursement grants requiring the college to pay the expenses before reimbursement is requested from the granting agencies, thus contributing to the potential for a cash flow shortfall (IIID3 Resolution 15378 2012-2013 TRANS).[99]

The on-going state budget crisis has created not only challenges with regards to cash flow but also challenges with regards to overall operations. To meet the reduced apportionment revenue, the college has taken the following steps during the last few years:

- Furloughs for non-teaching personnel
- Salary freezes
- Reduction in amounts paid for teaching inter-sessions

- Administrative re-organization
- Lay-offs of classified staff
- Retirement incentives
- Closure of Extended Campus Centers
- Winter Inter-session no longer offered
- Reduced Summer sessions
- Reduced services and hours

In the 2012-2013 fiscal year, the combination of the activities noted below will produce a savings of approximately $2,123,700:

Retirement savings		486,500
Extended Campus closure		126,400
Classified lay-offs		697,800
Salary Freezes		
Certificated salary freeze	238,283	
Confidential salary freeze	35,120	
Classified manages salary freeze	41,359	
Administrators salary freeze	40,321	
		355,083
Items from on-going labor negotiations		
Classified	257,900	
Part-time faculty	200,000	
		457,900
		2,123,683

(IIID3 Budget and Fiscal Planning Committee Presentation, 8/29/12)[100]

In fiscal year 2011-2012, the college recognized that, given the current and projected financial environment for community colleges, significant structural changes were needed to allow the college to meet both its core mission and to maintain the required reserve amount. The college engaged the Fiscal Crisis Management and Assessment Team (FCMAT) to perform a study which will identify areas where the college can operate in a more effective and efficient manner (IIID3 Resolution 15303 FCMAT, 4/18/12).[101] The review is on-going and recommendations will be presented to the Board of Trustees by mid-December 2012. A by-product of implementing the recommendations of the study will be an overall improvement in the college's ability to meet future financial emergencies and unforeseen occurrences.

Fortunately, the college has adequate insurance coverage for all its needs. It is a member of the Imperial County Schools Liability/Property Joint Powers Authority, Self-Insured Program for Imperial County (SIPIC) for workers compensation coverage and the Schools Excess Liability Fund (SELF) for excess liability coverage (IIID3 2012-2013 SIPIC Coverage Summary).[102]

Finally, the college has identified its Other Post Employment Benefits (OPEB) obligations as required by GASB 45 and has an actuarial study done every two years. The latest actuarial study is dated December 8, 2011 (IIID3 Actuarial Study 12/8/11).[103] The college's unfunded liability as of June 30, 2012, was approximately $6,820,000. At its December 12, 2007, meeting, the Board of Trustees adopted resolution 14005 which created the Futuris Public Entity Investment Trust (IIID3 Resolution 14005 GASB Trust).[104] The Trust was designed to be an irrevocable trust which would manage the funds set aside to fund the college's OPEB obligation. However, due to on-going financial issues, the college has not activated the trust and currently is on a pay-as-you-go basis which costs approximately $1,300,000 per year. The full accrual annual cost is approximately $2,565,000. As the financial environment of the college improves, a contribution plan for this obligation will be implemented.

Actionable Improvement Plans

The college is working with FCMAT (Fiscal Crisis and Management Assistance Team) on a fiscal review which will be presented to the Board of Trustees in December 2012.   The college is committed to implementing the recommendations of the study in order to improve the effectiveness and efficiency of the college and to fulfill its mission and goals.

III.D.3.b. The institution practices effective oversight of finances, including the management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The college and Foundation audits provide evidence of effective oversight of finances. Audits include an analysis of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and foundations (IIID3 Audits Webpage).[105] The college uses Imperial County Office of Education services for payroll and as the fiscal agent that provides additional checks and balances for the college (IIID3 AP 6315 Warrants).[106] The staffing in the fiscal area is experienced and properly staffed, providing adequate services for oversight and acceptable accounting practices.

Self Evaluation

The college meets the standard. The college's Vice President for Business Services or designee is in charge of maintaining and monitoring the district's finances, financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, and assets. All investments are handled by the Imperial County Treasurer as part of the county-wide pool (IIID3 AP 6320 Investments).[107]

Effective Oversight of Finances
The college uses SCT Banner to track and monitor the college's finances. All restricted and unrestricted funds are accounted for separately by fund code and account code. Revenues

and expenses are coded appropriately for ease of reporting and tracking. Every department head and/or manager has online access to all of their account ledgers and can easily monitor the financial activities and address any shortfall or surpluses as needed. Budget management is in accordance with Administrative Procedure 6250, Budget Management (IIID3 AP 6250 Budget Management).[108]

Procedures for fiscal management are in accordance with Administrative Procedure 6300 Fiscal Management (IIID3 AP 6300 Fiscal Management).[109] As required by law, quarterly reports (CCFS 311Q) are presented to the board showing the financial and budgetary conditions of the district. The quarterly reports are posted on-line with the Board of Trustees agendas and are also available on the college website (IIID3 Financial Reports and Budget Reports Webpage);[110] (Board of Trustees Agendas Webpage).[111]

Management of Financial Aid
The management of financial aid at Imperial Valley College is very effective as we clearly separate the functions of awarding from disbursement. All financial aid awarding is carried out in the Financial Aid Department while all disbursements are made out of the business office. Over 90% of the financial aid disbursement is accomplished via the IVC Debit Card, effectively reducing the possibility of checks being lost in the mail. All funds are drawn monthly by the Director of Fiscal Services utilizing the Federal Government's G5 system (IIID3 IVC Debit Card Webpage).[112]

Management of Grants and Externally Funded Programs
The college manages all of it federal, state and local grants and externally funded programs by assigning each one a unique fund code and separate ledger. Each grant and externally funded program has a coordinator/manager who is in charge of filing the required documentation in order for the college to receive the funds.   All funds are deposited in the business office utilizing the appropriate, unique income account.

Auxiliary Organizations or Foundations
The district's auxiliary organizations include a cafeteria and a bookstore. Both services are provided by independent contractors. The Vice President for Business Services is responsible for making sure that both contractors provide efficient and effective services to the campus community. Each auxiliary organization pays a commission to the district in lieu of paying rent for the use of college facilities.

The Imperial Valley College Foundation is a 501(c)3 non-profit organization with its own executive director and board. The Foundation board has its own investment policy. The college's Vice President for Business Services and the Director of Fiscal Services sign all checks for the Foundation (IVC Foundation Audits Webpage).[113]

Institutional Investments and Assets
The college maintains all funds with the Imperial County Treasurer and all investments are part of the county pool (IIID3 County Treasurer's Reports).[114]

The college contracts with Asset Works to maintain the college wide inventory and capitalization of fixed assets. The Director of Purchasing and Accounting compiles annual updates of the college wide inventory and a report is generated by Asset Works as required by GASB 34/35 (IIID3 Resolution 15253 Assetworks Annual Valuation Service).[115]

Actionable Improvement Plans

None

IIID.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

At its December 12, 2007, meeting, the Board of Trustees adopted resolution 14005 which created the Futuris Public Entity Investment Trust (IIID3 Resolution 14005 GASB Trust).[116] The Trust was designed to be an irrevocable trust which would manage the funds set aside to fund the College's OPEB obligation. However, due to on-going financial issues, the college has not activated the trust and currently is on a pay-as-you-go basis which costs approximately $1,300,000 per year. The full accrual annual cost is approximately $2,565,000. As the financial environment of the college improves, a contribution plan for this obligation will be implemented.

Compensated absences are carried on our balance sheet but they are funded out of reserves on an annual basis as needed. Early retirement incentives such as PERS Golden handshake, SERP (Supplemental Employee Retirement Program), 2+2 STRS Retirement and VESIP (Voluntary Employee Separation Incentive Program) are budgeted on an annual basis.

Self Evaluation

The college meets the standard. The college has developed allocation plans for the payment of liabilities and future obligations.

Actionable Improvement Plans

None

IIID.3.d.The actuarial study to determine Other Post-Employment Benefits (OPEB) liability is prepared, as required by appropriate accounting standards.

The college has identified its Other Post Employment Benefits (OPEB) obligations as required by GASB 45 and has an actuarial study done every two years. The latest actuarial study is dated December 8, 2011 (IIID3 Actuarial Study 12/8/11).[117] The college's unfunded liability as of June 30, 2012 was approximately $6,820,000.

Self Evaluation

The college meets the standard.

Actionable Improvement Plans

None

IIID.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Several years ago, Imperial Valley College issued Lease Revenue Bonds and COPs totaling approximately $6.5 million. These debt instruments were instrumental in upgrading of our technology infrastructure and acquiring and implementing our current ERP Banner system. Every year, the district allocates $715,000 out of the general fund to make the required annual payment.

Unfortunately, the current condition of the California economy and the continuous increases to the cash deferrals has forced Imperial Valley College to be in a constant borrowing mode. The district has to issue between $8 and $16 million in TRANS (Tax Revenue Anticipation Notes) to have sufficient cash for the day-to-day operations. Every year, the district allocates $155,000 out of the general funds to pay for the interest expense that this short-term borrowing generates.

Self Evaluation

The college meets the standard. The upgrade of the college's technology infrastructure and the acquisition of its current ERP system Banner were essential to the college's ability to keep up with the changes in technology. It was also necessary to be able to provide an educational environment for our students that is conducive to higher learning. Imperial Valley College will continue to meet both its short and long term borrowing obligations.

Actionable Improvement Plans

None

III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Imperial Valley College does not participate in student loans.

III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the intuition, governed by institutional policies and contract appropriate provisions to maintain the integrity of the institution.

All Imperial Community College District contracts with outside agencies are consistent with the mission and goals of the institution.

All contracts and agreements are reviewed for scope of service and binding legal requirements such as dates, terms, and other conditions. All contracts and agreements are reviewed by the area vice-president and president and then forwarded to the Board of Trustees. Legal counsel reviews the contracts as requested.

Imperial Valley College contracts with a variety of external entities for a wide scope of services. In some cases private and/or public entities have specific training and educational needs that are arranged and delivered through contract education. In some cases, contracts are awarded through competitive proposal processes for specific services (IIID3 AP 6350 Construction Contracts);[118] (IIID3 AP 6360 Contracts Electronic Systems);[119] (IIID3 AP 6370 Contracts Personal Services).[120]

Agreements are entered into through Memorandum of Understandings or formal training agreements. These mechanisms require approval by the Board of Trustees which certifies that the agreements and/or MOUs are consistent with the goals of the college and that they provide a value to the community. Additionally, before being presented to the Board, the review and approval processes require the approval, at minimum, of a dean, a vice president, and the entire Executive Council (IIID3 Signature Request Form for Agreements, Contracts, MOUs).[121] In their review, these groups also evaluate the appropriateness of services being contracted and their relationship to the community and the Institution (IIID3 AP 6340 Bids and Contracts).[122]

All program and administrative matters are assigned to either a director, dean or vice president to ensure that contract obligations are fulfilled. All program functions must adhere to established institutional policies and procedures that govern fiscal, operational, and administrative matters. No program or service is allowed to operate outside these controls. Quarterly meetings are also conducted with the college president and Grants Coordinator for reports on the status of grants and contracts.

Self-Evaluation

The college meets the standard. The review process for the board meeting agenda also requires that all contracts be reviewed and approved by a variety of administrators and personnel, including legal counsel, to ensure that the services are not only consistent with the goals of the institution, but that adequate language and safeguards are in place to protect the fiscal and administrative integrity of the organization. Additionally, all contracts and programs are required to abide by the same policies and procedures established institutionally as all other programs. Finally, the Board of Trustees must approve all contracts (IIID3 BP 6340, Bids and Contracts).[123]

<u>**Actionable Improvement Plans**</u>

None

III.D.3.h. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve internal control structures.

The college has an annual audit process whereby an independent accounting firm completes a thorough audit, and the results are reviewed at the executive level and at the board of trustee level. The auditor presents the information at board meetings, where additional questions are answered and feedback is given. There are no current or pending audit findings. Audits for the past ten years are posted to the college web site (IIID3 Audits Webpage).[124]

The college systematically assesses the use of financial resources by reporting on a monthly basis (Monthly Budget Reports), which is a comparison of actual to budgeted revenues and expenditures. These budget reports are presented to the Board of Trustees every month by the Vice President for Business Services and are available on the college web site (IIID3 Monthly Budget Reports Webpage).[125]

The college also assesses the use of financial resources by reporting, on a quarterly basis, to the Board of Trustees and the Chancellor's Office, the sources and uses of the unrestricted general fund (CCFS 311-Q). This report also includes a certification of general fund reserves, projected annual FTES, and cash balances. In addition, significant events impacting current year and subsequent year finances are outlined in this report (IIID3 Quarterly Reports CCFS 311Q Webpage).[126]

All departments of the college complete an Annual Program Review. The reviews are the basis for determining budget priorities for the coming year (IIID3 Annual Program Reviews).[127] With respect to the comparison of actual to budgeted expenditures, the goal is to have an annual variance of two percent or less. This process helps ensure that actual expenditures are spent in a manner consistent with the budget.

<u>**Self Evaluation**</u>

In assessing its management processes and other operational issues in light of the current financial environment, the college determined that the challenges were so significant that additional resources were needed to effectively identify and implement the structural changes needed to meet the changing financial environment.

The college discussed the issue with the Chancellor's Office and reached an agreement whereby the Chancellor's Office would offset a portion of the cost of a FCMAT (Fiscal Crisis Management and Assessment Team) study. Approval for requesting a FCMAT study was received from the Budget and Fiscal Planning Committee, College Council, and the

Academic Senate (IIID3 College Council Minutes, 4/2/12);[128] (IIID3 Academic Senate Minutes, 4/4/12).[129]

The Board of Trustees approved an agreement with FCMAT for the study on April 18, 2012. The management review is currently on-going, with a report and recommendations to be presented to the Board of Trustees by mid-December, 2012 (IIID3 Resolution 15303 FCMAT Study Agreement);[130] (IIID3 FCMAT Exit Letter, 8/23/12).[131]

Actionable Improvement Plans

The college has established a Strategic Transition Action Response Team (START), which will act as a source for communication regarding the forthcoming FCMAT report and the follow-up actions necessary. START will also prioritize and make recommendations to the president on the implementation of the FCMAT recommendations (IIID3 Strategic Transition Action Team Charter);[132] (IIID3 Strategic Transition Action Response Team Webpage).[133] Additional reviews will be completed by the college's shared governance committees (Academic Senate, College Council, Budget and Fiscal Planning Committee).

III.D.4 Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

The "IVC Budget Principles, Guidelines and Priorities," adopted May 5, 2010 by the Budget and Fiscal Planning Committee, includes principles for ensuring that resources are used effectively to accomplish the mission and goals of the college (IIID4 Budget Principles, Guidelines and Priorities).[134]

The assessment of effective use of financial resources begins with the preparation of the Annual Program Review (IIID4 2012-2013 Program Review Budget Development Memo).[135] The Program Review process addresses the needs of the college in a systematic manner (IIID4 Education Master Plan 2012-2013 - Program Review Process, pp. 13-24).[136] Program Review is performed annually within each department. The departmental program reviews are then evaluated by the appropriate Educational Master Plan sub-committees (IIID4 Appendix A 2011-2012 Annual Program Reviews):[137]

- SLO/SAO Committee
- Staffing Planning Committee
- Technology Planning Committee
- Facilities Planning Committee
- Budget and Fiscal Planning Committee
- Professional Development Committee
- Marketing Planning Committee
- Student Services Committee

Next, a draft budget is developed from the budget data submitted online through Program Review, and an analysis is prepared and results are shared with the Budget and Fiscal

Planning Committee (IIID4 2012-2013 Program Review Budget);[138] (IIID4 Budget and Fiscal Planning Committee Minutes 5/16/12);[139] (IIID4 Budget and Fiscal Planning Committee Minutes 6/6/12).[140]

The tentative budget is developed from the Program Review budget, and it is presented to Academic Senate, College Council, and Executive Council and then forwarded with commentary and recommendations to the Board of Trustees (IIID4 2012-2013 Tentative Budget).[141]

Once the budget is adopted, the assessment of effective use of financial resources occurs on a monthly basis with the Monthly Budget Reports, which compares actual revenues and expenditures to budget amounts, and on a quarterly basis with the Quarterly Financial Reports (CCFS 311Q) (IIID4 Monthly Budget Reports);[142] (IIID4 Quarterly Financial Status Reports Webpage).[143]

To ensure that financial resources are used in an effective manner, as intended by the Adopted Budget, the goal of the college is to have an annual expenditure variance of actual-to-budget of two percent or less. Assessment also occurs with discussions held with the Budget and Fiscal Planning Committee. Additionally, discussions regarding the use of financial resources are held with College Council, Academic Senate, and Administrative Council (IIID4 Administrative Council Notes, 9/4/12);[144] (IIID4 Academic Senate Minutes, 3/7/12).[145]

Self Evaluation

The college partially meets the standard. The college has used reserves to balance the budget; however, as noted in the IVC Principles, Guidelines and Priorities, the college is working towards the philosophy of on-going expenditures completely funded by on-going revenues (IIID4 Budget Principles, Guidelines and Priorities).[146]

The following chart shows the use of college reserves to balance the budget over the last five years:

	2007-08	2008-09	2009-10	2010-11	2011-12
Surplus/ Use of Reserve	-1,565,299	-1,042,858	-2,261,615	519,737	-514,939

(IIID4 2012-2013 Final Adopted Budget);[147] (IIID4 7-Year Funding Analysis, p. 5);[148] (IIID4 CCFS 311Q, 6/30/12)[149]

As noted above, the college is making significant strides in fully implementing the philosophy noted in the IVC Budget Principles, Guidelines and Priorities whereby on-going expenditures are fully funded by on-going revenues (IIID4 Budget Principles, Guidelines and Priorities).[150] The college will continue to work on fully implementing this concept.

In order to improve the data available for budgeting decisions, the college is in the final stages of implementing a new data warehouse system, an Operational Data Store (ODS), to

ensure all relevant data is available to stakeholders across campus. Financial dashboards and other reports are being created to support data-driven decision-making. The college has adopted the Enterprise Reporting Framework from Argos as its comprehensive method of making data available to users.

The college has also asked the Fiscal Crisis and Management Assessment Team to assist in developing a system to ensure more data is accessible for day-to-day management decisions, for data analysis, and in formulating plans to improve fiscal processes in the long-term (IIID4 ATLAS Planning Group Minutes 3/23/11, 11/30/11);[151] Banner User Group Minutes 5/19/11, 6/9/11,12/8/11).[152]

In order to more accurately develop salary and benefit information for budgeting purposes, the college contracted with a consultant to develop a tool to forecast full time employee salaries and benefits (IIID4 ZData Solutions Agreement).[153] A program was developed that draws information on wages and benefits from existing salary and benefit schedules and is also used to forecast salary and benefit information for future years, taking into account current and future range and steps placement. It is also capable of applying global increases and decreases by changing information contained in the salary and benefit schedules. As noted in Section IIID.2.a, the college assessed its management processes and determined that additional resources were needed to complete this evaluation. The college, with financial assistance from the Chancellor's Office, has engaged FCMAT (Fiscal Crisis Management and Assessment Team) to do a comprehensive review of the operation of the college.   The review is currently on-going, with the report and recommendations to be presented to the Board of Trustees by mid-December 2012 (IIID4 Resolution 15303 FCMAT Study Agreement, 4/18/12);[154] (IIID4 FCMAT Exit Letter, 8/23/12).[155]

Actionable Improvement Plans

The Strategic Transition Action Response Team (START) has been formed to act as a recommending body to the president and to the Board of Trustees to prioritize and implement the recommendations of the Fiscal Crisis and Management Assessment Team report due in December 2012.   The team is composed of Executive Council members as well as representatives of administration, faculty and classified staff.

Standard III.D. Financial Resources - Evidence Citations

[1] [IIID1 Educational Master Plan 2012-2013 – Program Review Process, pp. 13-24](#)
[2] [IIID1 2012-2013 Program Review Budget Development Memo](#)
[3] [IIID1 College's Vision and Core Values](#)
[4] [IIID1 Budget and Fiscal Planning Committee Webpage](#)
[5] [IIID1 Educational Master Plan, 2012-2013, p. 10](#)
[6] [IIID1 2012-2013 Educational Master Plan, pp. 11-12](#)
[7] [IIID1 Educational Master Plan Committee Minutes, 9/25/12](#)
[8] [IIID1 2012-2013 Final Adopted Budget](#)
[9] [IIID1 7-Year Funding Analysis, p. 5](#)
[10] [IIID1 Executive Council Notes, 8/21/12](#)
[11] [IIID1 2012-2013 Final Adopted Budget](#)
[12] [IIID1 7 year funding analysis, p. 5](#)
[13] [IIID1 Resolution 15438 CTA Agreement 2012-2013](#)
[14] [IIID1 Resolution 15128 CSEA Agreement 2011-2012](#)
[15] [IIID1 CSEA Tentative Agreement After Mediation 10/10/12](#)
[16] [IIID1 Part Time Faculty Association Agreement 2012-2013](#)
[17] [IIID1 Resolution 15002 Termination of Calexico Extended Campus Lease](#)
[18] [IIID1 Resolution 14522 Termination of El Centro Extended Campus Lease](#)
[19] [IIID1 Strategic Transition Action Response Team (START) Charter](#)
[20] [IIID1 Strategic Transition Action Response Team (START) Webpage](#)
[21] [IIID1 Resolution 15303 FCMAT Study Agreement](#)
[22] [IIID1 FCMAT Exit Letter 8/23/12](#)
[23] [IIID1 Budget Principles, Guidelines and Priorities](#)
[24] [IIID1 Strategic Transition Action Response Team (START) Meeting Notice 10/2/12](#)
[25] [IIID1 Strategic Transition Action Response Team (START) Charter](#)
[26] [IIID1 Strategic Transition Action Response Team (START) Webpage](#)
[27] [IIID1 AP 6305 Reserves](#)
[28] [IIID1 Educational Master Plan 2012-2013](#)
[29] [IIID1 Educational Master Plan 2012-2013 – Program Review Process, pp. 13-24](#)
[30] [IIID1 Educational Master Plan 2012-2013 – Resource Committee Reports, pp. 30-50](#)
[31] [IIID1 Budget and Fiscal Planning Committee Minutes, 6/6/12](#)
[32] [IIID1 California Dept. of Ed Letter re GASB 54 1/7/11](#)
[33] [IIID1 Board Policy 6301 Fund Balance Accounting](#)
[34] [IIID1 Road to Recovery Webpage](#)
[35] [IIID1 College Council Minutes, 3/12/12](#)
[36] [IIID1 Audits - Financial and Budget Reports Webpage](#)
[37] [IIID1 Monthly Budget Reports Webpage](#)
[38] [IIID1 2012-2013 Tentative Budget](#)
[39] [IIID1 2012-2013 Final Adopted Budget](#)
[40] [IIID1 Actuarial Study 12/8/11](#)
[41] [IIID1 Resolution 14005 GASB 45 Futuris Public Entity Trust](#)
[42] [IIID1 2012-2013 Annual Program Reviews](#)
[43] [IIID1 Measure L Sample Ballot](#)
[44] [IIID1 Measure J Sample Ballot](#)
[45] [IIID1 Capital Outlay Program Claim 400 Building](#)
[46] [IIID1 AP 6305 Reserves](#)
[47] [IIID1 Five-Year Construction Plan 7-25-12](#)
[48] [IIID1 Ten-Year Site Plan](#)
[49] [IIID1 Five Year Scheduled Maintenance Plan](#)
[50] [IIID1 Measure L Sample Ballot](#)
[51] [IIID1 Measure L Annual Report March 2009, pp. 4-5](#)
[52] [IIID1 Resolution 15412 400 Building Completion, 7/25/12](#)

53 [IIID1 Resolution 15228 Parking Lot IV Completion, 1/18/12](#)
54 [IIID1 Resolution 14955 Traffic Signal Contract, 3/14/11](#)
55 [IIID1 Resolution 14787 Road Improvement Project, 8/18/10](#)
56 [IIID1 Resolution 15194 Bus Transfer Terminal II Bids, 12/14/11](#)
57 [IIID1 Resolution 15377 Infiltration Evaporation Ponds, 6/20/12](#)
58 [IIID1 Measure J Fact Sheet](#)
59 [IIID1 Building 3100 Floor Plan](#)
60 [IIID1 Building 3200 Floor Plan](#)
61 [IIID1 Educational Master Plan 2012-2013 - Program Review Process, pp. 13-24](#)
62 [IIID1 Budget Development Guidelines 2012-2013](#)
63 [IIID1 Budget Principles, Guidelines and Priorities](#)
64 [IIID1 Road to Recovery Webpage](#)
65 [IIID1 Campus Committees Webpage](#)
66 [IIID2 2012-2013 Annual Program Reviews 2012-13](#)
67 [IIID2 CCFS 311 2010-2011](#)
68 [IIID2 CCFS 311 2009-2010](#)
69 [IIID2 CCFS 311 2008-2009](#)
70 [IIID2 Financial and Budget Reports Webpage](#)
71 [IIID2 Audits - Financial and Budget Reports Webpage](#)
72 [IIID2 2010-2011 Audit](#)
73 [IIID2 2009-2010 Audit](#)
74 [IIID2 2008-2009 Audit](#)
75 [IIID2 Measure L Bond Audit 6/30/09](#)
76 [IIID2 Measure L Bond Audit 6/30/10](#)
77 [IIID2 Measure L Bond Audit 6/30/11](#)
78 [IIID2 Measure J Bond Audit 6/30/11](#)
79 [IIID2 Financial and Budget Reports Webpage](#)
80 [IIID2 Road to Recovery – Campus Forums Webpage](#)
81 [IIID2 Bookstore Webpage](#)
82 [IIID2 Cafeteria Contract](#)
83 [IIID2 Bookstore Contract Follett Amendment](#)
84 [IIID2 Associated Student Government Webpage](#)
85 [IIID2 Audits - Financial and Budget Reports Webpage](#)
86 [IIID2 IVC Foundation Webpage](#)
87 [IIID2 IVC Foundation Audits Webpage](#)
88 [IIID2 IVC Foundation Master Agreement](#)
89 [IIID2 2007-2008 Audit](#)
90 [IIID2 2008-2009 Audit](#)
91 [IIID2 2009-2010 Audit](#)
92 [IIID2 2010-2011 Audit](#)
93 [IIID2 FCMAT Management Review 11/29/11](#)
94 [IIID3 AP 6305 Reserves](#)
95 [IIID3 7 Year Funding Analysis, p. 5](#)
96 [IIID3 TRANS 2010-2011 6/30/11](#)
97 [IIID3 TRANS 2010-2011 Mid-Year, 12/29/11](#)
98 [IIID3 2010-2011 Deferral Repayment Schedule 8/1/12](#)
99 [IIID3 Resolution 15378 2012-2013 TRANS](#)
100 [IIID3 Budget and Fiscal Planning Committee Presentation, 8/29/12](#)
101 [IIID3 Resolution 15303 FCMAT Study Agreement, 4/18/12](#)
102 [IIID3 2012-2013 Certificate of Coverage](#)
103 [IIID3 Actuarial Study 12/8/11](#)
104 [IIID3 Resolution 14005 Futuris Public Entity Investment Trust (GASB 45)](#)
105 [IIID3 Audits - Financial and Budget Reports Webpage](#)
106 [IIID3 AP 6315 Warrants](#)
107 [IIID3 AP 6320 Investments](#)

[108] IIID3 AP 6250 Budget Management
[109] IIID3 AP 6300 Fiscal Management
[110] IIID3 Financial and Budget Reports Webpage
[111] IIID3 Board of Trustees Agenda Webpage
[112] IIID3 IVC Debit Card Webpage
[113] IIID3 IVC Foundation Audits Webpage
[114] IIID3 County Treasurer's Reports
[115] IIID3 Resolution 15253 Assetworks Annual Valuation Service
[116] IIID3 Resolution 14005 Futuris Public Entity Investment Trust (GASB 45)
[117] IIID3 Actuarial Study 12/8/11
[118] IIID3 AP 6350 Construction Contracts
[119] IIID3 AP 6360 Contracts Electronic Systems
[120] IIID3 AP 6370 Contracts Personal Services
[121] IIID3 Signature Request Form for Agreements, Contracts, MOUs
[122] IIID3 AP 6340 Bids and Contracts
[123] IIID3 BP 6340 Bids and Contracts
[124] IIID3 Audits Webpage
[125] IIID3 Monthly Budget Reports Webpage
[126] IIID3 Quarterly Reports CCFS 311-Q Webpage
[127] IIID3 2012-2013 Annual Program Reviews
[128] IIID3 College Council Minutes, 4/2/12
[129] IIID3 Academic Senate Minutes, 4/4/12
[130] IIID3 Resolution 15303 FCMAT Study Agreement
[131] IIID3 FCMAT Exit Letter 8/23/12
[132] IIID3 Strategic Transition Action Response Team (START) Charter
[133] IIID3 Strategic Transition Action Response Team (START) Webpage
[134] IIID4 Budget Principles, Guidelines and Priorities
[135] IIID4 2012-2013 Program Review Budget Development Memo
[136] IIID4 Educational Master Plan, Program Review Process, pp. 13-24
[137] IIID4 Annual Program Reviews 2012-2013
[138] IIID4 2012-2013 Program Review Budget
[139] IIID4 Budget and Fiscal Planning Committee Minutes 5/16/12
[140] IIID4 Budget and Fiscal Planning Committee Minutes 6/6/12
[141] IIID4 2012-2013 Tentative Budget
[142] IIID4 Monthly Budget Reports Webpage
[143] IIID4 Quarterly Financial Status Reports Webpage
[144] IIID4 Administrative Council Notes 9/4/12
[145] IIID4 Academic Senate Minutes, 3/7/12
[146] IIID4 Budget Principles, Guidelines and Priorities
[147] IIID4 2012-2013 Final Adopted Budget
[148] IIID4 7-Year Funding Analysis, p. 5
[149] IIID4 CCFS 311Q Quarterly Report 6/30/12
[150] IIID4 Budget Principles, Guidelines and Priorities
[151] IIID4 ATLAS Planning Group Minutes 3/23/11, 11/30/11
[152] IIID4 Banner User Group Minutes 5/19/11, 6/9/11,12/8/11
[153] IIID4 ZData Solutions Agreement 11/14/11
[154] IIID4 Resolution 15303 FCMAT Study Agreement 4/18/12
[155] IIID4 FCMAT Exit Letter 8/23/12

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Standard IV.
Leadership and
Governance

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Standard IV. Leadership and Governance

Standard IV.A. Decision-Making Roles and Process

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution- wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Imperial Valley College recognizes that ethical and effective leadership throughout the organization enables staff, faculty, administrators, and students to work together for the improvement of the institution (IVA1 BP 1200 District Mission; BP 2715 Code of Ethics/Standards of Practice);[1] (IVA1 Educational Master Plan Goals 2012-2013);[2] (IVA1 Board of Trustee Goals 2012-2013).[3]

The college's shared governance process allows input, exchanges, and collaboration from all constituent groups at the institution. The college is committed to an open process that includes representatives from all major stakeholder groups. Governance roles have been designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and chief administrator. The college recognizes that a college-wide approach is critical in encouraging wide participation (IVA1 BP 3250 and AP 3250 Institutional Planning; BP and AP 2510 Participation in Local Decision-Making).[4]

While full-time faculty are required by contract to sign up for a committee, college club, or college organization, all faculty, staff and students are encouraged to participate in the shared governance process. A description of the various committees, including purpose, function and committee composition is housed on the individual committee websites. Faculty and staff refer to these sites to determine which committee to participate on and indicate their preference directly to the President's Office. Committee membership is established or updated through this process, and changes are made as needed throughout the academic year (IVA1 All Users Email re: Standing Committee List for 2012-2013, 9/24/12).[5]

The College Council and the Academic Senate are the primary shared governance recommending bodies of the college. Subcommittees under each provide input on the practices, programs and services of the college. The College Council and the Academic Senate make recommendations directly to the Superintendent/President and Board of Trustees.

Additionally, the Educational Master Plan, developed by the Educational Master Plan Committee, has emerged as the college's main integrated planning document. The plan is developed from program reviews, resource planning documents, and area-specific plans. The comprehensive program reviews specifically include information related to student retention, student success, and grade distribution (IVA1 Sample Comprehensive Program Review).[6] The planning documents are melded into the Educational Master Plan, and planning goals are established as a result. The integrated planning process relies on wide participation of faculty, students and staff and is filtered through the resource committees prior to inclusion into the master plan.

As part of the educational master planning process in 2011-2012 a subcommittee was tasked with revising the planning goals for the College. The goals for the 2012-2013 Educational Master Plan were revised and measurable objectives developed which are consistent with the college Mission (IVA1 EMPC Minutes 4/27/12; Educational Master Plan Goals 2012-2013).[7] The goals are:

1. The college will maintain programs and services that focus on the mission of the college supported by data driven assessments to measure student learning and student success.

2. The college will maintain instructional programs and services which support student success and attainment of student educational goals.

3. The college will develop and manage human, technological, physical and financial resources to effectively support the college mission and campus learning environment.

4. The Board of Trustees and Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

The College Council and the Academic Senate approved the Educational Master Plan prior to its approval by the Board of Trustees (IVA1 Academic Senate Minutes 5/2/12; College Council Minutes 5/7/12; Board Minutes 5/16/12 Resolution15344).[8]

Agendas and minutes of the College Council, the Academic Senate, the Educational Master Planning Committee, and subcommittees of these groups are distributed to the campus community prior to every scheduled meeting. This information is also made available on the college faculty and staff website, http://www.imperial.edu/faculty-and-staff/. In addition, reports such as the Educational Master Plan, including goals and objectives, can be accessed by the campus community and the public on the College's accreditation website, http://accreditation.imperial.edu/.

The College Council and the Academic Senate evaluate the shared governance process, and during these reviews committees may be restructured or deleted and new committees formed. One item that the College Council and the Academic Senate consider when making these

changes is whether there is an overlap of duties (IVA1 College Council Minutes 9/14/09, 10/12/09, 10/8/12);[9] (IVA1 Academic Senate Minutes 9/16/09, 9/19/12).[10]

At the end of the spring 2009 semester, the Educational Master Planning Committee conducted an evaluation of the organizational structure of Imperial Valley College as it related to the planning process (IVA1 EMPC Minutes 4/3/09, 5/15/09).[11] The changes recommended at that time were incorporated into the 2009-2010 Educational Master Plan, and the revised planning process has been in place since that time. The 2009-2010 Educational Master Plan, as well as later plans, is available on the accreditation website, http://accreditation.imperial.edu/. Chart B in the 2012-2013 Educational Master Plan represents IVC's 2012-2013 planning process, which shows the integration of program review and comprehensive master planning (educational, facilities, technology, and other resource plans) with systematic planning and budgeting processes to effectively align college resources with priority goals. The Educational Master Plan Chart C reflects the 2012-2013 Program Review Planning Stream. These charts were submitted to the CEO and subsequently approved by the Board as part of the EMP (IVA1 Educational Master Plan 2012-2013 Chart B and Chart C).[12]

Since becoming Superintendent/President in April 2012, Dr. Victor Jaime has met regularly with the Academic Senate President and the College Council Chair and Vice Chair to discuss board agenda items and campus issues. In fall 2012, the Superintendent/President Jaime met with the College Council Chair and Vice Chair to discuss the reporting structure of the committees that currently report to College Council (IVA1 Letter from Dr. Victor Jaime to College Council Chair and Vice Chair 9/28/12).[13]

Self Evaluation

The college meets the standard. The shared governance process has helped the college to create, maintain, and evaluate its participative processes to ensure openness, inclusion, and effectiveness. Recommendations made have improved the process of decision making with the ultimate goal of enhancing student learning.

Actionable Improvement Plans

None

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special purpose bodies.

Imperial Valley College maintains a written policy defining roles and encouraging faculty, staff, administrator and student participation in the decision-making processes. Imperial Valley College's Board Policy 2510 Participation in Local Decision-making establishes a shared responsibility as defined by law and board policy in the decision-making processes of the College. The policy provides that "the Board is committed to its obligation to ensure that

appropriate members of the district participate in developing recommended policies for board action and administrative procedures for CEO action under which the district is governed and administered" (IVA2 BP and AP 2510 Participation in Local Decision-Making).[14]

Administrators, faculty, staff and student have representation on governance councils and committees and share in the decision-making of the institution. The current Standing Committee List for 2012-2013 reflects the purpose or mission of the shared governance committees and subcommittees, including membership composition and roles for each committee (IVA2 Standing Committee List 2012-2013).[15]

Self Evaluation

The college meets the standard. The college has written established policies that provide for faculty, staff, administrators and students to participate in decision-making processes.

Actionable Improvement Plans

None

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

The college has substantive and defined policies that clearly delineate the role of faculty and administrators in shared governance in the college's planning and decision-making processes. As noted previously, Board Policy 2510 defines the Academic Senate's and the College Council's role in planning and decision-making. These two bodies are the College's main shared governance bodies, and they each have several subcommittees that report to them (IVA2 Campus Committees Webpage).[16] This process allows for broad participation of the campus community in policy making, in planning, and in budget decisions that relate to their areas of responsibility and expertise.

The primary authority for curricular and other academic and professional matters at Imperial Valley College rests with the Academic Senate and its subcommittees, including the Curriculum Committee (IVA2 Academic Senate Bylaws;[17] IVA2 Curriculum Committee Purpose Statement).[18] AB 1725, passed in 1988, guarantees the Academic Senate primacy in the areas of the 10+1, which includes areas of curriculum, program review, grading, graduation requirements, and all other areas of academic and professional matters. These responsibilities fall into two major categories: areas of primary reliance, which are issues about which the Board of Trustees relies primarily on the Academic Senate; and areas of consultation, which are areas in which the senate consults with other shared governance groups and leadership to determine a mutually agreed-upon solution.

The Academic Senate is comprised of representative membership from divisions and faculty at large and includes four representatives from Arts and Letters and Learning Services, three representatives from Economic and Workforce Development, four representatives from Health and Sciences, two representatives from Student Services, two part-time faculty representatives, nine at-large senators and three ex-officio members as well as a the President of the Senate. The Academic Senate is recognized by the Board of Trustees, sits at the Board's Resource Table, and provides the Board with a standing report at each Board Meeting (IVA2 BP and AP 2510 Participation in Local Decision-Making). The Senate meets bi-weekly during the academic term and follows provisions of the Brown Act. Resolutions that are brought before the senate are discussed prior to approval. Curriculum approvals and other items upon which the Academic Senate is "relied on primarily" are referred for Board approval, while items that are "mutually agreed upon" are forwarded to appropriate bodies or the college president.

Additionally, the Academic Senate appoints faculty representatives to the Budget and Fiscal Planning Committee, College Council, and the Technology, Staffing, Marketing, Basic Skills, and Distance Education Committees. In addition, all committees on campus have faculty representatives and many are co-chaired by faculty members (IVA2 Standing Committee List 2012-2013).[19]

Self Evaluation

The college meets the standard. The college has established policies and processes in alignment with California law that provide faculty a role and a voice in decision making.

Actionable Improvement Plans

None

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

The college relies on appropriate Academic Senate subcommittees and structures for recommendations about student learning outcomes and curriculum (IVA2 SLO Committee Purpose Statement);[20] (IVA2 Curriculum Committee Purpose Statement).[21]

The Academic Senate, at its meeting of December 5, 2004, took responsibility for the development, assessment, implementation and evaluation of student learning outcomes (IVA2 Academic Senate Minutes 12/5/04; Board Minutes 1/25/05 Resolution 13180).[22] The college, recognizing the importance of this endeavor, established an SLO Coordinator position with significant reassigned time to coordinate and facilitate SLO review.

The Academic Senate, through the Curriculum Committee, reviews curriculum on a regular basis. In fall 2010, the Curriculum Committee began a major review of all curriculum, updated textbooks and assignments, and began the process of embedding SLOs in the course outline of

record. Minutes of Curriculum Committee meetings evidencing this review are available on the committee's website, http://www.imperial.edu/faculty-and-staff/campus-committees/academic-senate/subcommittees/curriculum/agendas-and-minutes/. While all active course SLOs were entered into CurricUNET by the end of spring 2012, the review process is ongoing as SLOs are continually assessed and curriculum adjusted, revised or developed (IVA2 List of SLOs June 2012).[23]

Self Evaluation

The college meets the standard. The college has established policies and process that provide for wide participation of faculty and administration into the participatory governance through the Academic Senate and recognizes the role of faculty in curriculum development and student learning outcomes at the College.

Actionable Improvement Plans

None

IV.A.3. Through established governance structures, processes and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Imperial Valley College is committed to participatory governance that includes discussion of ideas and effective communication. Imperial Valley College has established participatory governance structures, processes, and practices to facilitate effective participatory governance and inclusion of diverse constituencies noted throughout the college (IVA3 BP and AP 2510 Participation in Local Decision-Making).[24]

The Board of Trustees is elected to represent specific segments of Imperial County but have been elected at large by the Imperial County electorate. In 2011, the Board completed the revision of Trustee Districts and the trustee election process to comply with current voter registration requirements and to assure that each district elects a representative. The California Community Colleges Board of Governors approved establishment of the trustee area elections on March 5, 2012 (IVA3 Board Minutes 12/14/11, Resolution15190);[25] (IVA3 California Community Colleges Board of Governors Minutes 3/5/12, Item 1.3).[26]

The college's main participatory governance structures are the Academic Senate and the College Council. The Board consults collegially with the Academic Senate on academic and professional matters. The Board established the College Council to ensure that faculty, staff, students, and administrators have the opportunity to express their opinions and ideas and to have those opinions and ideas given every reasonable consideration. The College Council promotes discussion and makes recommendations to the CEO on matters relevant to the orderly functioning of the college. The College Council is the final recommending body on non-

academic matters that go to the CEO and Board of Trustees (IVA3 Standing Rules of the College Council, 11/28/11).[27]

The Academic Senate and the College Council each have several subcommittees that report to them (IVA3 2012-2013 Shared Governance Structure).[28] In addition, the college's Budget and Fiscal Planning Committee and the Educational Master Plan Committee report to both the Academic Senate and College Council.

The Academic Senate is composed of full-time faculty and two part-time faculty members, with the immediate past president, Vice President for Academic Services, and a student representative serving as ex-officio, non-voting members. The College Council is structured to include representatives from the following five constituent groups: faculty, classified staff, students, classified managers/confidential, and administrators.

The college holds monthly Board of Trustee meetings on campus and complies with the Brown Act. The Board of Trustees includes the Associated Student Government President as a non-voting member of the Board and includes both the College Council Chair and the Academic Senate President as members of the Board Resource Table. The Associated Student Government President, the College Council Chair and the Academic Senate President provide the Board of Trustees with monthly reports regarding their respective areas (IVA3 BP and AP 2015 Participation in Local Decision-Making).

The Academic Senate and the College Council meet twice a month during the academic year and meetings are open to the campus community. Copies of the meeting agendas and minutes are posted on the college's website, http://www.imperial.edu/faculty-and-staff/campus-committees/academic-senate/ and http://www.imperial.edu/faculty-and-staff/campus-committees/college-council/. Meeting agendas and minutes are also distributed to the campus community electronically (IVA3 Academic Senate and College Council Meeting Notices).[29]

The College Council and Academic Senate evaluate the shared governance process at the college bi-annually, and other shared governance committees review their purpose or function and lines of communication on a regular basis also (IVA3 College Council Minutes, 1/25/10, 2/8/10, 2/22/10);[30] (IVA3 Academic Senate Minutes 9/16/09).[31] As part of this review process, committees are restructured or deleted and new committees are formed. For example, the Staffing Committee and Professional/Staff Development Committee are currently operational as subcommittees of the Educational Master Plan committee but will be reconstituted as subcommittees of the Academic Senate and College Council to create a more efficient flow of information and allow these bodies to refer recommendations to the appropriate participatory body. Three committees—Campus Operations, Greening, and Beautification—were combined into one centralized committee, the Facilities and Environmental Improvement Committee. This committee's members have been selected and the group began meeting spring 2010 (IVA3 College Council Minutes 9/14/09, 10/12/09; Facilities and Environmental Improvements Committee Minutes 3/15/10).[32]

The College Council Chair and the President of the Academic Senate initiated the latest structural evaluative review in 2010-2011 and 2011-2012. This review resulted in revised bylaws for both the College Council and Academic Senate. The Academic Senate bylaws were last reviewed and approved in spring 2012 (IVA3 Academic Senate Agenda and Minutes 3/7/12),[33] and the College Council bylaws were last reviewed in fall 2011 (IVA3 College Council Minutes 11/28/11).[34] This biannual review will continue to improve the effectiveness of the college's participatory governance planning and decision making processes.

Self Evaluation

The college meets the standard. The college has established governance structures and processes for faculty, staff and students to participate in the college's decision-making process.

Actionable Improvement Plans

None

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Imperial Valley College advocates and demonstrates honesty and integrity in its relationships with external agencies by adhering to the standards, policies, guidelines, and Commission requirements for public disclosure. As required by the Commission, all accreditation reports, evaluations, and Commission letters are available to the public. The college has created an accreditation webpage that is a repository for Commission reports, evaluations, actions and supporting documents, http://accreditation.imperial.edu/.

The college is affiliated with several external agencies and is accredited by program-specific agencies including the California Association of Alcohol and Drug Educators (CAADE); California Board of Registered Nursing; California Board of Vocational Nurse and Psychiatric Examiners; Commission on Accreditation of Allied Health Education Programs (CAAHEP); Commission on Peace Officers Standards and Training; and NATEF Automotive Service Excellence (ASE) (IVA4 Program Accreditation Certificates).[35] The college complies with all guidelines and standards of each of these agencies and provides required reports that are accurate and timely.

The college strives to ensure that communications to the public regarding educational quality and institutional effectiveness is accurate. In addition to making accreditation information available to the public through its website, the college maintains Educational Master Plans and program review documents, including success and retention data, on the accreditation website, http://accreditation.imperial.edu/.

Additionally, course catalogs and schedules of classes are available on the college's website; http://www.imperial.edu/courses-and-programs/catalogs-and-schedules/. Prior to spring 2012 the catalog and schedule were accessible to students in both printed and online (.pdf) formats. Due to budget constraints, the college discontinued printing of the catalog and schedule beginning in spring 2012. The catalog is currently available on the web in .pdf format while a live schedule is available in searchable format. To gauge student opinion regarding these changes and to ensure that the catalog and schedules are accessible and easy to use, the Academic Services Office conducted a student survey during fall 2011 as part of the assessment of its service area outcomes. The survey results show that the majority of students find the information in the catalog and schedule useful and helpful, but that students prefer a printed and/or .pdf version of the schedule (IVA4 Academic Services Office Service Area Outcome, Fall 2011).[36] In response to the student survey and in order to meet student need, beginning spring 2013 the class schedule will be available in .pdf format in addition to the online, searchable schedule.

Imperial Valley College has responded to recommendations made by the Commission following the review of the college's 2007 comprehensive institutional self-study and evaluation team visit. The college completed a progress report in October 2008 and 2009 and a Midterm report in March 2010 (IVA4 2008 Progress Report; IVA4 2009 Progress Report; IVA4 2010 Midterm Report).[37] Each of these reports represents an honest accounting of the progress the college has undertaken to meet requirements as set forth by the Commission.

In spring 2012 the college submitted substantive change proposals for new programs in Energy Efficiency Technology, Court Services Specialist, Dental Assisting, Computer Science, and thirteen associate degrees and nine certificate programs via distance education. On May 10, 2012, the Committee on Substantive Change of ACCJC acted to approve the proposals for new programs, but deferred the proposal for distance education to the November 15, 2012, meeting of the Committee (IVA4 ACCJC Action Letter, 5/15/12).[38] The distance education program proposal was resubmitted on October 15, 2012, along with a substantive change proposal for a new CISCO – CCNA Discovery associate degree and certificate program (IVA4 DE Substantive Change Proposal;[39] IVA4 CISCO Substantive Change Proposal).[40] The college has not received notice of the Commission's action on the proposal as of the writing of this self-evaluation.

To ensure that the college continues to maintain integrity in its relationship with the Commission; to comply with Accrediting Commission standards, policies, and guidelines; and to provide self-evaluation and other reports in a timely manner, the college has established a Continuous Accreditation Readiness Team (CART) that encompasses wide participation of the college community. The college's Accreditation Liaison Officer chaired this team until spring 2011 when the Dean of Arts and Letters and Dean of Science, Math and Engineering agreed to serve as co-chairs. Following the resignation of the Dean of Science in August 2011, the Student Services Lead Counselor accepted the co-chair position (IVA4 CART Minutes 4/16/10, 5/6/11; CART Membership Roster as of 5/2/11; CART Agendas and Minutes Webpage).[41]

The college adheres to U.S. Department of Education policies and directives and complies with changing regulations such as publishing gainful employment data in the catalog and College website (IVA4 Programs of Study – Gainful Employment Information Webpage).[42] Imperial

Valley College subscribes to the Board Policy and Administrative Procedure Service provided by the Community College League of California. The subscription service provides legal updates that alert the college to changes in laws, regulations, or practice. The college stores its policies and procedures online within BoardDocs (IVA4 Board Policies and Administrative Procedures Website).[43] In addition, department administrators, faculty, and staff of the college subscribe to various Listservs maintained by the California Community Colleges Chancellor's Office in addition to other distribution lists, which provide updates and information relating to their programs (IVA4 Sample Listserv Emails).[44]

Self Evaluation

The college meets the standard. The college complies with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The college responds in a timely manner to recommendations made by the Commission. The college effectively communicates educational quality and institutional effectiveness through the publication of accreditation information, program review and planning documents on its website. The college seeks feedback from students on the effective presentation, accuracy, and delivery of college catalog and class schedules. The college adheres to Federal Department of Education and California Community College policies and directives.

Actionable Improvement Plans

None

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness.

Imperial Valley College recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. The Board of Trustees has established policies and procedures to assure the regular evaluation of leadership and decision-making structures and processes to assure integrity and effectiveness. These policies and procedures, as well as evaluation of processes are communicated to the campus community through public posting of policies and procedures, committee minutes and reports.

The college assesses its processes and effectiveness through the evaluation of employees and self-evaluation of the Board. The Board of Trustees conducts a self-evaluation annually and discusses the results of the evaluation at a board retreat held each year (IVA5 BP 2745 Board Self-Evaluation, Board of Trustees Self-Evaluation Composite Report, Board Evaluation Summary, 2011).[45] The Superintendent/President reviews the Board self-evaluation and makes recommendations regarding board goals for the next year (IVA5 Board Minutes, 3/7/12 Resolution No. 15272).[46] In addition, the Board of Trustees has adopted a board policy in which the Superintendent/President is evaluated each May (IVA5 BP and AP 2435 Evaluation of Superintendent/President).[47] Administrative staff is evaluated biannually by the

Superintendent/President through processes developed by the Superintendent/President and administered by the Administrative Dean of Human Resources. The Superintendent/President is currently working in collaboration with the Academic Senate to include faculty evaluations in the administrative evaluation process. It is anticipated that administrative procedure AP 7265 will be updated to include this new process (IVA5 Academic Senate Minutes, 9/19/12, Action Item #4).[48]

The governance and decision-making processes were discussed and evaluated during 2009, and subcommittees of the Academic Senate and the College Council were restructured (IVA5 Academic Senate Minutes, 9/16/09, 10/7/09; College Council Minutes, 9/14/09, 10/12/09).[49] The College Council conducts regular evaluations of its governance structure, and in November 2011, updated its bylaws (IVA5 College Council Minutes, 11/28/11).[50] In early fall 2012 the College Council discussed the Marketing Committee and recommended changes in its structure and purpose. The College Council is scheduled to review its subcommittee structure this year (IVA5 College Council Minutes, 10/8/12).[51] The Academic Senate reviewed and updated its bylaws in 2012 (IVA5 Academic Senate Minutes, 3/7/12)[52] and began its review of subcommittees reporting to the Senate in early fall 2012 (IVA5 Academic Senate Minutes 9/19/12 Discussion Item VII.2; All Users Email regarding Standing Committee List for 2012-2013 9/24/12).[53]

An evaluation is conducted each spring by the Educational Master Plan Committee to review the effectiveness of the college's planning processes. Following its annual review in spring 2012, the committee recommended a change in the program review process that would require the preparation of an annual comprehensive program review progress report, in addition to the annual program review (IVA5 Educational Master Plan, 2012-2013, p. 25).[54] The Educational Master Plan Committee discussed this recommendation further and agreed to merge the annual program review and comprehensive program review processes into a single annual program review that encompasses a budget component and program review (IVA5 EMPC Minutes, 9/25/12).[55]

The institution widely communicates the results of the evaluations of its planning processes and uses the recommendations as the basis for improvement. In 2012, the College Council, the Academic Senate, and the Budget and Fiscal Planning Committee discussed the financial issues facing the college (IVA5 College Council Minutes 4/2/12; Academic Senate Minutes 3/21/12; Budget and Fiscal Planning Minutes 3/28/12).[56] As a result of these discussions, the Board of Trustees, upon the recommendation of the Superintendent/President, the College Council and the Academic Senate, recommended that the college work with the California Chancellor's Office to fund an evaluation of the college by the Fiscal Management Crisis Team (FMACT). The intent of the study was to review and recommend strategies to improve three areas of perceived weaknesses at the college: (1) college finances (2) organizational structure (3) enrollment management (IVA5 Board Minutes, 4/18/12, Resolution 15303; FCMAT Study Agreement, 3/27/12).[57] The FCMAT team concluded its study in September 2012 and will report the findings to the Board of Trustees in December 2012. The college community will develop improvement plans based on the FCMAT study. The FCMAT study will be available to the public through both the college's website and the FCMAT site.

Self Evaluation

The college meets the standard. The various processes related to decision-making and its leadership is evaluated and its results communicated broadly. The Board of Trustees has adopted policies and procedures that ensure that broad evaluative processes occur. Participatory governance structures (the College Council and Academic Senate) have conducted evaluations that have resulted in changes to bylaws and subcommittee structures. These reports have been made available to the college community and public through the college's website.

Actionable Improvement Plans

None

Standard IV.A. Decision-Making Roles and Process - Evidence Citations

[1] IVA1 BP 1200 District Mission; BP 2715 Code of Ethics/Standards of Practice
[2] IVA1 Educational Master Plan Goals 2012-2013
[3] IVA1 Board of Trustee Goals 2012-2013
[4] IVA1 BP 3250 and AP 3250 Institutional Planning; BP and AP 2510 Participation in Local Decision-Making
[5] IVA1 All Users Email re Standing Committee List for 2012-2013, 9/24/12
[6] IVA1 Sample Comprehensive Program Review
[7] IVA1 EMPC Minutes 4/27/12; Educational Master Plan Goals 2012-2013
[8] IVA1 Academic Senate Minutes, 5/2/12; College Council Minutes, 5/7/12; Board Minutes, 5/16/12 Resolution15344
[9] IVA1 College Council Minutes 9/14/09, 10/12/09, 10/8/12
[10] IVA1 Academic Senate Minutes, 9/16/09, 9/19/12
[11] IVA1 EMPC Minutes, 4/3/09, 5/15/09
[12] IVA1 Educational Master Plan 2012-2013 Chart B and Chart C
[13] IVA1 Letter from Dr. Victor Jaime to College Council Chair and Vice Chair 9/28/12
[14] IVA2 BP and AP 2510 Participation in Local Decision-Making
[15] IVA2 Standing Committee List 2012-2013
[16] IVA2 Campus Committees Webpage
[17] IVA2 Academic Senate Bylaws
[18] IVA2 Curriculum Committee Purpose Statement
[19] IVA2 Standing Committee List 2012-2013
[20] IVA2 SLO Committee Purpose Statement
[21] IVA2 Curriculum Committee Purpose Statement
[22] IVA2 Academic Senate Minutes, 12/5/04; Board Minutes, 1/25/05 Resolution 13180
[23] IVA2 List of SLOs June 2012
[24] IVA3 BP and AP 2510 Participation in Local Decision-Making
[25] IVA3 Board Minutes 12/14/11, Resolution15190
[26] IVA3 California Community Colleges Board of Governors Minutes 3/5/12, Item 1.3
[27] IVA3 Standing Rules of the College Council, 11/28/11
[28] IVA3 2012-2013 Shared Governance Structure
[29] IVA3 Academic Senate and College Council Meeting Notices
[30] IVA3 College Council Minutes, 1/25/10, 2/8/10, 2/22/10
[31] IVA3 Academic Senate Minutes, 9/16/09
[32] IVA3 College Council Minutes, 9/14/09, 10/12/09; Facilities and Environmental Improvements Committee Minutes, 3/15/10
[33] IVA3 Academic Senate Agenda and Minutes, 3/7/12
[34] IVA3 College Council Minutes, 11/28/11
[35] IVA4 Program Accreditation Certificates
[36] IVA4 Academic Services Office Service Area Outcome, Fall 2011
[37] IVA4 2008 Progress Report; IVA4 2009 Progress Report; IVA4 2010 Midterm Report
[38] IVA4 ACCJC Action Letter, 5/15/12
[39] IVA4 DE Substantive Change Proposal
[40] IVA4 CISCO Substantive Change Proposal
[41] IVA4 CART Minutes, 4/16/10, 5/6/11; CART Membership Roster as of 5/2/11; CART Agendas and Minutes Webpage
[42] IVA4 Programs of Study – Gainful Employment Information Webpage
[43] IVA4 Board Policies and Administrative Procedures Website
[44] IVA4 Sample Listserv Emails
[45] IVA5 BP 2745 Board Self-Evaluation, Board of Trustees Self-Evaluation Composite Report, Board Evaluation Summary, 2011
[46] IVA5 Board Minutes, 3/7/12 Resolution No. 15272
[47] IVA5 BP and AP 2435 Evaluation of Superintendent/President
[48] IVA5 Academic Senate Minutes, 9/19/12, Action Item #4

[49] IVA5 Academic Senate Minutes, 9/16/09, 10/7/09; College Council Minutes, 9/14/09, 10/12/09
[50] IVA5 College Council Minutes, 11/28/11
[51] IVA5 College Council Minutes, 10/8/12
[52] IVA5 Academic Senate Minutes, 3/7/12
[53] IVA5 Academic Senate Minutes, 9/19/12 Discussion Item VII.2; All Users Email regarding Standing Committee List for 2012-2013, 9/24/12
[54] IVA5 Educational Master Plan, 2012-2013, p. 25
[55] IVA5 EMPC Minutes, 9/25/12
[56] IVA5 College Council Minutes, 4/2/12; Academic Senate Minutes, 3/21/12; Budget and Fiscal Planning Minutes, 3/28/12
[57] IVA5 Board Minutes, 4/18/12, Resolution 15303; FCMAT Study Agreement, 3/27/12

Standard IV.B. Board and Administrative Organization

IV.B.   Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

The Imperial Community College District Governing Board is responsible for setting policy. Per Board Policy 2200, Board Duties and Responsibilities, the Board is in charge of representing the public interest; establishing policies that define the institutional mission and set prudent, ethical, and legal standards for district operations; hiring and evaluating the Superintendent/President; delegating power and authority to the Superintendent/President to effectively lead the district; assuring fiscal health and stability; monitoring institutional performance and educational quality; and advocating for and protecting the district (IVB BP 2200, Board Duties and Responsibilities).[1] As the chief administrator, the district's Superintendent/President is responsible for administering the policies adapted by the Board and for executing all decision of the Governing Board that require administrative action (IVB BP 2430, Delegation of Authority to Superintendent/President).[2]

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

The Imperial Community College District Board of Trustees has oversight responsibility for the Imperial Community College District and thus for Imperial Valley College. The Board is elected by the public and is responsible for ensuring the quality and effectiveness of student learning programs and services and the financial stability of the institution. The Board is responsible for establishing and reviewing all district policies and regularly receives reports from staff on the effectiveness of programs to improve student success and on the financial stability of the district (IVB1 Board Minutes, 5/16/12 Reports, pp. 2-5);[3] (IVB1 Board Minutes, 11/16/11 Reports, pp. 2-4);[4] (IVB1 Board Minutes, 12/14/11 Reports, pp. 3-5).[5]

The district participates in the Community College League of California (CCLC) model policy subscription service to ensure that policies are consistent with best practices in community colleges. Board policies are-available to the campus community and the public via BoardDocs, a searchable, online repository of Board activities (IVB1 Board Policies and Administrative Procedures Website).[6] All Board policies have been reviewed and updated in the past five years and all college departments are responsible for reviewing policies annually to ensure that all Board policies are consistent with CCLC guidelines

The College Mission Statement,[7] the 2009-2013 Strategic Plan,[8] and the annual Educational Master Plan clearly delineate the Board's commitment to the quality, integrity and effectiveness

of its student learning programs. The guiding principles behind each of these core planning tools is firmly anchored in the four standards of accreditation, as reflected by the Educational Master Plan 2011-2012[9] goals and objectives.

The duties of the board are specified in Board Policy 2000, Setting Policy,[10] Board Policy 2200, Duties and Responsibilities,[11] and Board Policy 2210, Officers.[12] The board also has clearly defined policies and procedures for selection and evaluation of the CEO, found in Board Policies BP 2430, Delegation of Authority to Superintendent/President,[13] BP 2431, CEO Selection,[14] BP 2432, CEO Succession,[15] and BP 2435, Evaluation of the Superintendent/President.[16] The results of the evaluation are reported annually to the public at a regularly scheduled board meeting.

Self Evaluation

The college meets the standard. The Board of Trustees has established policies to enhance student learning and financial stability.

Actionable Improvement Plans

None

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

The Board of Trustees is an independent policy-making body and acts collectively in making decisions regarding the governance of the district. Decisions made by the board can be changed only through subsequent board action. The Board does not act outside of its policy-making role and is not involved in the day-to-day management of the college.

The Board is appropriately representative of the public interest and has no conflict of interest. The biographies of the board members reflect their public interest in the institution and demonstrate that they are non-owners of the institution (IVB1a Board Biographies).[17]

Historically, the members of the Board of Trustees of Imperial Valley College have been elected in "at-large" elections, i.e., elections in which the registered voters of the entire school district elect each governing board member. However, in July 2011, the Board decided that the public interest would be better served by election of its governing board members in "by-trustee area" elections, i.e., elections in which one or more members residing in each trustee area is elected by the registered voters of that particular trustee area. An ad hoc committee was established to study the redrawing of district lines with each board member nominating a community participant. This committee, with the assistance of a demographer using 2010 census data, studied a number of by-trustee area proposals in which the areas were realigned using evenly distributed population totals as the basis. After several months of studying the different proposals (IVB1a Trustee Area Proposals)[18] and holding community interest and information

forums for public input, the committee sent their final recommendations to the Board of Trustees in November, 2011 (IVB1a Board Minutes, 11/16/11).[19]

The Board members are actively involved in the community, and members attend many college and civic events. Board members are particularly attentive to the needs of students. A non-voting student trustee sits at the Board table and is reimbursed for travel expenses related to attendance at Board meetings. The student trustee is currently the Associated Student Government President or his/her designee and is agendized at every meeting for a report on matters of importance to the student body (IVB1a BP 2015, Student Member).[20] The Board also works closely with the Citizens Bond Oversight Committee to ensure that the proceeds from bond measures are used solely for the appropriate purposes and in cost-effective ways that meet the public good (IVB1a Citizens Oversight Committee Webpage).[21]

Board policies that relate to action in the public interest are many. These policies include Board Policy 2715, Code of Ethics,[22] which is designed to ensure that the public is served in an honest and ethical manner and that appropriate board conduct and authority are maintained. The board has a conflict of interest policy that prohibits board members from engaging in district-related business in which they have a financial interest (IVB1a BP 2710, Conflict of Interest).[23] The board also has a policy that prohibits communication among board members related to district business other than in an open-session meeting (IVB1a BP 2720, Communication Among Board Members).[24]

Self Evaluation

The college meets the standard. The Board of Trustees is independent and reflects the public interest.

Actionable Improvement Plans

None

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The Board of Trustees establishes and follows policies and procedures that are consistent with the college Mission Statement: "The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community." The mission statement was reviewed and reaffirmed by the board at the April 18, 2012 meeting (IVB1b Board Minutes 4/18/12).[25] These policies and procedures are further influenced by the district's shared vision, shared values, and strategic goals, and govern all activities related to ensuring the quality, integrity, and improvement of student learning programs and services and resources necessary to support them and to conduct the business of the college.

Development and review of policies and procedures was moved to the President's Office in July 2012. Previously, the development and review of policies and procedures was a collegial effort that involved a variety of participatory governance groups; however, over time, it became merely a clearinghouse for the policy and procedures. Since the Trustees delegated the policies and procedures to the CEO, the process has changed substantially. The President's Office now receives and reviews the CCLC BP/AP updates and coordinates new and/or revised Board policies and administrative procedures.

The Academic Senate and College Council continue to receive the Administrative Procedures as information (IVB1b Policies & Procedures).[26] For policies and procedures that affect academic and professional matters, the Board relies primarily on the Academic Senate (IVB1b BP 2000, Policy Setting)[27] on matters within the scope of bargaining interest, the Board follows the requirements of collective bargaining. For administrative matters, the Board relies primarily on the recommendations of administrative staff with input from all constituencies in the development process. Public input into policy making is encouraged. Board meeting agendas are posted on the board's website and on-site in advance of meetings, and public comments can be made at any open-session board meeting. Public comments are heard at the beginning of each board meeting, and all meeting agendas and minutes are available in BoardDocs through public access.

The Board monitors institutional performance through regular reports on performance and educational quality provided by the district departments of Academic Services, Business Services, and Student Services and through presentations by college faculty, staff, and managers during board meetings, which are all held on-campus. The Board monitors fiscal health and stability through regular updates on the district's budget status in regular sessions of monthly board meetings and through the recommendation from the Budget and Fiscal Planning Committee (IVB1b Budget and Fiscal Planning Committee Webpage).[28]

Self Evaluation

The college meets the standard. The Board of Trustees has established policies consistent with the college mission statement, vision, shared values, and strategic goals.

Actionable Improvement Plans

None

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

The Board of Trustees has the ultimate responsibility for educational quality, legal matters, and the financial integrity of the Imperial Community College District and Imperial Valley College. While the Board values the participatory governance process and Board Policy 2000, Policy Setting[29] established those areas in which the Board will rely primarily upon the advice of the

Academic Senate, the Board also understands and accepts its role to monitor institutional performance, educational quality, and fiscal integrity.

The Board monitors institutional performance in a variety of ways. Regular reports on institutional success and effectiveness are provided by presentations from faculty, staff, students, managers, and administrators. The Board is also responsible for approving all new college curriculum (IVB1c BP 4020 and AP 4020 Program, Curriculum and Course Development).[30]

Board Policy 2000 also requires that the Board "establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations," and that the Board "advocate on behalf of and protect the district." The Board meets this standard through regular updates on legislative matters and through updates on pending legal issues in closed sessions. The Board ensures that it meets legal requirements for its own conduct, meeting its own standards of conduct established by Board Policy 2715, as well as legal requirements related to board conduct (Brown Act).

Board Policy 2000, Setting Policy[31] and Board Policy 2200, Duties and Responsibilities[32] also give the Board the responsibility to "assure fiscal health and stability" of the district. The Board ensures that the district adheres to applicable accounting standards (Governmental Accounting Standards Board, or GASB) and receives regular updates on the district's budget status in regular session board meetings and through recommendations of the Budget and Fiscal Planning Committee.

Self Evaluation

The college meets the standard. The Board of Trustees assumes the responsibility for educational quality, legal matters, and financial integrity.

Actionable Improvement Plans

None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

The Board of Trustees is organized according to Board Policy 2010, Board Membership.[33]   All board policies related to the Board's size and composition, responsibilities, structure, and operating procedures are available for review in the Superintendent/President's office and on the college website. The published duties and responsibilities of the Board include representing the public interest, defining the mission of the college, setting standards for operations, hiring and evaluating the Superintendent/President, delegating authority to the Superintendent/President, assuring fiscal health and stability, monitoring performance and educational quality, and advocating for protecting the district. The Board conducts all meetings in compliance with the Brown Act.

<u>**Self Evaluation**</u>

The college meets the standard. The Board of Trustees publishes bylaws and policies relating to its size, duties, responsibilities, structure and operating procedures.

<u>**Actionable Improvement Plans**</u>

None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

The district has board-adopted policies that specify all aspects of board operations (IVB1e Board Policies and Administrative Procedures Website).[34] These policies specify board composition, board committees, meetings, and expected behavior and conduct. Board policies are established and reviewed on an as-needed basis, generally on request from administration or the public, or based on recommendations from the Community College League of California (CCLC) Policy and Procedure subscription service. This service has helped the Board and the college to remain current with legal requirements and good practices related to policy. In addition, the Board reviews all policies and procedures on a biannual basis.

<u>**Self Evaluation**</u>

The college meets the standard. The Board of Directors evaluates, revises, and follows written policies and bylaws.

<u>**Actionable Improvement Plans**</u>

None

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office.

New members of the Board of Trustees receive an orientation by the Superintendent/President and a systematic overview of the college by each of the major administrative departments. New members may attend the state trustees orientation workshops sponsored by the Community College League of California (CCLC) and are provided a copy of the CCLC *New Trustees Handbook*. Experienced board members train new members by sharing their own experiences and institutional memory.

For continued development, Board members attend annual retreats for more in-depth training that ensures members are up-to-date on issues. Board members are active in state and regional committees and associations such as the San Diego/Imperial County Community Colleges Association (SDICCCA) and the California Community College Trustees Association (CCCT) in order to stay informed about issues relevant to the area and state. In 2012, six of the seven board members attended the CCLC Annual Trustees Conference in San Diego. At the May 2012 board meeting, several board members reported on the valuable information they received at workshops on a board's role in student success and accreditation (IVB1f Board Minutes, 5/16/12).[35]

Currently, the Board is elected by a countywide vote during general elections. Each trustee serves a four-year term, with term elections staggered for continuity of board membership. In 2009, the Board chose to go to even-year board elections as a cost savings measure, the result being that three or four trustee seats are up for election every two years. In 2012, the Board voted to move from at-large elections to by-trustee area elections (IVB1f Board Policy 2100, Elections).[36]

Self Evaluation

The college meets the standard. The Board of Trustees has an orientation for new board members, a program for board development, and staggered terms of office.

Actionable Improvement Plans

None

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

The Board of Trustees has a clearly defined, implemented, and published policy to evaluate itself on an annual basis (IVB1g BP 2745, Board Self-Evaluation).[37] The Board conducts this self-evaluation annually to ensure that its performance is consistent with its policies. Board Policy 2745 dictates that a committee of the board will determine the instrument or process to be used, ensuring that the evaluation will incorporate criteria contained in the board policies regarding board operations, as well as criteria defining board effectiveness. A summary of the evaluations is presented and discussed at a board session scheduled for that purpose. The results are used to identify accomplishments in the past year and to set goals for the following year. To ensure that the policies of the college and all laws governing board members are adhered to, the district's legal counsel attends all board meetings and provides the Board with legal advice during the meetings, as necessary.

Self Evaluation

The college meets the standard. The Board of Trustee's self-evaluation processes are clearly defined, implemented, and published.

Actionable Improvement Plans

None

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

The Board has a Code of Ethics that clearly states expected behavior of board members in terms of their actions, conduct, authority, and interactions with each other and the public. In addition, this policy specifies board accountability and prohibits conflicts of interest. Other policies related to board actions include a policy on duty and responsibilities, conflict of interest, decorum, political activity, use of public resources, and communication among board members. The board reviewed and updated its Code of Ethics in 2011. The policy was reviewed again at the April 18, 2012, meeting and no changes were made (IVB1h Board Minutes, 4/18/12).[38]

According to Board Policy 2715, complaints of behavior that violate the Code of Ethics will be referred to an ad hoc committee composed of three trustees not subject to the complaint. A fact finding process will be initiated by the committee, guided at all times by the board's Code of Ethics, and a report of its findings will be presented to the board president for action. At the March 7, 2012, meeting of the Board of Trustees, a formal complaint from the Academic Senate (IVB1h Academic Senate Minutes, 3/7/12, p. 3)[39] was presented alleging that a member of the Board of Trustees violated the Board's Ethics policy. At the April 18, 2012, the Board reviewed Board Policy 2715, Code of Ethics/Standards of Practice, and as a result established a three-person fact finding committee to investigate the allocations of the Academic Senate. The outcome of this investigation was not completed as of the writing of this self-evaluation.

Self Evaluation

The college meets the standard. The Board of Trustees has a Code of Ethics that includes a policy for dealing with behavior that violates the code.

Actionable Improvement Plans

None

IV.B.1.i. The governing board is informed and involved in the accreditation process.

The Board of Trustees has been involved in accreditation through special board retreats, written communications, and through briefings regarding all aspects of the accreditation process at its regular meetings. During the college's last accreditation cycle (2006-2012) the Board was involved in the initial self-evaluation, the response to recommendations, each subsequent annual report, and the mid-term visit. The Board has acknowledged its commitment to meeting the

accreditation standards by including said action in its annual board goals (IVB1i Board Minutes, 3/7/12).[40]

In preparation for the current accreditation cycle, the Board has received additional training on the accreditation process and commission standards. The Vice President for Academic Services and the Continuous Accreditation Review Team (CART) co-chairs have presented information on the standards and updated the Board on the development of the self-evaluation at several board meetings (IVB1i Board Minutes, 2/25/12).[41]

At the March 7, 2012 board meeting, the Board of Trustees selected a member of the Board to sit on the Standard IVB Self-Evaluation Committee and is active in evaluating board adherence to the accreditation standards. The board member attended that regularly scheduled meetings of the self-evaluation team and contributed to the compilation of information, data, and documented evidence to the accreditation standards.

The board goals for academic year 2012 include acknowledgment and understanding of the responsibility of the Board to be knowledgeable of the specific accreditation standards and involved in the self-evaluation of the college. In addition, the Board assesses its own performance using accreditation standards as outlined in Board Policy 2200, Board Duties and Responsibilities).[42]

Self Evaluation

The college meets the standard. The Board of Trustees is knowledgeable about and involved in the accreditation process.

Actionable Improvement Plans

None

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

The Board of Trustees conducts the search for and selects the college chief administrator, in this case the Superintendent/President, as established by Board Policy 2431, CEO Selection[43] and the board delegates full administrative authority to the Superintendent/ President as defined in the Board Policy 2430, Delegation of Authority to Superintendent/President.[44]

The Board has an established policy used in the evaluation of the chief administrator's performance BP 2435, Evaluation of the Superintendent/President.[45] This is an annual evaluation. The Board has established clear expectations for regular reports from the chief

administrator by including a report from the Superintendent/President on the agenda for each board meeting.

The current Superintendent/President, who served as the interim CEO from July 1, 2011 to June 30, 2012, was hired in the spring 2012 as the permanent Superintendent/President after a nationwide search. The process involved a ten-member selection committee that included representatives from faculty, staff, administration, students and the community at large. The committee screened and interviewed candidates from across the nation, from which a slate of three was referred to the Board for their final selection. The entire process was open and inclusive in a manner that followed established board policy (IVB1j BP 2431, CEO Selection).[46]

Board Policy 2430, Delegation of Authority to Superintendent/President,[47] clearly defines the Board's delegation of full responsibility and authority to the Superintendent/President for administering the policies adopted by the Board and executing all decisions of the Board that require administrative action. This delegation of authority is also in line with the Education Code Sections 70902 (d) and 72400.

Self Evaluation

The college meets the standard. The Board of Trustees selects and evaluates the Imperial Valley College Superintendent/President according to established process. Delegation of authority is clearly defined.

Actionable Improvement Plans

None

IV.B.2. The President has primary responsibility for the quality of the institution he/she leads.   He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The Superintendent/President is the chief administrative officer of Imperial Community College District. The Superintendent/President reports directly to the Board of Trustees and is responsible for the total college program. He provides effective leadership and coordination for planning, organizing, budgeting, selecting and developing personnel, and assessing the effectiveness of the college and its programs. The Superintendent/President initiates and leads planning efforts by involving the campus community and local constituents in college planning. The Superintendent/President relies on campus research, program review and assessment of student learning outcomes, program learning outcomes, and service area outcomes for analysis of external and internal conditions to better evaluate the sustainable quality of program improvement and overall college effectiveness.

Budget development is the final step in the planning process, after the annual and comprehensive program reviews and the SLO, PLO, and SAO assessments have been completed. Program improvement based on data driven outcomes forms the basis of allocation of resources tied to

that improvement. The Resource Planning Committees (Staffing, Facilities, Technology, Marketing, Professional Development, Student Services) combine, assess, and prioritize all requests for resources originating from the program review process. Concurrently, the Educational Master Plan is written, reflecting all program planning, development and resource allocations that have been consolidated into a single, comprehensive guide which is goal driven and based on outcomes-based measurable objectives (IVB2 Educational Master Plan 2012-2013).[48]

Self Evaluation

The college meets the standard. The Superintendent/President of Imperial Valley College provides effective leadership that ensures the quality of the institution.

Actionable Improvement Plans

None

IV.B.2.a. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Imperial Valley College's administrative structure adequately reflects the purpose, size, and complexity of the institution (IVB2a Organizational Chart).[49]

Currently, four vice presidents report directly to the Superintendent/President, who delegates authority to these administrators as appropriate. The Vice President for Academic Services is responsible for matters relating to instruction, library and learning and support services, and extended campus sites; the Vice President for Student Services is responsible for student affairs, student development, and student support services; the Vice President for Business Services has responsibility for matters pertaining to budget and facilities; and the Vice President for Information Technology has responsibility for all matters related to administrative and educational technology; and the Administrative Dean for Human Resources is responsible for all matters related to employment and employees.

In spring 2010, the Superintendent/President reviewed and modified the administrative structure of the college to better reflect the size, complexity and educational purpose of the institution. Four deans and five division chairs were added to the structure in order to more effectively carry out the mission and goals of the college. The Academic Senate and the College Council approved the new structure with the proviso that it would be re-evaluated at the end of the first year in order to ascertain its efficacy. In the spring of 2012, the new interim Superintendent/ President presided over an ad hoc committee made up of representatives from Academic Senate, College Council, and Administrative Council, to evaluate the 2010 administrative reorganization and make recommendations as to its efficiency, size, and function. Being ever mindful of a critical budget shortfall projected for 2012-2013 and the subsequent forced downsizing of the

institution by the State of California, a recommendation to downsize the administrative infrastructure by eliminating four dean positions was then presented to the Board of Trustees for implementation.   As a result of the reduction in deans, the academic divisions were realigned, which resulted in the reduction of department chairs from twelve to eight. This new administrative structure will be evaluated at the end of the 2012-2013 academic year and amended if it is determined that the mission and goals of the college would be better served with additional changes (IVB2a Organizational Chart).

Self Evaluation

The college meets the standard. The Superintendent/President oversees the administrative structure and makes modifications when needed to reflect the purpose, size, and complexity of the institution.

Actionable Improvement Plans

None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning, and distribution to achieve student learning outcomes; and establishing procedures to evaluate all institutional planning and implementation efforts.

The Superintendent/President is a collegial leader who is focused on student success. He communicates the college's values, goals, and direction at events that include faculty/staff/ student forums, graduation ceremonies, award ceremonies, and recognition events. He meets regularly with faculty, staff and student leaders and ensures that efforts to promote student success are recognized. The college infrastructure includes the three administrative/management councils presided over by the Superintendent/President as well as a participatory governance structure that includes Academic Senate, College Council, and the Budget and Fiscal Planning Committee. By engendering in these committees a strong sense of their shared responsibility in the governance process, the Superintendent/President has instilled the values of collaboration, teamwork, and consensus-building in the institutional mindset.

The Superintendent/President also reports to the entire campus community through his President's Monthly Update.[50] He reports on all issues of interest to the college, from budget projections out of Sacramento to student achievements and awards, faculty innovations, and changes in policy that will affect students and staff. These updates impart valuable information while instilling a common purpose among all constituent groups on campus.

The Superintendent/President, along with faculty, staff, and students, supports the college's program review and master planning cycle. Through this process, education planning is integrated with planning and allocation of resources. The college has a fully implemented program review cycle that includes student learning outcomes, program learning outcomes, and

service area outcomes for each class, program, and service department, linked to resource plans in staffing, facilities, technology, student services, and marketing. The program reviews, along with SLOs and SAOs and the five major resource plans, form the foundation of the annual Educational Master Plan, which in turn drives the budget. All preparatory planning and data analysis culminates in the development of the college's Strategic Plan (IVB2b Strategic Plan, 2009-2013).[51]

The planning process also includes the development of a comprehensive Facilities Plan tied to both long term and short-term goals. This plan is integrated with the academic and master planning process to ensure that new facilities built using Measure L and J funds are consistent with the long-term needs of the college and the community (IVB2b Five Year Construction Plan).[52]

A full-time campus researcher reports directly to the Superintendent/President and provides the data necessary for the improvement of research and analysis of external and internal conditions. The researcher has worked closely with faculty and staff to provide data analysis that is used in college planning processes and provides regular reports to the Board of Trustees. The use of research-based information has helped to shape instructional and student service programs, has helped to inform the academic and master planning processes, and has helped to contribute to the development and assessment of student learning outcomes and service area outcomes. The Superintendent/President also uses external data from the Chancellor's Office, the ARCC Report, IPEDS, and Cal-PASS to assist with the evaluation of institutional effectiveness and program success.

Self Evaluation

The college meets the standard. The Superintendent/President has established a collegial process that focuses on the improvement of teaching and learning.

Actionable Improvement Plans

None

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

The Superintendent/President works with the Vice Presidents for Academic Services, Student Services, Business Services, and Information Technology and the Administrative Dean for Human Resources to implement and monitor laws, regulations, and board-adopted policies at Imperial Valley College. The Superintendent/President also encourages all administrators and managers to become familiar with the collective bargaining agreements as well as college policies and procedures. The Superintendent/President consults with his Executive Council (VP's for Academic, Services, Student Services, Business Services, Information Technology, and the Dean for Human Resources) in the areas of law and policy on an as-needed basis and is

an active participant in the college participatory governance process. He regularly attends meetings of the Academic Senate and the College Council. In addition, the Superintendent/President involves faculty, staff, and student leaders in efforts to ensure that the college meets the requirements of laws and policies in the day-to-day operations and that practices are in support of the college's mission and goals.

Self Evaluation

The college meets the standard. The Superintendent/President assures the implementation and consistency of statues, regulations, and governing board policies.

Actionable Improvement Plans

None

IV.B.2.d. The president effectively controls budget and expenditures.

The Superintendent/President, working with the Vice Presidents for Academic Services, Student Services, Business Services, Information Systems, and the Dean of Human Resources, ensures that expenditures are within the budget developed through the College's planning process. Since 2011, the Superintendent/President has played a lead role in communicating the extent of the budget crisis to faculty, staff, and students, as well as working collegially to determine the needed modifications to programs and services. The Superintendent/ President is well versed in community college budgeting and has provided leadership on developing innovative ways to come to consensus on how to reduce expenditures while maintaining educational effectiveness. The growing budget crisis at the state level has required the college to be resourceful and creative as it attempts to restructure in a manner that allows the institution to be better positioned to respond to the new reality of shrinking funding and regulatory changes.

Self Evaluation

The college meets the standard. The Superintendent/President controls the budget and the expenditures of the institution.

Actionable Improvement Plans

None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

The Superintendent/President regularly attends college events and frequently represents the college at local, state, and national conferences and events. The Superintendent/President is actively involved in the San Diego and Imperial Counties Community Colleges Association (SDICCCA), a regional body representing the needs of all local community colleges. In

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addition, he represents the college on the Imperial County P-16 Council, a body sponsored by the Imperial County Office of Education for the purpose of bringing together the local education community for the betterment of all. The Superintendent/President emphasizes the importance of publicizing college programs and activities and supports the use of the college website as a means of effective communication with the community and he encourages all administrators, faculty, and staff to take an active role in community organizations.

The Superintendent/President works closely with his staff to ensure that faculty, staff, and student accomplishments are appropriately recognized. He is very visible on campus, regularly attending student events, program completion ceremonies, and ribbon cutting ceremonies. He also represents the college at numerous off-campus public functions. Internally, the president communicates with the entire campus community via his President's Campus Update.

Standard IV.B. Board and Administrative Organization - Evidence Citations

1 [IVB1 BP 2200, Board Duties and Responsibilities](#)
2 [IVB1 BP 2430, Delegation of Authority to Superintendent/President](#)
3 [IVB1 Board Minutes, 5/16/11](#)
4 [IVB1 Board Minutes, 11/16/11](#)
5 [IVB1 Board Minutes, 12/14/11](#)
6 [IVB1 Board Policies and Administrative Procedures Website](#)
7 [IVB1 College Mission Statement](#)
8 [IVB1 Strategic Plan, 2009-2013](#)
9 [IVB1 Educational Master Plan 2011-2012](#)
10 [IVB1 BP 2000, Setting Policy](#)
11 [IVB1 BP 2200, Board Duties and Responsibilities](#)
12 [IVB1 BP 2210, Officers](#)
13 [IVB1 BP 2430, Delegation of Authority to Superintendent/President](#)
14 [IVB1 BP 2431, CEO Selection](#)
15 [IVB1 BP 2432, CEO Succession](#)
16 [IVB1 BP 2435, Evaluation of the Superintendent/President](#)
17 [IVB1a Board Biographies](#)
18 [IVB1a Trustee Area Proposals](#)
19 [IVB1a Board Minutes, 11/16/12](#)
20 [IVB1a BP 2015, Student Member](#)
21 [IVB1a Citizens Oversight Committee Webpage](#)
22 [IVB1a BP 2715, Code of Ethics - Standards of Practice](#)
23 [IVB1a BP 2710, Conflict of Interest](#)
24 [IVB1a BP 2720, Communication Among Board Members](#)
25 [IVB1b Board Minutes 4/18/12](#)
26 [IVB1b Policies & Procedures](#)
27 [IVB1b BP 2000, Policy Setting](#)
28 [IVB1b Budget and Fiscal Planning Committee Webpage](#)
29 [IVB1c BP 2000, Policy Setting](#)
30 [IVB1c BP 4020](#) and [AP 4020 Program, Curriculum and Course Development](#)
31 [Board Policy 2000, Setting Policy](#)[31]
32 [IVB1c BP 2200, Board Duties and Responsibilities](#)
33 [IVB1d BP 2010, Board Membership](#)
34 [IVB1e Board Policies and Administrative Procedures Website](#)
35 [IVB1f Board Minutes, 5/16/12](#)
36 [IVB1f Board Policy 2100, Elections](#)
37 [IVB1g BP 2745, Board Self-Evaluation)](#)
38 [IVB1h Board Minutes, 4/18/12](#)
39 [IVB1h Academic Senate Minutes, 3/7/12, p. 3](#)
40 [IVB1i Board Minutes, 3/7/12](#)
41 [IVB1i Board Minutes, 2/25/12](#)
42 [IVB1i BP 2200, Board Duties and Responsibilities](#)
43 [IVB1j BP 2431, CEO Selection](#)
44 [IVB1j BP 2430, Delegation of Authority to Superintendent/President](#)
45 [IVB1j BP 2435, Evaluation of Superintendent/President](#)
46 [IVB1j BP 2431, CEO Selection](#)
47 [IVB1j BP 2430, Delegation of Authority to Superintendent/President](#)
48 [IVB2 Education Master Plan 2012-2013](#)
49 [IVB2a Organizational Chart](#)
50 [IVB2b President's Monthly Update](#)
51 [IVB2b Strategic Plan, 2009-2013](#)
52 [IVB2b Five Year Construction Plan](#)

Action Plans

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ACTION PLANS

2012 Actionable Improvement Plans

The chart below presents a summary view of the actionable improvement plans contained in this Reaffirmation of Accreditation Self-Evaluation Report, together with the Standards for reference and the person(s)/committee(s) responsible for taking action.

Standard	Action Plan	Person(s)/Committee(s) Responsible
II.A.1.b	The DE Committee, in coordination with the appropriate academic deans and the Office of Instruction, will establish criteria for a course's eligibility to be offered online by April of 2013 so that program-related classes can be again offered online in the fall of 2013.	DE Coordinator, DE Committee, Instructional Deans, Vice President for Academic Services
II.A.1.c	The SLO Coordinator will work in conjunction with the Vice President for Academic Services and Instructional Technology to create an efficient repository for storing course-level SLO assessment forms, as well as program-level SLOs by the end of the 2012-2013 academic year.	SLO Coordinator, SLO Committee, Vice President for Academic Services
II.A.2.f	The college will continue to integrate the assessment of SLOs and PLOs into its Comprehensive Program Review. No additional planning measures are needed at this time.	SLO Coordinator
II.A.2.i	The SLO coordinator will continue to work with all campus constituencies to develop a specific plan for the assessment of PLOs. All PLOs for programs, degrees, and certificates are to be written by the end of November 2012. Programs will be assessing all of these PLOs by the end of the 2012-2013 academic year. These PLOs, once written, will be put into CurricUNET by the end of the 2012-2013 academic year, and listed in the online catalog for the 2013-2014 academic year.	SLO Coordinator, SLO Committee
II.A.6	Chairs and lead faculty will add PLOs for all programs in CurricUNET, and these modifications will be approved by the Curriculum Committee, the Academic Senate, and the Board of Trustees in time to be included in the 2012-2013 General College Catalog.	Instructional Chairs and Coordinators
II.A.6.c	The Vice President for Information Technology will work through the Technology Planning Committee to continue to update the college website and to clarify roles and procedures for updating and maintaining the site. The Marketing Committee's role and membership will be discussed and revised by the end of the 2012-2013 academic year.	Vice President for Information Technology
II.B.3.f	Imperial Valley College's office of Admissions and Records will continue to transition its archived documents into its imaging system and anticipates that all documents will eventually be imaged at the time received. During this	Director of Admissions and Records

	transition period, the Admissions and Records office and the Instruction office will continue to hold appropriate archived student records in hard copy for the period required by law.	
III.A.5.a	In order to ensure that the needs of all personnel are met, the college will review the recently implemented college hour, assess the current reassigned time for faculty coordinators of Professional Development activities, conduct staff surveys related to professional development needs.	Administrative Dean of Human Resources, Staff Development Committee
III.B	Maintenance Department and Safety and Security Department personnel will conduct regular safety inspections of facilities and grounds to ensure a safe learning and working environment on campus. The college will continue to rely on input and expertise from our local agencies (Imperial County Fire Department, Imperial County Health Department, Regional Water Board, etc.) to ensure full compliance with all health and safety regulations. The college will also continue building on our relationship with the American Red Cross.	Director of Maintenance and Director of Security
III.B.2.a	The college will be improving the process of projecting the cost of ownership when planning for new construction. All new construction and modernization projects will have a cost of ownership budget developed during the planning phase of each project.	Vice President for Business Services
III.C.2	By June 2013, the college will develop a plan to assess the effective use of technology on campus by faculty, staff, and students.	Vice President for Technology/ Technology Committee
III.D.1.a	The successful development and implementation of recommendations from the Fiscal Crisis and Management Assessment Team (FCMAT) will ensure that the college will have sufficient funding to support educational programs that support a smaller student population. The college has created a Strategic Transition Action Response Team (START) to act as a recommending body to the Board of Trustees and the Superintendent/President and to facilitate the transition from recommendations to implementation.	Vice President for Business Services, START Team, Budget and Fiscal Planning Committee
III.D.1.b	The Budget and Fiscal Planning Committee has begun discussion regarding the appropriate reserve level based on the specific needs of the college. It is anticipated that the committee will make a recommendation on the minimum reserve amount by June 2013.	Budget and Fiscal Planning Committee, Vice President for Business Services
IIID.2.e	The college will continue to implement the recommendations of the FCMAT Management Review.	START Team, Budget and Fiscal Planning, Vice President for Business Services
III.D.3.a	The college is working with FCMAT (Fiscal Crisis and Management Assistance Team) on a fiscal review which will be presented to the Board of Trustees in December 2012. The college is committed to implementing the recommendations of the study in order to improve the effectiveness and efficiency of the college and to fulfill its	START Team, Budget and Fiscal Planning, Vice President for Business Services

	mission and goals.	
III.D.3.h	The college has established a Strategic Transition Action Response Team (START), which will act as a source for communication regarding the forthcoming FCMAT report and the follow-up actions necessary. START will also prioritize and make recommendations to the college president on the implementation of the FCMAT recommendations. Additional reviews will be completed by the college's shared governance committees (Academic Senate, College Council, Budget and Fiscal Planning Committee).	START Team, Budget and Fiscal Planning, Vice President for Business Services
III.D.4	The Strategic Transition Action Response Team (START) has been formed to act as a recommending body to the president and to the Board of Trustees to prioritize and implement the recommendations of the Fiscal Crisis and Management Assessment Team report due in December 2012. The team is composed of Executive Council members as well as representatives of administration, faculty and classified staff.	START Team, Budget and Fiscal Planning, Vice President for Business Services

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2007 Planning Agendas

Standard	Self-Identified Planning Agenda	Resolution
I.B.1	IVC will continue to evaluate and improve institutional processes through open communication and institutional awareness.	In 2009, the Academic Senate and the College Council looked at their committee structure and added some committees and removed others. Communication is also provided through Town Hall meetings and campus newsletters by CEO or the Communication Department. Also, the Technology Planning Committee and College Council forwarded a recommendation regarding "All Users" to the Executive Council who acted on that recommendation and will be directing its implementation in spring 2010.

The college asserts that – as stated in the original self-study report – continuing improvement of student learning and institutional processes is discussed widely at Imperial Valley College. While the primary responsibility for student learning rests with the Curriculum and Instruction (C&I) Committee, Instructional Council, Academic Senate and the Board of Trustees, others are regularly engaged in the discussion process. The Executive Committee meets weekly and improvement of processes and student learning are discussed frequently. The Academic Senate is engaged in the discussion of improvement of student learning with a set agenda item for the SLO Coordinator, and the online learning team (known on campus as ACCESO) engages in training to improve the delivery of online and hybrid education courses. Not mentioned in the earlier report are division meetings devoted to the continuous improvement of student learning. |
| I.B.3 | IVC will establish mechanisms to confirm the accuracy of data and disseminate data widely and systematically for appropriate utilization by all stakeholders to aid in decision making. | Since the 2007 Self-Study, the planning processes at Imperial Valley College have been completely overhauled to link Program Reviews to the Educational Master Planning, Strategic Plan and budget allocation processes. After one year, the ACCJC two-person review team found that the college made tremendous progress, yet the college was instructed to fully implement the planning process. In its second year on "Warning" status, the college reported on the progress made. Currently the planning process has been assimilated into the processes of the college and is fully implemented. Highlighting the process is the use of data in planning and decision-making. The Research and Grants Management Office provides every department and division with data on course retention and success rates, enrollment, fill rate, FTEs, FTEf, FTEs/FTEf, grade distribution, and number of sections offered that drives the Program Review process. Coupled with the use of data is the integration of Student Learning Outcomes and the Service Area Outcomes adopted by each department, division, and support area of the College. |
| I.B.5 | IVC will continue existing practice in this area. IVC will continue to | The college's current program review process provides an assessment from every department, instructional and non- |

	utilize documented program results both in communicating with the community and to allow the college community to assess internal effectiveness.	instructional, with an evaluation of standardized and program specific data. Completed program reviews are forwarded to the Educational Master Planning Committee (EMPC) and its resource planning subcommittees. The resource planning subcommittee incorporates the identified needs into an updated plan that is submitted to the EMPC and shared governance committees. For example, the data from SLO/SAOs is tied to the review of courses and programs offered and may result in modifications. The SLO/SAO Resource Plan included recommendations to improve the SLO/SAO process and/or reporting system. Once the cycle of program review and evaluation is completed the college has a comprehensive assessment of the college that can be shared with constituents. Further, the college uses data and assessments such as the ARCC, IPEDs, Datamart, and Environmental Scans to communicate the quality and effectiveness of IVC programs and the projected future needs to a wide spectrum of constituent groups. The college provides effective placement test data, grade reports, and student progress to a cadre of constituencies. The Research and Grants Office provides retention, persistence, and grades to departments and divisions to aid in planning, student learning outcomes, and program improvement processes. The Research and Grants Office provides the Administrative Council, Executive Council, and Board of Trustees with comprehensive progress studies to determine progress towards institutional goals and provide a framework for the development of annual District and Board of Trustees goals. The Matriculation Office provides Divisions, the Executive Council, and the Board of Trustees with the results of the college placement examination to help in the planning process and to assist academic leadership to determine what new programs are needed to help students find success. Two new programs emerged in 2009 to address issues found at placement. The Summer Success Institute was developed as a result of both placement and progress reports that indicated that English as a Second Language and Basic Skills students needed to make more rapid progress through the system with higher level acquisition of basic English and mathematics skills. The "Early Start" Orientation Program resulted from unacceptable first semester dropout rates.
I.B.6	IVC will ensure that all committees continue to carry out their stated purposes.	As part of the current planning process, each department and division is responsible for an annual program review with a comprehensive review required once every three years. The process, coordinated by the CIO and assisted by data supplied from the Research, and Grants Management office, includes a minimum standardized data set for course retention and success rates, enrollment, fill rate, FTEs, FTEf, FTEs/FTEf, grade distribution, and number of sections. This

		data combined with other department-specific information facilitates the identification of needs and ties the needs to the budgeting process – an improvement upon the previous process. In August 2009, the EMPC evaluated its progress on goals and objectives as well as the newly established planning process. Based on the conclusions and recommendations of the evaluation, the process for fall 2009 was improved. In January and February of 2010 the planning processes are being re-evaluated with recommendations to be submitted to the EMPC in March 2010. The EMPC will then forward the evaluation outcome and recommendations to the Budget and Fiscal Planning Committee, Strategic Planning Committee, the CEO, and the Board. The recommendations will be crucial to the ongoing improvement for the next Program Review cycle in fall 2010.
I.B.7	IVC will continue existing practice in this area. IVC will continue providing programs to promote student success.	In August 2009 the EMPC evaluated its goals and objectives and the planning processes for the year. Based on recommendations from that evaluation, the program review process for fall 2009 was improved. In February and March 2010, the EMPC and subcommittees are re-evaluating the planning processes again and will be submitting recommendations to the Budget and Fiscal Planning committee. Any additional changes will be made before starting the next program review cycle in fall 2010. Critical to the success of the new integrated planning and budgeting process is annual participation in the program review process by every department including student services, business services, and other service departments. Departmental and division priorities for budget development are included in the annual one third of all college departments, divisions and/or programs every year; thus, all areas are completed within a three-year cycle. The comprehensive review includes long-term strategies for the department or division. Both planning processes, annual and triennial, are considered for annual budget allocations and long-term planning of resource allocation.
II.A.1	The Academic Senate has begun developing a plan to evaluate the fiscal impact of replacing faculty who resigned and retired. In addition, the Senate will also work with the CIO to develop ways to increase IVC's pool of qualified adjuncts. The CIO will investigate sources available for funds for instructional equipment and funds to improve instructional	The college has made progress in implementing strategies to replace full-time faculty since the Board of Trustees adopted Resolution No. 13848: Academic Hiring Procedures – Replacement Positions at the June 20, 2007 meeting. The current Program Review process identifies needs and drives the requests for additional staff culminating in a review and prioritization by the Staffing Plan Committee. The Curriculum and Instruction Committee, a sub-committee of the Academic Senate, meets annually to prioritize replacement and new faculty positions as evidenced by the September 18, 2008, and November 5, 2009 minutes. The C&I Committee prioritized list is forwarded to the Academic Senate and then to the college Thaw Committee as appropriate.

	facilities. In addition, the CIO will work with the Budget and Fiscal Planning Committee to develop and implement an equipment replacement plan.	The Thaw Committee is an ad hoc committee comprised of shared governance members that was established at the CEO's request due to 2008-2009 declining revenue as a result of California's fiscal crisis. The Thaw Committee utilized this information to further prioritize the faculty positions along with other staff position requests. Based on the C&I/Thaw committees' recommendations along with fiscal information from the Program Review and budgeting process, the CEO presents a final position request to the Board of Trustees. It is anticipated that the Thaw Committee may be reconstituted during spring 2010 to review any vacated positions; however, it is anticipated that the newly formed Staffing Committee will assume these duties in the near future.
II.A.1.a	Information Systems will develop and implement a process that will provide faculty and staff with accurate and dynamic information so that programs and student outcomes can be assessed accurately. A plan will be developed through the Academic Senate to include a focus on student learning outcomes in the Program Review and Planning process. The results of the pilot SLO study will be used to expand assessment of student learning outcomes by identifying and incorporating SLOs within additional courses and programs to improve curricula by meeting students' educational needs.	To accomplish these goals, the college made a financial commitment to a secure and accurate operating database to provide ongoing data on student demographics, success and retention rates, FTES and FTEF, enrollments, etc. To support the commitment, the college has hired and maintained critical positions, i.e. Director of Applications, Director of Technology Services, Webmaster, Microcomputer Technician, and a consultant for data extraction, analysis, and reporting. In addition to the human capital, the college has maintained or purchased software programs to facilitate data extraction/analysis and/or reporting. The programs include Banner (version 8 in progress), Argos for data extraction and reports, Xtender Solutions for Admissions and Records, Counseling, and Academic Services, Enlighten for enrollment management and faculty load calculations, CurricUNET for increasing compliance with curriculum/ course outlines and SLOs, Sophos for software and operational security, and DegreeWorks for degree auditing and student educational plan development. The Academic Senate began their SLO plan development through the appointment of the SLO Coordinator and by adding SLO status reports to the Academic Senate agenda. At each meeting Senators can ask for information and can provide suggestions, advice, and other commentary to assist the SLO Coordinator. In addition, the Academic Senate, supported by the college, sponsored several workshop opportunities for faculty and staff. The latest SLO workshop was held February 10, 2010. The Academic Senate anticipate continued workshops to support faculty in the development and use of SLOs with a focus in 2010 on part-time faculty.
II.A.1.b	Continue to utilize delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	Imperial Valley College student population is comprised of 87% Hispanic and 66.7% low income students. The retention and success rates for these students are far below the state averages. The Accessing Community College Education by Strengthening Student Outreach (ACCESO) Project was designed to address these weaknesses by expanding the academic opportunities for our students, strengthening access to programs and resources offered by the college,

| | | enhancing curriculum and faculty development, augmenting the distance education program, and improving the technological infrastructure of the college.

Based on surveys conducted in fall 2008, spring 2009, and summer 2009, these students have been pleased with the online, hybrid and Web enhanced courses course offerings at IVC. 81% of all students saw their online class experience as a positive one, and 81% said that taking online classes helped them achieve their educational goals. As well, 79% of students taking online classes wanted to continue taking online classes in the future.

We are currently working to institutionalize the ACCESO Distance Education Program. The staffing and technology needs for our DE program in 2010-2011 have been entered into the current program review which is tied to the budgeting process. (See Doc. S2.11). The budget includes funding for a Distance Education Coordinator, a Student Support Technician, and an Instructional Media Designer who will be available to all instructors. The distance education counseling responsibilities were institutionalized in January 2010 through Student Services. Finally, the Distance Education Department has moved into a new permanent office located in the Spencer Library Media Center, Room 1501.

In addition to creating the staffing framework for a future Distance Education support department, the college ACCESO project worked to institutionalize the policies and procedures that were developed through the grant. The Distance Education (DE) Committee has been meeting since spring 2009 as a subcommittee of the Academic Senate. The DE Committee developed a number of key policies and procedures that have gone through the shared governance process, including the development and evaluation of online classes. Through the DE Committee, the college has developed a plan to enhance our training program for online instructors. This plan will allow instructors to work with qualified trainers through every step of the online hybrid, and Web enhanced course development process. |
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| II.A.1.c | Under the leadership of the Academic Senate, SLOs will be developed across all courses and programs, and assessment data will be used to evaluate and improve student performance. The Communications Committee will develop ways to improve the knowledge of the campus community as to the SLO process. | Since the appointment of the SLO Coordinator, the Academic Senate has added the SLO Coordinator report to the standing agenda. The Senate has been informed as the college developed ILOs and has progressed from course SLOs and non-instructional SLOs, to Service Area Outcomes (SAOs) and more recently the piloting of program SLOs.

Communication regarding SLOs has also been improved, particularly though the use of electronic media. The SLO Website has evolved to include a newsletter, forms and SLO plans; committee mission and minutes; ILOs, SLOs, and SAOs |

		information; and multiple resources on accreditation, rubrics, and SLOs.
11.A.2.a	The institution will evaluate the effectiveness of its 2005-2008 Program Review and Planning processes and assure that these processes include a means to infuse SLOs across all courses and programs. A comprehensive and systematic multi-year plan will be developed for this initiative.	While the college made significant movement forward and hoped that SLOs would be pervasive in all Comprehensive Program Reviews in fall 2009, the college was not quite ready. Instead of asking all programs completing a Comprehensive Program Review to utilize the new SLO Program form, Nursing, English, and PE programs were asked to pilot the form. The SLO Program form includes program outcomes, assessment tools, dates for completion, and the SLO Grid. The SLO Grid has already been piloted and is ready to be implemented but the more challenging part of the Program SLO process is determining the most helpful, easy-to-use, and productive form that ties Program SLOS to Comprehensive Program Review and budget allocation. We will continue to hone these tools in spring 2010, evaluate the pilots, and weave them into fall 2010 Comprehensive Program Reviews. This adjusted timeline will allow two years of SLO outcomes to be incorporated into the process and for the SLO Program forms to be fully implemented by 2012.
II.A.2.b	Applied Science divisions will assess the need to expand Advisory Committees. Information Systems in cooperation with the Academic Senate and the Institutional Researcher will develop a plan to implement an institutional tracking system to evaluate student learning outcomes and analyze the success rates of students who transfer or transition to the job market.	As the college progressed in its work on SLOs, it was discovered that while SLOs can be a conduit to a tracking system for success rate, it cannot be accomplished through SLOs alone. Currently measurable SLOs exist for courses in the CTE/Vocational degrees and certificate programs but have not yet reached 100%. In 2007-2008, the Math Division worked with the Curriculum and Instruction Committee Chair to flowchart the competencies levels for associate degree graduation and transfer based on other community college's catalog presentation. The flowchart was based on the review of all course offerings, student populations served, comparable courses, requirements for transfer, series of courses that can serve employment and/or transfer needs. The completed project is now visible in the catalog. Data on student success and completion rates continues to be extracted from the Banner system through the Research and Grants Office.
II.A.2.c	An effort will be made by the administration and CTA to modify the contract to comply with both the realistic needs of new faculty and the March 15 Education Code deadline for notice of rehire. In addition, an improved system needs to ensure that tenured and adjunct faculty are evaluated in a timely manner and that the student evaluation procedure is clarified.	The college has made progress in the timely evaluation of non-tenured faculty and once again is working with the Academic Senate and bargaining unit to revise the tenure process including revision to the evaluation (tenure) timeline. The college, however, has continued to struggle with evaluations of tenured faculty. The college has addressed this concern in discussion, planning and proposed implementation of a new academic organization. Beginning in spring 2009 the administration, Instruction Council, Academic Senate, College Council and other shared governance committees began discussion in earnest of college-wide reorganization structures. The Academic Senate held a final meeting on reorganization on February 17, 2010 and approved the academic reorganization plan to begin July

		1, 2010. The reorganization will move the college from a wide span of control (CIO – Division Chair model) to a more manageable span of control (CIO – Dean model). This reorganization will distribute the responsibility for evaluating both full-time and part-time faculty to the deans. The structure will also improve management efficiency of academic services.
II.A.2.d	The Academic Senate will work with the CIO office to develop a plan to assess faculty staff development needs.	The Educational Master Plan Committee developed an educational master plan for 2009-2010 and is updating the plan for 2010-2011, based on institutional priorities. Those priorities include professional development needs as identified in program review documents submitted by the campus community. The EMPC is currently reviewing the professional development priorities for 2010-2011 and establishing priorities for the EMP. Those priorities will also be reviewed by the Professional Development Planning Committee and will become the basis for updating the Professional Development Plan. The Strategic Planning Committee also reviews the stated priorities and strategies, outlined in the EMP and the Professional Development Plan, and updates the Strategic Plan. Staff development opportunities have been offered to meet the Educational Maser Plan goals. All staff and faculty with a responsibility in the program review processes had access to training for the current annual program review online data base and for the current comprehensive program review. Through the College's Basic Skills program faculty has been offered staff development programs on teaching strategies to increase student retention and success. The college has offered several student learning outcome workshops on institutional, program and course level SLOs. Additional workshops and staff development offerings have centered around distance education, curriculum development and CurricUNET training) The campus has continued to fund the technology training center to assist faculty and staff use of technology and has maintained work environment training.) Faculty teaching in the newly opened science and classroom complex received training on the smart classroom technology, lab safety and operations, and technology in the planetarium.
II.A.2.e	The college will continue the Program Review and Planning process and the Academic Senate will develop a plan to incorporate assessment and evaluation of student learning outcomes within the process.	The campus has purchased CurricUNET which will assist the C&I Committee in streamlining its review process; provide a location and historical backup on course outlines-of-record, syllabi, student and program learning outcomes; and, provide reports documenting all of the above and the date and type actions that have taken place. This will also allow compatible electronic submissions to the Chancellor's office. CurricUNET began the go-live phase in February 2010. In addition, through the C&I Committee, the courses, majors

		and certificates and textual statements are reviewed every year for accuracy and placement in the IVC general catalog. In addition, the majors and certificates are reviewed via Program Review, which is on a three-year cycle based on the subject field. These same majors and certificates are reviewed by the Articulation Officer, currently the Co-Chair and Academic Senate representative on the C&I Committee. All of the courses are reviewed yearly by the Articulation Officer to determine what changes that have taken place that may affect articulation with four-year institutions, University of California recognition of transferability (UCTCA submission/July every year), and changes to transferable general education patterns to the UC and CSU systems (December every year). Any changes that affect articulation and transferability are in a yearly report generated by the Articulation Officer and distributed to four-year institutions and other appropriate campus entities.
II.A.2.f	Under the leadership of the Academic Senate, all constituency groups will work with Information Systems to develop a plan to provide accurate data to assess student learning outcomes and to improve the effectiveness of programs, services, and the institution as a whole.	As the college progressed in its work on SLOs, it discovered that while SLOs can be a conduit to tracking such success rates, it could not be accomplished solely through SLOs. Currently, data on student success, retention, completion, FTES, and grade patterns is provided to the area leads by the Research and Grants Office. In addition, the college created an Information Data Resource Committee (IDRC) in 2008 to review current data, MIS information, as well as accountability reports. This has assisted the college in providing reliable data to appropriate constituencies for planning and review processes. The college has made significant progress in identification and assessment of SLOs and has included in the current Comprehensive Program Review a means to link the SLOs with program goals and objectives. The college will continue to evaluate the revised process and make the process and results available to appropriate constituencies by posting this information on the college Website.
II.A.2.g	Through the leadership of the Academic Senate, IVC will expand efforts to create validated common course finals and assess the success of using common course final exams as part of a comprehensive and systematic multi-year plan to incorporate student learning outcomes into programs and courses.	In the fall of 2008, the Department of English as a Second Language (ESL), a part of the Division of English and ESL at Imperial Valley College (IVC), began discussion on the necessity of a review for the College's ESL program. The result was the decision to revise the current curriculum to be more pedagogically sound by creating a clear programmatic scope and sequence, as well as to reflect the needs to the student population at IVC. The initial impetus to review the curriculum was that there was no clear programmatic scope and sequence. As a result, there was no continuity in expectations of skill development from one level to another that was easily discernible. In addition, due to a renumbering of courses that had occurred several years previously that resulted in a mismatching of course numbers, it was often difficult for people outside of

| | | the department, new faculty, part-time faculty, and students to truly understand what courses were companion courses at each level. Beyond this, in examining the curriculum, the faculty determined that there were courses that were no longer in line with current trends of ESL teaching. For example, there was a two course sequence on phrasal verbs. The original purpose of the courses was to provide students with additional exposure to, and practice in, vocabulary. Through discussion, it was decided that though these strictly focused offerings had the potential of being offered as support courses, their overall relevance as a major part of the program at IVC was limited and outdated. An examination of the curriculum of other California community college ESL programs confirmed this. The faculty also found that there were courses that the program did not offer, but should offer to make the program more complete and, again, to reflect the needs of the particular ESL student population at IVC. For example, an additional reading course was offered at the fifth level, and former conversation courses where changed to include a focus on listening, with particular attention being paid to academic listening/note taking skills at the Intermediate through Advanced levels in order to better prepare students to meet the demands of graduation-credit bearing courses.   Again, an examination of other community college programs in California confirmed the decision. In particular, information received from the ESL Department Chair at Riverside Community College (Riverside, CA), and from the Faculty Instructional Specialist, Language Success Center at Chaffey Community College (Rancho Cucamonga, CA) proved to be invaluable. As such, it was decided that the following core program structure was adopted:

In addition to the core program, a new set of support courses was also to be created. These courses would each last ½ of the semester (8 weeks) and would allow students to receive additional, focused instruction in vocabulary, conversation, pronunciation, and review of verb tenses. In total, a new curriculum of 43 total courses was proposed.

The initial writing for the curriculum began in January 2009. The core writing team was made up of four full-time faculty members including the ESL Program Coordinator and a faculty member with experience in program design and a MA in Second Language Curriculum Development. The first task was to choose language that would allow for a smooth sequence to be developed throughout the levels. Based on this, the following wording was chosen:

- Ability: ability of students to correctly use a given form or complete a given task accurately 70 – 80% of the time;
- Competency: ability of students to correctly use a given form or complete a given task accurately 80 – 90% of the time; |
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		- Mastery: ability of students to correct use a given form or complete a given task accurately 90 – 100% of the time.
		A scope for each level was then developed using information taken from IVC's previous curriculum, information from various text book publishers, and other schools in California (gained through the use of CurricUNET and personal contacts). Sequencing was then put into place which would clearly move students from Ability at lower levels to Mastery at higher levels. As per guidelines issued by Chancellor's Office for California Community Colleges, data was submitted supporting the fact that similar classes to the ones that were being proposed were offered at other institutions state-wide. As with all curriculums, it is the hope that the ESL program at Imperial Valley College will continue to grow and change as new information and research emerges in the field of language acquisition. We will also continue to monitor the program to ensure we are responsive to the community and that needs of English Language Learners in the Imperial Valley are being met.
		A common final was developed for English 099, a basic skills writing course, in 2007. Then in fall 2009 the English Division keyed the completed course-level SLOs into the rubric for assessing the common final. The final results will not be incorporated into a Comprehensive Program Review until after division faculty has had an opportunity for input, discussion, analysis, and suggested actions. The first division meeting for spring 2010 is scheduled for February 24, 2010. Thereafter, instructors in each area (Writing and Reading) will meet to continue the dialogue which will also address the proposal that common finals be developed for all levels of developmental writing.
II.A.2.i	The Academic Senate will work with all campus constituencies to develop a specific plan for the implementation of program-level SLOs	The Academic Senate includes the SLO Coordinator's report as a standing item on its meeting agendas and facilitates communication between Senators and the SLO Coordinator. The revisions to the Program Review process incorporated the assessment of SLOs. The college community is making progress on identification and assessment of SLOs at the program level. A program level SLO workshop was held on February 10, 2010 to assist faculty in the process. Several programs have created outcome grids that are imbedded in courses within a program. Successful completion of those courses and specific elements within those courses as SLOs ensure that students are completing required outcomes prior to program or degree completion
II.A.3	The Curriculum and Instruction Committee will develop a course outline review process that will ensure that course and program student learning outcomes meet	The SLO Committee designed a GE SLO Grid, with the help of the Curriculum and Instruction Committee, and its evaluation is almost completed. The GE SLO Grid includes IVC, UC, and CSU GE requirements and assesses student acquisition of the five ILOs. Using the GE SLO Grid, the SLO Committee ensures

	general education objectives.	all ILOs are being evaluated within GE courses. The SLO GE subcommittee will share its findings on outcomes and assessments at the C&I Committee in March 2010 and the Academic Senate in April 2010. At its November 2009 meeting, the C&I Committee initiated a review of the GE materials to revalidate compliance with current Title 5 requirements. At its meeting on February 18, the committee completed 90% of the GE pattern evaluation; completion of this phase of the evaluation is pending additional information from the Chancellor's Office. The C&I Committee anticipates completing the evaluation in March 2010 when it will ascertain if the GE package is meeting the ILOs. The results will be submitted to the Academic Senate in April 2010 and to the Board of Trustees in May 2010. In the past two years, changes to Title 5 resulted in the review of all certificates and several majors by faculty. The courses within these certificates and majors have been reviewed, updated, and approved internally by the Academic Senate and the Board of Trustees as well as externally approved at the California Community College Chancellor's office. All Applied Science programs conduct an economic impact study biannually. In addition, the college is currently in the process of implementing a curriculum development, review and evaluation database (CurricUNET) which will also assist in reviewing course content/outlines on an ongoing basis.
II.A.3.a	IVC will continue existing practice in this area; C&I will continue to review requirements to ensure appropriateness of each course in GE requirements. Through the leadership of the Academic Senate, a systematic, strategic plan will be implemented, following the models of pilot programs, to confirm students are acquiring the expected skills in general education courses.	The C&I committee, a subcommittee of the Academic Senate, continues its existing practice of reviewing requirements, appropriateness, and rigor of course content. The C&I Committee is currently completing its review process and will finalize its recommendations to the Academic Senate in April 2010. As another example, the music program included a review of GE courses and SLOs in its comprehensive program review
II.A.3.b	Through the leadership of the Academic Senate, a systematic, strategic plan will be implemented, following the models of pilot programs, to confirm students are acquiring the expected skills in general education courses.	In 2006-2007, the math department piloted an SLO plan to specifically measure information literacy, the ability to seek and find information. The completed pilot resulted in an achievement rate of 85%. Math faculty utilized this data to expand their work on course SLOs as evidenced in the annual reports. The Speech department initiated a similar SLO plan for information literacy. That work was subsumed under the broader SLO implementation in the department.
II.A.3.c	IVC will continue existing practice	The college offers curriculum that provides opportunities for

	in this area; C&I will continue to review requirements to ensure appropriateness of each course in GE requirements. Through the leadership of the Academic Senate, a systematic, strategic plan will be implemented, following the models of pilot programs, to confirm students are acquiring the expected skills in general education courses. A systematic assessment plan needs to be implemented for assessing student learning outcomes.	students to recognize what it means to be an ethical human being and an effective citizen. One political science course, POLS 102 - American Government and Politics, incorporates a service-learning requirement. This element of the course is also one of the SLOs for the course and is aligned with the ILO for Personal Responsibility. In addition, the Associated Student Government and student clubs have taken a proactive role in community service. The Thanksgiving outreach to the town of Niland, the Niland Christmas Wish List, the Candy for Troops program, and campus wide holiday donations to the Imperial County Food Bank have greatly enhanced students' experience as productive citizens. (See Doc. S2.41) The college also participates in Constitution Day and is planning to observe Cesar Chavez Day in 2010 with cultural events.
II.A.5	A more systematic process will be coordinated by the Dean of Applied Science to confirm student job performance and to evaluate curricula to further support student success.	Each Applied Science program meets regularly with area specific advisory groups who provide valuable information regarding required competencies, job forecasting and other industry specific needs. Several Applied Science programs hold program specific accreditation or board approval, these programs are evaluated on a cyclic basis that is determined by specific governing or licensing boards. In addition, Applied Science programs conduct biannual reviews of economic development trends and labor/market trends to ensure relevancy of course offerings.
II.A.6	Working with all constituencies, a new process will be developed by the Technology Council to improve accuracy and relevance of content on the college Website.	The catalog is reviewed and updated annually to ensure students have up-to-date accurate information. The catalog is posted on the college Website and is available in hard copy in the library and bookstore. Course syllabi are available either on faculty Websites or through distribution in the classroom at the beginning of each semester. In addition, course syllabi are maintained within the CIO's office. Course SLOs are expected to be incorporated into course syllabi. The college developed and staffed a new Webmaster position tasked with maintenance of the college's Website. In addition, the Technology Planning Committee appointed a Website review subcommittee to ensure the content and a consistent look and feel to the Website. Departments and programs with a Webpage have been given the appropriate 'privileges' and are responsible for updating and ensuring accuracy. In addition, the college offers ongoing staff development on Web design through the Technology Training Center.
II.A.6.a	As student learning outcomes are developed for all courses, IVC will confirm that transfer credit continues to be based on course objectives and that course outlines of record are reviewed by four-year institutions on a	The IVC Articulation Officer's duties include the review of actions taken by the C&I Committee, and approved by the IVC Board of Trustees, to determine if significant changes to a course outline of record requires the submission of said outline to four-year institutions for new or re-approval to validate the awarding of transfer credit. This action is completed every academic year with copies of IVC changes

	yearly basis if significant changes are made to a course.	and GE sheets shared with all appropriate parties in higher education.
II.A.6.b	Student Services will work with Academic Services and division chairs to review and evaluate the process to ensure that procedures are in place so that enrolled students may complete their education in a timely manner and with a minimum of disruption when programs are eliminated or program requirements are significantly changed.	The college maintains a strong and active partnership between Academic Services and Student Services to ensure counselors, working with the appropriate Division Chair or/and involved instructors, find appropriate accommodations, including course substitutions, prior catalog rights applications, etc., which will allow the student to graduate or complete the certificate program with the least possible disruption. The new Child Development major (catalog 2008-2009) is a case in point. By working together with counselors on a case-by-case basis, the Division Chair was able to assist students who were impacted by the change of major and course requirements by allowing substitutions of some courses or by approving them to graduate under the previous catalog requirements.
II.A.6.c	The Dean of Technology will work through the Technology Council to redesign the college Website and to clarify roles and procedures for updating and maintaining the site.	The college developed and staffed a new Webmaster position tasked with maintenance of the college's Website. The Technology Planning Committee appointed a Website Review subcommittee to ensure the content and a consistent look and feel to the Website. The Website Review subcommittee in 2010 has multiple areas of focus. For example, one goal is to begin the centralizing of all faculty Websites onto a single Website in preparation for a major overhaul of the main college Website later this year.
II.A.7.b	Academic Services will continue to work with Student Affairs to develop workshops and publications to assist students in understanding the definition of plagiarism.	Policies and procedures governing Student Conduct are published on the college Website and in the catalog. In addition, the Library and Learning Services Webpage has a resource link for students to learn more about copyright definitions and issues.
II.A.7.c	If a Code of Ethics is approved by the Board, the Human Resources Department will develop a plan for distribution, which will include all employees signing a statement that they have received a copy. Human Resources will also contact the appropriate constituencies to include the Code of Ethics in the catalog and/or appropriate faculty or student handbooks.	Administrative Procedure 3050 Institutional Code of Ethics was approved by the Board on September 12, 2007 and made accessible on the Website. Human Resources also arranged for training on ethics for all administrative and management staff on July 22, 2008. Other guides to conduct on the campus include: Student Standards of Conduct, Board Policy 5500 Standards of Conduct, Administrative Procedure 5500 Standards of Conduct, and Board Policy 2715 Code of Ethics / Standards of Practice.
II.B.1	All Student Services programs will complete the second year of the program review process and will maintain updated program review plans on the college's Website. All Student Services areas will assist with the restructuring of	Admissions & Records staff, Information Technology, and SunGard Consultants met March 24-27, 2009, to discuss implementation of Academic Progress and the combined Academic Standing process, both of which had been problematic since the new enterprise software package, SCT Banner, was put in place in 2005. A to-do list and scripts were created and a patch was applied to Banner baseline to allow for the increased functionality necessary for Academic Progress and Standing to be fully operational. The test phase

	the degree and certificate evaluation process so students can apply and be notified in a timely manner about their status and can make informed decisions on how to proceed with transfer or graduation. Matriculation Services will complete the development of an online orientation program/class.	of this project has begun using student cohorts, with full implementation to be achieved spring 2010. All student services programs, including all federal and state categorically funded programs, have completed a second round of annual program review and six programs have completed the three-year Comprehensive Program Review cycle. The remaining four programs will complete a comprehensive program review in 2011. In January 2009, an on-line orientation was introduced on the IVC Website. The program is organized into five modules, consisting of college policies/procedures, student services programs, tips for success, degree, certificate and transfer information, and step-by-step enrollment and registration guidelines. The orientation can be accessed through a quick link from the IVC homepage. DegreeWorks, a degree audit and SEP development software, was rolled out to counselors during the fall 2009 semester for training and testing. All counselors and several Admissions and Records staff have participated in the testing phase with the intent to complete full implementation by the end of spring 2010.
II.B.2	The institution will continue to upgrade and enhance the college catalog and Websites.	All Student Services departments/areas monitor the catalog each year to ensure that information about policies effecting students is complete, accurate, and easy to find. The current catalog was revised to incorporate the college's sexual harassment policy and the policy on transfer credit. While financial aid information has always been included in the catalog, the index and table of contents now make is easier for students to locate the valuable resource. Policies effecting students that are not included in the annual catalog may be found on the college Website, Associated Students Webpage, registration schedule, Financial Aid webpage, and various program brochures, publications, and pamphlets.
II.B.3.a	The college will develop ways to provide additional services for its online students. The Matriculation Officer will attempt to reactivate the Early Alert program and work with the Admissions and Registrations Committee to develop a plan to contact academic probationary students.	Through the ACCESO grant, a learning support specialist was hired to provide counseling and other support services to students taking online courses. Distance education students have received those services since 2004. Since the grant will be ending on June 30, 2010, the distance education counseling responsibilities were institutionalized through Student Services. Student Services assumed the duties on January 18, 2010. The Early Alert Program was reactivated on March 5, 2009 and was accessible through the IVC Webpage. Instructors simply login and click on the class CRN to be provided a roster of students enrolled in that class. They can then select a student for referral through the Early Alert Program, while

		designating appropriate issues for that student, i.e., lack of attendance, study habits, poor exam grades, etc. There is also space provided for instructor comments. Once submitted, the referral is emailed to the Matriculation officer who contacts the student. This simplification of the process has resulted in increased instructor participation and more students receiving referral to appropriate support services. Further research will determine whether the intervention improved student success and retention. The Academic Progress process is in the testing phase for winter 2010 and will be fully implemented for spring 2010. Notification of all probationary students is paramount to this process and will be phased in during the spring term.
II.B.3.c	Imperial Valley College Student Services units will complete the second year of their scheduled program reviews in the academic year of 2006-2007.	All programs within the Student Services area have completed two rounds of annual program review which is a basic part of budget development each year and feeds into the Educational Master Plan. In addition, six programs, Financial Aid, Transfer Center, Counseling/ Matriculation, DSPS, EOPS/CARE, and Student Support Services, have completed the three-year Comprehensive Program Review, which examines empirical evidence to determine achievement of objectives, program trends, and future needs. The four other Student Services programs are scheduled to complete comprehensive program review in 2010-2011. As a part of the assessment and evaluation of SAOs, the college administers a student survey every two years with the assistance of the Research and Grants Office. The spring 2008 results were used by programs as part of the program review, which lent that all important student voice to the evaluations of programs, services, and outcomes. The survey is scheduled to be repeated in spring 2010.
II.B.3.d	The college will continue to design and maintain a range of programs and services that support and enhance student understanding and appreciation of diversity.	The college offers courses and programs that provide opportunities for students to appreciate diversity. Participation is encouraged in activities such as Cesar Chavez Day and border art projects. Other opportunities include activities of political science courses and the ASG.
II.B.3.e	The institution will continue to evaluate procedures and instruments used in admissions and assessment to provide the college's students an effective and unbiased process.	The institution does not use admissions instruments. Placement instruments are evaluated as part of the Matriculation mandate. ACCUPLACER, a computerized assessment test for English and math, was initiated in July 2006. In April 2009 the ACCUPLACER ESL was introduced. The computerized placement tests allow students to receive test results immediately. This placement instrument is on the list of approved placements test published by the Chancellor's Office and evidence of appropriate usage and unbiased placement processes is submitted each year.
II.B.3.f	The college's office of Admissions and Records will continue to transition its archived documents	The imaging process has been fully implemented by the Admissions and Records Office. All transcripts received from January 2010 back to June 2007 have been scanned and will

	into its imaging system and anticipates that all documents will eventually be imaged at the time received. Imperial Valley College's Office of Admissions and Records will continue to hold documents in hard copy form for the period required by law. The college will also continue to comply with all federal, state, and district policies on the maintenance and release of student records. The Office of Admissions and Records is requesting a scanner to provide a more efficient process for reading official transcripts and downloading them onto the campus database system, BANNER™.	soon be indexed for easy accessibility. During spring 2010, Phase II of the imaging transition will begin – a priority list of documents to be scanned has been developed as well as a timeline for completion of imaging and indexing. All student permanent records will be included in the imaging program to allow for greater accessibility and reduced paper. Hard copies of all documents will continue to be retained for the period required by law.
II.B.4	IVC will develop tools and procedures to evaluate whether its student support services contribute to the achievement of student learning outcomes. As part of program review, student surveys will be administered this year to help determine how well a program is serving its target students. To better address the needs of the college's students, the results of these surveys will be provided to each program review team from the office of research, planning, and grants. The results will be discussed, included in the program review documentation, and ultimately used to improve the services offered by the college.	The college-wide Student Satisfaction survey was developed in 2007 and administered in spring 2008. The compiled results were disseminated to the various constituent groups for use in their assessment of SAOs and program review goals and objectives. Decisions regarding changes to existing services are made using survey data as part of the assessment process. The survey is currently under review and will be administered again as scheduled in spring 2010. All programs in the Student Services area developed at least one Service Area Outcome (SAO). SAOs are part of program review self-studies, which are completed on an annual basis and are the foundation for the budget development process. The SAOs are developed with participation from all staff members within a program, and assessment of the SAO is a function of both those who provide the service (staff) and those who receive it (students). In fall 2009, more completed cycle assessments were submitted from Service Areas: 16 of 17 Service Area Outcomes were completed for the 2009-2010 school year. Also, five new Service Areas were identified. For the 2009-2010 school year, 22 non-instruction departments will complete SAOs. All of the Student Services programs have completed one full SAO assessment cycle and will be completing a second evaluation of continuing or newly developed SAOs in spring 2010.
II.C.1.a	Hire a Head Librarian, to assume the position of Dean of Learning Services thereby freeing the current Dean to concentration his efforts, training, and expertise as the Dean of Technology to the	A head librarian was hired effective April 28, 2008, and promoted to associate dean effective July 1, 2008. A second faculty librarian was added in July 2009. However, due to an unexpected six month medical leave in July 2009 of one of the full-time librarians, the library did not achieve its full complement of librarians until January 2010. Thus, it was not

	benefit of both areas. Plans are underway to expand room 1502 with smart classroom setups and 40 computers, to build a dedicated video conference plus two new staff offices. **Learning Support Services** To complete a plan to update computer resources in the Learning and Tutoring Center, the Reading/Writing Lab, and the Language Lab. Learning and Tutoring Center – New computers with updated software should be installed by spring 2007. Tutor training in ESL is being provided to increase the number of tutors in this area. Instructor referrals are being encouraged, and small group tutoring is being considered. Reading and Writing Lab – Replacement computers and projectors should be installed and operational by spring 2007. Two additional writing tutors are included in the 2007-2008 budget request. The Tutor Trac software is expected to ease lab operations and reduce paperwork. Language Lab – Replacement computers should be installed and operational by spring 2007.	until January 2010 that the full complement of librarians was functioning. The administrative support for the division has been restored to its previous, more effective plan. The college combined the leadership of the library with technology in 2005. The Dean of Technology and Learning Services had a strong background in Technology. The emphasis during this time period was to strengthen the technology infrastructure and fully implement the Banner enterprise system. During this time period the library was plagued with librarian turn over, resulting in one faculty librarian. This delayed the expansion of the information literacy program. This program will be completely reviewed and revised in the summer of 2010. However, the entire learning services division is now active in the SLO process. Two SLOs for Information Literacy have been articulated and are being implemented. They are as follows: The first SLO is to provide library instruction for two faculty members per semester, who have not previously used this service. Estimated completion date is May 30, 2010 and assessment will be through an analysis of instruction appointments each semester. The second SLO is to collaborate on the integration of information literacy into the curriculum for two new classes each semester. Estimated completion date is December 15, 2010 and assessment will be through a tracking spreadsheet. In 2009 the library database was upgraded and is now fully functional. The library holdings have been expanded to include e-books. A computer lab technician was added to oversee the library computers in 2010 to expand assistance for students. The computers in the Learning and Tutoring Center, the Reading/Writing, and the Language labs were updated and/or replaced in 2008. TutorTrac software is now offered to all Learning Center staff. New tutors are continually recruited and the number of tutors has been increased to meet demand. Tutors in the Language Lab attend the EDUC 2020 class and are then trained in specific Language Lab programs and procedures. Instructor/counselor referrals are mandatory at the Learning and Tutoring Center, and small group tutoring is strongly encouraged.
II.C.a.b	An online measure of information literacy must either be developed or borrowed from another group, such as that headed by Topsy Smalley, and should be put on the Library home page. The Librarians will share all the information they receive with all	A deterrent to the achieving all planning agenda activities has been the turnover of Library and Learning Services staff between 2007 and 2009. However, successfully hiring an experienced Head Librarian has been a great advantage as well as stabilizing the staff with an additional faculty librarian who was hired in 2009. In January 2010 there were again two librarians in addition to the Dean, who is a librarian, the leadership and resources were in place to review the

	library staff and faculty. This will be done through email, training, informally when discussing this issue, and through committee work. **Learning Support Services** Learning and Tutoring Center – By the end of fall 2006 we expect all workshops to be in PowerPoint and online. Three more workshops will be implemented: Basic Internet Usage, Note-taking Skills, and a training session for TutorTrac (new login system).	information literacy program and set a timeline for completion by fall 2010. All workshops/presentations are now conducted in PowerPoint and are available online through the Learning Center Website. During the last two years, available workshops included Test Taking, Test Anxiety Management, Time Management, and Memorization Techniques. The Reading and Writing Facilitators continue to hold Advisory Committee meetings with interested faculty who provide input on an ongoing basis. TutorTrac software has been offered to all Learning Center staff. New tutors are continually recruited and the number of tutors has been increased to meet demand.
II.C.1.c	The Library will continue to collect eBooks. At present, the Library has 2,708 eBooks. A plan must be put into place as to trouble-shooting and repairing the online catalogue, SIRSI, and the remote access for the databases when problems arise. These were part of our Microcomputer Technician's job. In his absence, there has been no one responsible for repairs in this area. The Library is working in collaboration with the Science/Math/Engineering Division to select a high quality science database. **Learning Support Services** Learning and Tutoring Center – The Learning & Tutoring Center's hours will be incremented during the fall in order to service more students. There is a pilot program being developed that will provide an online tutoring program. Reading and Writing Lab/Language Lab – We are on target with making our services available to students working off campus. The Writing Lab will pilot online writing tutoring for a limited number of distance courses in the spring 2007	The Library Microcomputer Technician was out due to a medical leave for most of the 2007-2008 school year. Upon his return, the technician quickly made the SIRSI system functional and ensured regular technology support for all library applications. The SIRSI system was fully upgraded to the latest version in spring 2009 with the latest update brought online in January 2010. Three modules were added to the SIRSI system that the Library had not had previously: Serials, Acquisitions, and Booking. Onsite training was provided in August 2009, and the staff is in the process of implementing and learning the new applications, particularly the automation of serials claiming and acquisitions. The Library has increased its collection of eBooks to 17,040 from 2,708 in 2007 and has added subscriptions to the CRC Handbook of Chemistry & Physics, Proquest Biology Journals, and Science Online. This is significantly expanded online access to high quality science databases. Online tutoring was to be offered through the Etudes distance education program. However, it was learned that this could only be accomplished by a faculty member trained in the use of Etudes. Consequently, distance tutoring is offered by having a student email their paper to a tutoring email address one hour before a scheduled distance tutoring appointment; the tutor reviews the paper, and then tutoring is done over the phone.

	semester.	
II.C.1.d	A request should be put in to Maintenance to fix the one emergency door in the Library that does not sound when it is opened. For safety reasons, the Library, should consider whether two staff members should always be present in the building, particularly when the library is open to the public. **Learning Support Services** Learning and Tutoring Center – An overall alarm should be installed.	These issues have been corrected as all emergency exits are alarmed and two staff members are always present when the Library is open. Security has been further increased by locking what was previously a second entrance/exit used freely by faculty and staff, and by limiting its use only to library staff. In the Learning and Tutoring Center, all outside doors have alarms, but an overall alarm system is not in place.
II.C.1.e	It is critical that the Library and its staff maintain successful collaborative relationships and memberships, both within the library itself, with IVC faculty, and other libraries in and outside the Imperial Valley to raise an awareness of developments in the field and share information.	Strong collaborative relationships and memberships have been maintained both locally and regionally. Despite severe budget cuts, adequate travel money has remained available. Locally, the Library belongs to the Desert Valley Library and Media Services Association. Regionally, it belongs to the Serra Cooperative based in San Diego, and the Dean is a member of the Serra Advisory Board. The Library is always represented at the regional SDICCCLRC (San Diego Imperial County Community College Learning Resources Consortium) meetings. In addition, the Library is active in the Council of Chief Librarians California Community Colleges Electronic Access and Resources Committee (CCL-EAR).
II.C.2	All the steps described for updating the Library materials collection under II.C.1.a. will be taken. Help for this endeavor will also be asked of the Academic Senate, the College Council, and the CIO. This is one of the top three things we can do in the Library to improve our collection and services. The other two top needs are undoing the recent restructuring of Learning Services, and hiring an additional faculty librarian. The need for a color photocopier and color computer printer will also be raised during committee work in the hope that this request can be met as the budget improves. **Learning Support Services**	Under the direction of the Associate Dean, a librarian, hired in 2008 and the second faculty librarian hired July 1, 2009 much has been accomplished in electronic databases, books and periodicals despite the 2009 California budget crisis. By necessity, spending for library resources was reduced, and it is hoped that this will be remedied when State funding improves sometime in the future. The book budget has been reduced to $10,658, the periodicals budget has been reduced to $15,000 and the database budget has been reduced to $20,670. The resource development plan driving this situation is that electronic full-text periodicals available through online databases will be given first priority for two reasons. First, they are accessible from any Internet connection. Secondly, they provide access to the most current information. It has been possible to add several additional database subscriptions (AAAS Science, Encyclopedia Britannica, Encyclopedia Britannica Spanish, Gale Archive Literature Resource Center, Proquest Psychology, Proquest National Newspapers, and Proquest Research Library). Through 2009-2010, it has been possible to maintain all database subscriptions with the TTIP money that supplemented the budget. The college administration has committed to backfilling the database budget if other funding sources are

	Learning and Tutoring Center – The Tutoring Center will continue to improve its tutoring practices in response to faculty input. Reading/Writing and Language Labs – Surveys will continue to be distributed and adjustments made as needed.	not obtained. The average age of a book in the library collection is now 1977. A collection development decision has been made, however, to emphasize currency through vastly expanded access to electronic full-text journals, which helps to offset the age of the book collection. A systematic program of weeding the book collection began in 2008 and continues. This will gradually serve to increase the average age of the collection. When the state budget crisis is resolved and more funding is available for book acquisitions, the average age of the collection will also improve. The feasibility of a color printers and photocopiers for students was studied. It was determined that support for this would be too labor intensive, that the budget could not support the added cost of these, and that it would be better to refer students to the Reprographics Department for specialized needs. As a response to student and faculty input, the Learning and Tutoring Center has hired better qualified teachers, often with a minimum of an A.A. degree in the subject that they are tutoring. Some College faculty is also participating in tutoring.
III.A.1	The college will continue to hire replacement and new faculty positions in the manner that has proven to be effective over the past few years. The college will develop a long-term plan to better determine the need for additional support personnel in critical areas of changing or developing needs so as to adopt a pro-active rather than reactionary approach to support services	The college assures faculty is qualified based on the Chancellor's requirements as defined in the February 2008 Minimum Qualifications for Faculty and Administrators in California Community Colleges. Any exceptions to the Chancellor's requirement are reviewed by the Equivalency Committee, a subcommittee of the Academic Senate. Once hired, faculty is evaluated through the tenure process as defined in the CTA contract. The college has continued to struggle with evaluations of tenured faculty. The college has addressed this concern in discussion, planning and proposed implementation of a reorganization of the academic services structure. Beginning in spring 2009 the administration, Academic Senate, College Council and other shared governance committees began discussion of college-wide reorganization structures. As a result of those discussions, the Academic Senate voted to support the reorganization structure with a planned implementation of the Academic Reorganization goal of July 1, 2010. The reorganization will move the college from a flat line organization, CIO and Division Chairs model, to an Academic Dean model. This reorganization will allow for the timely and systematic evaluation of both full-time and part-time faculty while maintaining compliance with negotiated contracts. The structure will also improve management efficiency of academic services. Further, the college assures employees and faculty is kept

		abreast of current issues such as sexual harassment in the work environment. Sexual Harassment training has been mandated for all employee groups, and was also made available in an on-line version for part-time employees. Reports have been developed to assist in ensuring timely evaluations for support staff and a professional/staff development Website was created to provide a centralized location for training information and up-coming opportunities.
III.A.1.a	The college will continue to follow its existing hiring procedures while working to improve the timeliness of the hiring process. A decrease in the amount of time sitting on a committee requires may involve more employees in the hiring process	Human Resources has developed a rolling screening process whereby all applications are reviewed for minimum qualifications. After receiving a request for hire, Human Resources pulls the job description and facilitates the question development for application as well as the interviewing processes. Once the questions are approved the job posting is processed. Finally, to expedite the hiring process, the time for the hiring committee to review the application has been shortened, but assures sufficient time for evaluation. In the current Program Review process, requests for additional staff must have a rationale to support the request. Through the process, the Educational Master Plan ensures the subcommittee on staffing has the data to make recommendations to changes in the Staffing Plan. Further, Human Resources adopted concepts from the ad hoc Thaw Committee and recommendations from the College Council, for the revision of the Request to Hire Form. The form now requires completion of "Funding" and "Justification" sections, assuring that the requestor has made those considerations.
III.A.1.b	The college has in place good procedures for evaluating faculty and staff members. These procedures will continue to be followed in the upcoming years. More effort needs to be made to ensure that evaluation procedures are understood and followed consistently throughout the institution. For faculty, a major revision to the employment contract is underway that should help to clarify evaluation procedures and develop all needed forms for both full-time and part-time faculty member evaluations. Once these have been developed and approved, the procedures and forms will be made available on the college Website as well as being disseminated to all faculty	The college believes it has made progress in the timely evaluation of non-tenured faculty and is again in the process of working with the Academic Senate and bargaining unit to revise the tenure process including revision to the evaluation time line. These discussions will also bring the evaluation of online faculty into the overall evaluation process. The college, however, has continued to struggle with evaluations of tenured faculty. The college has addressed this concern in discussion, planning and proposed implementation of a reorganization of the academic services structure. Beginning in spring 2009 the administration, Academic Senate, College Council and other shared governance committees began discussion of college-wide reorganization structures. As a result of those discussions, the Academic Senate voted to support the reorganization structure with a planned implementation of the Academic Reorganization goal of July 1, 2010. The reorganization will move the college from a flat line organization, CIO and Division Chairs model, to an Academic Dean model. This reorganization will allow for the timely and systematic evaluation of both full-time and part-time faculty while maintaining compliance with negotiated contracts. The structure will also improve management

	members. As stability in staffing is established in the Academic Services area, something that is currently underway, a long-term plan to get and keep up-to-date on all full- and part-time faculty evaluations will be implemented. These changes should be in place by the fall 2007 semester.	efficiency of academic services. Human Resources has worked closely with Information Technology to develop a variety of automated reports, which are used to track required evaluations of support staff and remind supervisors about their personnel requirements. A separate Probationary Employee Form was implemented and assists supervising managers/administrators with making appropriate hiring decisions. These forms, along with many others, are linked to the Human Resources Website and are in an easy to complete format.
III.A.1.c	The Academic Senate needs to continue the development of Student Learning Outcomes throughout the college, including all campus stakeholder groups in the discussion and implementation of SLOs.	In December 2008, the faculty bargaining unit and the district signed a Memorandum of Understanding that removed the requirement for full-time faculty to schedule ten "by-appointment" hours per week in order to allow a reasonable amount of time for "developing, assessing, and evaluating student learning outcomes," and other professional duties. The existing Tenure Self-Assessment asks faculty to list their participation in committees and special assignments, but does not link SLOs specifically with the evaluation of the faculty member. Such an issue must be part of contract negotiations. Faculty members have noted class objectives and related course SLOs on documents submitted prior to their peer and administrative classroom observations.
III.A.1.d	In the fall of 2006, the Academic Senate began the first step of developing a code of ethics. This entails looking at and evaluating codes from other institutions and associations. The Academic Senate expects to have a preliminary code of ethics drafted by the end of this calendar year. Once a code is accepted by the Academic Senate, it will be forwarded to the College Council for evaluation by the other constituent employee groups on campus. Once a code is accepted by the various campus groups it will go to the Board of Trustees for final approval. This is anticipated to occur during the spring 2007 semester.	The Institutional Code of Ethics was completed, adopted by the Board of Trustees, and has been posted on the college Website. The college administrative and management staff discussed the importance of ethics in the workplace and watched a Society for Human Resource Management (SHRM) DVD on Ethics in spring 2008.
III.A.2	The college plans to retain faculty staffing at the current level, to fill replacement positions as funds become available, plus maintain the instructional level as close to the state mandated 75%/25% as	The college administrative staff has stabilized, with the CEO, CBO, CSSO, and CIO having been in place for three years. There have been two retirements, since fall 2009. One was replaced prior to the exit of the retiree. While this has provided stability, discussion is underway with shared governance groups to move away from the CIO-

	possible. The college will seek to fill the administrative openings with highly qualified individuals who have a long term commitment to the institution. Stability in key positions is essential to ensure the college's mission is fully realized.	Division/Department Chair model to a CIO-Dean model. Academic Senate approved the proposed restructure plan in February.

In 2009, the Staffing subcommittee of the EMPC, with the Associate Dean of Human Resources updated the Staffing Plan. The Staffing Plan is based on the staffing needs identified in the Program Review process, for both faculty and staff. The members of this subcommittee are also aware of the need to comply with the college's and Chancellor's faculty minimum qualifications.
Again in 2010, the staffing subcommittee has formed and will be finalizing their recommendations and suggested prioritizations for the EMPC before April 2010. |
III.A.3	Throughout the 2006-2007 Academic Year, the college will work with its employee representatives to update and clarify personnel policies as they are incorporated into the new employment contracts. The college will, as an ongoing activity, continue to evaluate and update Board Policies and Procedures as they apply to personnel and Human Resources. Personnel policies and procedures will be made more accessible through the Website as it is expanded and updated during the next two years.	The college has continued to meet regularly and establish, review, and post Board Policies and Administrative Procedures. In 2009 the college established a centralized Website where all District policies and procedures are located.
III.A.3.a	The college will continue to promote the use of existing fair employment policies and procedures and continue to monitor that these procedures are being followed.	Written employment policies and procedures related to employment are posted on the Human Resource Website. An example of continuing to ensure fairness and collaboration with shared governance is the creation of the Employee Conflict Resolution Procedure and the revision to the Request to Hire form based on a recommendation from the College Council. The Employee Conflict Resolution procedure can be used by a college employee to try and reach a resolution to a conflict that does not rise to the level of a grievance, harassment or discrimination. The procedure is initiated with a simple two-question form and involves the Human Resources office and the employee's supervisors. The employee receives a written response to the complaint and has the opportunity to indicate if the issue has been resolved or if further action is required.
III.A.4	The District will continue to support a wide range of activities and actions to ensure respect for diversity and equity throughout the institution.	The college has espoused the See How IVC Needs Everyone (S.H.I.N.E.) concept for fostering diversity and understanding. SHINE is posted on the Human Resources Webpage for all campus constituents to utilize.) Recently, the college initiated a small task force, representative of the college community, to discuss and make recommendations regarding a variety of

		EEO/diversity issues. The Associate Dean of Human Resources Officer will chair the committee and forward recommendations through the appropriate governance committees.
III.A.4.a	The Academic Senate and the faculty union will be surveying the campus community in Fall 2006 to determine the employees' desires and needs for staff development and other activities. The District will reinstate a Staff Development program, whether as a Flex calendar or through another means, by the fall 2007 based upon the results of this survey and develop additional programs and services to support its diverse personnel.	Through the College's Basic Skills program faculty has been offered staff development programs on teaching strategies to increase student retention and success. The college has offered several student learning outcome workshops on institutional, program and course level SLOs. Additional workshops and staff development offerings have centered on distance education, curriculum development and CurricUNET training. The campus has continued to fund the technology training center to assist faculty and staff use of technology and has maintained work environment training. Faculty teaching in the newly opened science and classroom complex received training on the smart classroom technology, lab safety and operations, and technology in the planetarium. The college has worked to address the perception of inconsistency in the treatment of employees. Procedures like the Employee Conflict Resolution were developed in order to give everyone a voice and help ensure integrity of treatment. The Employee of the Month recognizes exceptional employees and the Great Employee Moments (G.E.M.) program gives staff and faculty from all areas a chance to express thanks and appreciation for a job well done. Sexual harassment and discrimination prevention training sessions were revised and than required of all employees. There is an opportunity for individual professional development through the Gaining Leadership Expertise Aptitude and Mentoring (G.L.E.A.M.) program. The college revised requirements for committee bylaws to help ensure that all constituent groups are appropriately represented and can voice their opinions. Finally, the college is reviewing its Commitment to Diversity procedures, which includes the composition and functions of an Equal Employment Opportunity Committee. One of the committee's functions is to revise and monitor implementation of the college's Faculty and Staff Diversity Plan. The college complies with the American Disability Act (ADA) and facilitates accommodations when staff/faculty completes an accommodation forms on the HR Webpage. Annually, the Disabled Student Program and Services (DSPS) department provides an awareness event for staff/faculty as well as students. Additionally, the current program review processes drive the review and evaluation of the staff/faculty needs that are weighed and considered before revision of the Professional Development Plan.
II.A.4.b	Human Resources will disseminate findings from the annual assessment of	Human Resources disseminate findings from the annual assessment of employment equity and diversity to the college community and place the findings on the Human

	employment equity and diversity to the college community and place the findings on the Human Resources Webpage.	Resources Webpage.
III.A.4.c	To maintain the integrity of the process of program reductions during times of contraction, the Academic Senate and College Administration must work together to develop criteria and procedures for program reduction that are mutually agreeable. The college will develop a plan to ensure that all campus constituent groups are compensated in a fair and equitable manner, relative to each other and relative to comparable community colleges in California. It is hoped that this will go some way in rebuilding the trust and morale of all employees.	The college has worked to address the perception of inconsistency in the treatment of employees. Procedures like the Employee Conflict Resolution were developed in order to give everyone a voice and help ensure integrity of treatment. The Employee of the Month recognizes exceptional employees and the Great Employee Moments (G.E.M.) program gives staff and faculty from all areas a chance to express thanks and appreciation for a job well done. Sexual harassment and discrimination prevention training sessions were revised and then required of all employees. There is an opportunity for individual professional development through the Gaining Leadership Expertise Aptitude and Mentoring (G.L.E.A.M.) program. The college revised requirements for committee bylaws to help ensure that all constituent groups are appropriately represented and can voice their opinions. Finally, the college is reviewing its Commitment to Diversity procedures, which includes the composition and functions of an Equal Employment Opportunity Committee. One of the committee's functions is to revise and monitor implementation of the college's Faculty and Staff Diversity Plan.
III.A.5	Given the isolation of the district from other institutions of higher learning it is imperative that the District allocate financial and employee resources to restore professional development programs. The Academic Senate and the faculty union will be surveying the campus community in fall 2006 to determine the employees' desires and needs for staff development and other activities. The District will reinstate a Staff Development program, whether as a Flex calendar or through another means, by the fall 2007 based upon the results of this survey and develop additional programs and services to support its diverse personnel	Since the awarding of the ACCESO grant, training has been implemented to prepare faculty to effectively implement technology into the classroom to enhance student learning. Through summer camps and periodic workshops during the academic year, ACCESO has trained 129 faculty members in educational technology, which included employing alternate teaching techniques and best pedagogical practices. Instructors who took part in the training have developed online, hybrid, and Web enhanced courses

Through the educational master planning process, priorities have been established for professional development. These priorities are outlined in the college's Educational Master Plan (EMP), which is forwarded to the Professional Development subcommittee. This committee updates the college's professional development resource plan based on these priorities and recommendations.

To further assist with centralizing information about professional development and upcoming training opportunities, a new Professional and Staff Development Webpage was established. While the college continues to offer the G.L.E.A.M. program, it has also extended several local employment law training opportunities to administrators and managers. There will also be sessions presented on campus by the recently contracted provider for |

		Employee Assistance Program (EAP). There are two sessions, Managing Stress for Success, scheduled for February 2010.
III.A.5.a	In the 2007, Planning Agenda there was a concern for the reestablishment of professional development programs given the isolation of the district from other institutions of higher learning.	Integrated into the current Program Review process is the ability to link fiscal requests to the Professional Development Plan. In the 2010 Program Review there are requests estimated to cost more than $375,000 if all are funded. The current program review process allows all requests to be submitted and an appointed subcommittee reviews the requests, makes recommendations and prioritizes the requests. These recommendations are then presented to the EMPC and subsequent committees. As part of a minor reorganization, the Technical Center Technician reports to the Human Resources office with the intention of expanding the camps-wide focus on automated processes, utilization of current systems, and project management tools; e.g. Visio and Project Pro. Other staff development opportunities have been provided annually. However, the college is currently in negotiations with the faculty bargaining unit to revise the calendar to include additional flex day(s).
III.A.5.b	The Academic Senate will survey the campus during 2006-2007 academic year to determine the employees' desires and needs for staff development and other activities. Based on the results of this survey, programs and services will be implemented for staff development. Along with the implementation will be a systematic evaluation of the effectiveness of the programs and activities. The workshop planners and trainers analyze course evaluations and incorporate suggestions into future training sessions.	The college has extended opportunities for participants to evaluate and give feedback on training sessions offered; e.g., SLO workshops, instructional technology training workshops, and sexual harassment awareness sessions.
III.A.6	The institution will continue to use existing shared governance groups to ensure that Human Resources needs and concerns continue as part of the campus agenda. Staffing requirements must be considered in advance and revisited regularly to ensure the necessary staff is in place when needed as the college continues to grow. During the 2006-2007 academic year, a study will be undertaken and a plan developed by campus	Through the current Program Review process, the resultant Staffing Plan helped to ensure a direct link between human resource activities and the goals of the college. In response to a recommendation of the College Council, the Request to Hire form was revised in 2009 to incorporate fiscal and college goals. This was also done for the Transfer and Reassignment form to help maintain this link. The 2009-2010 Staffing Plan is currently in the process of re-assessment and evaluation based on submitted departmental Program Reviews with an integrated budget-resource plan linkage.

	leadership and union negotiators to determine how best to move all constituent groups on campus into the appropriate salary level in relation to other similarly situated colleges.	
III.B	IVC will continue to work closely with community and shared governance groups as the Measure L Bond projects begin. The architect has worked closely with instructional staff to ensure new building support instruction and learning activities.	In 2008, the college revised the Program Review process to tie requests for capital and non-capital projects to the budgeting process. That process was evaluated in 2009 and led to refining the process into an electronic process whereby the fiscal requests for the facilities can be identified and a rationale attached. This in turn has led to more effective discussions in the Facilities Plan sub-committee meetings for recommendations on the ranking of capital projects, which are then reviewed by the Educational Master Plan Committee and the shared governance committees. A recent example of operational planning integration is the collaboration in the scheduled move of more than 50 faculty/staff, classrooms, and science laboratories into a new building. As the new building neared completion, the CBO, architect, and/or Director of Facilities met with the divisions of Science, Math and Engineering and English faculty to determine office location, furniture placement, moving needs, and final equipment needs. An informal 'moving plan' was discussed to ensure timely relocation prior to the end of fall semester.
III.B.1	As the building phase of the bond project begins, the campus community must be kept informed of any disruptions to services and/or the physical plant.	Throughout the construction of the new 2700 building and as events arose, students and staff were kept informed through multiple media with safety / security as a core focus. For example, during summer 2009, as the parking lots were redesigned and resurfaced, continuous emails and Web alerts were sent out informing the staff and students of potential safety hazards and alternative parking arrangements. When the fall semester began in August 2009, not all of the permanent lighting had been installed, so portable lighting was set up to ensure that the parking lots would be safe for students and staff. In early 2009, an Alert-U text messaging system was set up to provide instant information in the event of an emergency. Additionally, all classrooms on campus are equipped with telephones, and these telephones have intercom capability so emergency announcements can be sent out campus-wide. Both of these systems were used in January 21, 2010 when the campus was forced to close temporarily due to severe rains, flooding, and a tornado threat in the Imperial Valley. In fall 2009, the college hired a part-time director of evening college. On April 1, 2010, this position will expand to a full-time position, and the additional hours will be devoted to improving campus security. The college's long-range plan is to develop its own security system.

| III.B.1.b | IVC will continue to maintain facilities to assure easy and safe access to students and staff, and provide safe and secure environments for learning. | While the revised Program Review process allows each department, including offsite locations, to request facility improvements and capital projects with a link to the budgeting process, shared governance committees may provide feedback on contemporary concerns, e.g. lighting in the parking lot at a satellite campus, and the work order system addresses routine maintenance needs.

Although there are currently no security services offered at our extended campus in Calexico, the college has recently met with owner of the extended campus facility and are expecting in March 2010 to get a proposal for possible acquisition. Upon successful conclusion, the college would assess the classroom environment and security concerns to ensure that it becomes a safe and healthy educational environment. |
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| III.B.2 | IVC will continue to review and update the facilities plan annually. The District plans to secure non-district funds to replace some of the outdated equipment that is still in use. The district will continue to work to utilize all facilities effectively. | The Program Review process allows the department, including offsite locations, to link facility and other improvements both to the budgeting process and then to the development of resource plans (i.e. Facilities Plan, Technology Plan and/or Strategic Plan). An example of that process is the Computer Replacement Plan, which was part of the 2006-2009 Technology Plan. It received funding, based on survey data and prioritized recommendations made by the Technology Planning Committee. Another example of a need identified through Program Review was the expansion of the Board Room to allow enough seating for those attending the shared governance or Board meetings. Currently, the college is working on a ten-year building plan. While the new 2700 building began with data as well as community visioning, the college ascertained the preliminary step in the new visioning process was the development of a tentative plan that is designed to serve as the basis for data analysis and planning moving forward. This initial plan was introduced at the Board of Trustees meeting in February 2009. It was subsequently presented to the shared governance committees on campus. The recently developed Planning and Environmental Improvement Committee will be examining this proposal at length during its meetings in spring 2010. |
| III.B.2.a | The campus community must develop a long-term plan to support institutional improvement goals and to allocate resources to meet those goals. | The revised Program Review process permits identification of facility needs for each department and proceeds to the review and/or revision of the Facilities Plan annually. Long-range capital plans may also stream from the Strategic Planning Committee and are discussed at Administrative Council and other shared governance meetings.

Aided by the 10 Year Build Out Plan, the construction of the 2700 building is an example of long-range capital planning. The 2700 building square footage was based on data related to current OSHA requirement, FTES, fill rates, and the need for the building to sustain growth for the next thirty years. |

		Science was selected as the first building in the 10 Year Plan based on the success of the local healthcare CTE programs for RNs, VNs, CNAs, EMTs. Paramedics, Medical Assistants, and Pharmacy Technicians; the possibilities for students to transfer to higher level courses and career advancement locally; and the long-term community support of these programs, which was critical for the successful passage of the bond measure.
		The progress of the 2700 building project led, in February 2009, to the presentation of the larger 10 Year Build Out Plan at the Board of Trustee Winter Retreat and at the shared governance committees. The initial plan was designed to serve as the basis for data analysis and planning moving forward. Since the 2700 building is now complete, the shared governance committees will again examine the 10 Year Build Out Plan in greater detail in spring 2010. This process will be the basis for any new construction and renovation.
III.B.2.b	Institutional planning should continue to incorporate physical resource planning. The college community must continue to assess the effective use of the physical resources and plan for improvements in those resources where appropriate.	The existing science classrooms and laboratories were nearly 40 years old when the construction started on the 2700 building. Square footage was based on data related to OSHA requirements, FTES, fill rates, and the need for the building to sustain growth for the next thirty years; the success of the RNs, VNs, CNAs, EMTs, Paramedics, Medical Assistants, and Pharmacy Technicians programs; the transfer and employable career possibilities; and the long-term community support and need of these programs.
		During the spring 2010 semester, review and evaluation of the 10 Year Build Out Plan will commence in earnest, beginning in the newly-redesigned Facilities and Environmental Improvement Committee and then moving through the shared governance committees. The information gathered through that process will be added to the appropriate Program Reviews and/or submitted to the Educational Master Plan Committee and the Facilities Plan Committee.
III.C		A revision in the Program Review process in 2008 joined budget to the Program Review, Educational Master Plan, and the related resource plans. Following the evaluation of those processes, the tools used for the Program Review in fall 2009 were improved. The technology Webmaster, working with a small team from the EMPC, with the recommendations from the evaluative process, created an electronic database for the Annual Program Review. The new tool tied line items to resource plan, provided space for justification, and enabled reports specific to a department and/or resource plan. By adding technology to the process, the review, evaluation/analysis of the requests in the resource plans was greatly improve.
		During 2008, the administrative structure of the IT

| | | department was revised and is now more appropriate to the expansive role of a Dean of Technology/CTO. In addition, the college secured a Director of Applications, a Director of Technology Services, a Webmaster, a Microcomputer Technician, and a Help Desk Technician, as well as a consultant for data extraction and analysis. Module and application specific training was completed for IT and other departments.

Although, there have been human and capital improvements in the IT department, full optimization will require the addition of several technical positions: a database administrator, a network system specialist, a Web technology specialist, one additional microcomputer technician, and two more computer programmers. However, the current financial crisis does not allow for these additional positions.

Supportive and additive Banner modules or software were acquired to improve institutional effectiveness. The Xtender Solutions module was implemented in 2007 to facilitate indexing the stored images to associate them with the corresponding Banner record. The Argos Reporting System was implemented in 2007 to permit improved report writing through data extraction from Banner. A methodology for Enrollment Management was achieved through a contracted query writer that provides faculty load reports, cost calculation at the CRN level, pay distribution calculation, and catalog and schedule extract printing. |
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| III.C.1.a | In the next five years the college faces many technological challenges, including but not limited to: Migration from Banner 6 to Banner 7, Replacement of voice-mail system and telephone switch, Network overhaul, including wireless deployment, Enhancement of college Web page structure and style, College assigned student e-mail accounts, Equipment Replacement Plan, Augmenting existing IT staff. Addressing these issues will be the primary responsibility of the Technology Council. The council will consult with the Planning and Budget Committee and College Council to move forward on recommendations and to ensure follow-through. | The migration from Banner 6 to Banner 7 was completed in March 2007. The replacement of voice-mail system and telephone switch was completed in December 2008. The network overhaul was completed in March 2009. The wireless deployment was completed in September 2009. The enhancement of the college's Website structure and style was completed in December 2007, and the student email accounts support was deployed in July 2009 together with the Student Portal. A five-year equipment replacement plan was developed in early 2009.   In addition, the college secured a Director of Applications, a Director of Technology Services, a Webmaster, a Microcomputer Technician, and a Help Desk Technician, as well as a consultant for data extraction and analysis. The IT Department participates in the annual and comprehensive Program Review process as a department and to integrate technology planning with educational master planning. |
| III.C.1.b | IVC will continue to develop further training to support the | Through the educational master planning process, priorities have been established for technology. These priorities are |

	changing role of technology in all areas of campus activity.	outlined in the college's Educational Master Plan, which is forwarded to the Technology Planning Committee. This committee updates the college's technology resource plan based on these priorities and recommendations

In 2009, a Web based student portal was implemented from which students can access social media, instructions for wireless network, Webstar, etc. The portal has been utilized for surveys and notification of critical events.

The college provided Banner module and application specific training to IT staff and to staff in the Human Resources, Business, and Admissions and Records. As new applications have been installed, training has been provided; e.g., CurricUNET and DegreeWorks throughout 2009. One Technology Center Trainer was relocated to the Human Resource department to expand access and training provided to a wider audience in the campus community. A Windows Vista technical training for campus computer technicians was conducted in May 2009. For the fifth consecutive year, a Technology Camp was held in summer 2009 that introduced online and Web enhanced teaching and pedagogy to twenty-five instructors. |
| III.C.1.c | The Technology Council was established to focus deliberately on addressing and resolving these issues. Subcommittees will be formed to investigate each problem area and recommend solutions. The Council will consult with the Budget and Fiscal Planning Committee and College Council to move forward on any recommended actions and to ensure follow-through. | The Technology Planning Committee (TPC) receives data and requests for technology via the program review processes. After reviewing both the annual and comprehensive program reviews, the TPC will make recommendations and prioritize the requests for the EMPC and will incorporate them into the annual review of the Technology Master Plan. The TPC reports to the EMPC, which allows for interaction in the College Council and/or the Academic Senate and provides a link to the Budget and Fiscal Planning Committee.

The TPC meets regularly with knowledgeable and involved membership to identify technology needs, the appropriate use of technology resources, and the on-going support of all aspects of student, staff and community access to the college's information technology. The TPC currently has two subcommittees: Banner User Group and Web Site Review Committee. The TPC reviews recommendations from these subcommittees, determines appropriate actions, and forwards recommendations to the EMPC, College Council or other appropriate shared governance committee. The TPC also has an appointed voting member on the Distance Education Committee. |
| III.C.1.d | The newly-established Technology Council is currently working toward wide-ranging coordination and planning efforts that will enable technology resources to be fully utilized and distributed to all areas of | The Technology Planning Committee meets regularly to review recommendations and forward appropriate recommendations to the EMPC, College Council or other shared governance committee. The IT Department participates in the annual and comprehensive Program Review process to integrate technology planning with educational master planning. The DE Committee develops |

	campus. The council will work with the necessary college bodies to ensure follow-through of any recommendations.	policies and procedures, evaluates online courses, and implements training for instructors of online, hybrid, and Web-enhanced courses.
III.C.2	IVC will continue to explore ways to better facilitate the gathering and organizing of data.	The Technology Planning Committee meets regularly to review recommendations and forward appropriate recommendations to the EMPC, College Council or other shared governance committee. Through participation in the annual and comprehensive program review process, the TPC and the IT department integrate technology planning with educational master planning. The DE Committee oversees the improvement of technological and pedagogical knowledge level among faculty involved in online or hybrid courses. The DE Committee works online with faculty and students to determine instructional technology needs and evaluates tools for Web-enhanced courses. The information and data gathered in this process is then incorporated into the annual review of the Technology Master Plan.
III.D	The Budget and Fiscal Planning Committee along with the Chief Business Officer will develop a system of oversight for fiscal responsibility. Processes will be established that will provide a check and balance approach for budget development and financial planning. The District needs to secure a consultant or the services of personnel that are knowledgeable of the Banner system to assist in the training and maintenance of Banner, and the District needs to fund the full implementation of the system.	Although many of these concerns have been resolved, the State's tenuous budget remains on the forefront and has slowed full implementation of a resource allocation plan. In 2008-2009, the College contracted with Campus Works to conduct an overall evaluation of the effectiveness of Banner and campus technology. The Banner Finance Module for purchase orders and budgeting has been operational since 2005. Xtender Solutions is being used for indexing the stored images to associate them with the corresponding Banner record. Finally, Argos went live in 2008; it is used for report writing.

A methodology for Enrollment Management was achieved through a contracted query writer in 2009 The enrollment management tool became very important with the 2009 State budget crisis as it allowed department chairs to correlate courses with the new three-pronged focus: basic skills, CTE, and transferability with consideration for programs with mandated completions. In addition, a revision in the Program Review process in 2008 joined budget to the Program Review, Educational Master Plan, and the related resource plans. Currently this process is operational in a Website based database.

In 2009, an ad hoc committee was formed by the Budget and Fiscal Planning Committee to evaluate the use of a resource allocation model for budget development. The committee made a site visit to Los Rios CCD, where resource allocation has been used in budgeting for the past 20 years. The committee will make another site visit in early 2010 to study the resource allocation model at Sierra College. The Budget and Fiscal Planning Committee will draft a plan will be based on funding on-going expenditures with on-going revenues and funding one-time expenditures with one-time revenue |

		while maintaining the board required reserve of 6%. This process was presented to the Academic Senate for discussion. The assessment of adopting this budget process will continue in spring 2010 and information will be shared with the Strategic Planning Committee
III.D.1	Divisions/Departments will utilize the Program Review and Planning process to develop budgets to ensure sound fiscal planning based on the mission of the college. Through the Budget and Fiscal Planning Committee the District will develop processes to determine both the positive and negative impacts of increasing programs and staff.	Data in the 2007 Planning Agenda indicated opposing campus views on the relationship of the college mission to the budget development. In spite of this, when the state fiscal crisis affected apportionment funding for the college and consequently limited course offerings, the department chairs were directed to preserve basic skills, CTE, and transfer courses as this would keep the college in alignment with its core purpose. The enrollment management tool was utilized to identify those courses and project needs.
III.D.1.a	Financial services must work closely with the college community shared governance structures to develop processes and procedures that provide prudent fiscal management to make the District fiscally sound over the long term. An experienced leader in Business Services needs to be secured to ensure stability and proper oversight of financial resources	In the revised Program Review process, the department chair links identified needs with a fiscal cost and a rationale. This process became more effective with the development of the online format in fall 2009. The Program Review process feeds information and specific data to the Educational Master Plan Committee. The Program Review information is also used by the resource planning committees to develop or update their plan—the Staffing Plan, Professional Development Plan, SLO Plan, Facilities Plan, Marketing Plan, and Technology Plan. When the resource plans are completed and shared with the Educational Master Plan Committee, they are forwarded to the appropriate shared governance committee(s) for review and recommendations and then forwarded to the Budget and Fiscal Planning Committee, CEO, and Board. The feasibility of the formula based budget (resource allocation budget) and how to incorporate it into the current Program Review process will continue to be discussed in spring 2010, though the college's (and the state's) finances must be stable before such a budgeting system can be put into place. A five-year budget analysis was developed to aid in the review of the college's financial profile during these discussions.
III.D.1.b	Working with the planning and budget committee and other shared governance groups the college must develop a checks and balance process to ensure realistically conservative projections	The college's leadership is much more stable now that the current CBO has been in place for three years. Groundwork has been laid for budget reform through developing a five-year financial analysis, visiting other colleges with a formula driven budget, meeting with individuals to assist them in preparing realistic budgets, and meeting with various committees and unions to discuss the financial issues facing the college.

Above all, the college's leadership has sought to create an environment of both trust and ownership in regards to budgeting issues. Ownership is crucial to ensure that each department can use the Program Review and the budgeting process to achieve its mission despite limited resources. Program Review is also important to build a sense of trust |

		among the college's constituents, a recognition that the budget belongs to the college and the fulfillment of the college's mission, not to the Business office. The push to ensure a sense of trust and ownership of the college's finances extends to union contract negotiations, which were opened in November 2009.
		Only after trust and ownership are achieved through these measures will it be possible to discuss the merits of a formula driven budget for long-term financial stability. The concept of a formula driven (resource allocation) budget was introduced to the Budget and Planning Committee and the shared governance committees in 2009, and visits to colleges currently using the budget format have been conducted and will continue in the coming year. However, establishing this budgeting model is not currently possible as such a model requires an annual budget that ensures on-going revenue support for on-going expenses without
III.D.1.c	The District must work with shared governance bodies to develop a mutually agreed upon plan to return the District to financial stability that includes sufficient resources to maintain the instructional integrity of the institution. In addition the District and the Budget and Planning Committee must develop plans to set aside on an annual basis the portion necessary for the debt repayment to the Chancellor's Office. The District must ensure that all stakeholders support and have confidence in the priorities set and that follow through occurs to enact these priorities over the next three years to ensure the financial stability of the District over the long term.	The fiscal administration stability is stronger now that CBO has been employed by the college for three years and continues to improve the budgeting processes and transparency. The five-year budget analysis, developed by the Business office, provides a look at where we were and where we are going. This analysis revealed a stark gap between budget projections and budget actualities. The goal of recent budget reports has been to make the budgets more reflective of actuals. Indeed, there has been improvement in tracking budget to actual expenditures, due in part to a more realistic enrollment management tool that can estimate efficiencies or costs by projecting fill rate and the FTES/FTE ratio. Cash flow projections and reviews of labor and vendor contracts are others areas of review.

Long term goals for the college center on adopting a formula driven budget model,) though the implementation of this budgeting process will not occur until at least 2011-2012 due to the tenuous state budget and the need to build trust among all stakeholders.

Due to the frailty of the State and county budget, the college is still concerned with the Governmental Accounting Standards Board (GASB) 45 requirement for planning for future liabilities. |
| III.D.1.d | The Budget and Planning Committee will continue to monitor the fiscal status of the District. The President should also conduct internal forums to balance the community vision with realistic internal staff assessments and financial accountability. | The college took steps to restructure Program Review in 2008 so that both the issue of financial stability and college objectives can be supported by the annual budget. The process was evaluated in 2009 with several recommendations coming forth; indeed, the evaluation is ongoing, and fine tuning will continue to improve the process. One result of the evaluation this year was a revision in the timeline for completing Program Review in order to allow the Budget and Fiscal Planning Committee more time |

		to discuss the budget. Plans call for the program review numbers to be presented to Budget and Planning in March 2010. The revised process links financial costs to requested items. The information then proceeds to the Educational Master Plan Committee and the resource plan sub-committees where the information is incorporated into the resource plans, e.g. Marketing Plan and Staffing Plan. After recommendations and priorities are set, the reports are reviewed by the appropriate shared governance committees and forwarded to the Planning and Budget Committee, CEO, and the Board for a final approval. Significantly, in 2009-2010, much of this process was completed electronically for the first time.

In part to communicate the budgetary realities of the state and college, the CEO made himself available to students, faculty, and staff for Brown Bag lunch hours and Town Hall meetings. Also when the budget is finalized, it is posted to the Website for transparency. To further improve the new processes, the Planning and Budget Committee will be working on updating budget development guidelines in 2010. Finally, after selecting the SLO Coordinator in 2008, funds were designated to the development of a more successful SLO Program. Workshops with content expert speakers have been offered for faculty and staff during 2008, 2009, and in February 2010. Due to the time commitment to develop and track SLOs, the college met with CTA and reached an agreement whereby faculty could utilize two-thirds of their on-campus hours (by-appointment hours) for SLOs. |
| III.D.2 | The Business Services Office should continue to prepare a monthly document that will be distributed to all Budget and Planning Committee members, posted on the Web site, and made available to the campus community. This document will provide the annual budget, the up to date expenditures and encumbrances, and the remaining balance in each major area, this information will also be disseminated to the Board of Trustees. | The 2007 Planning Agenda stated the Business office should continue to prepare a monthly document that is distributed to all Budget and Planning Committee members and to the Board, to ensure that it is posted on the Web site, and to be made available to the campus community to facilitate transparency. This process does continue as evidenced by the posted Board reports and handouts. In addition, the CBO provides financial updates to the Academic Senate and College Council and to division chairs as requested or arranged. During the budget crisis of 2009, the CEO conducted Town Hall meetings with the students, faculty, and staff. |
| III.D.2.a | Fiscal Services will maintain a sound due diligence of the budget and provide the college community with monthly budget reports | The college continues to provide the college community with monthly financial information. Additionally, the College continues to refine its budget process so that the variances between actual and budget are less than in previous years. By making the budget's projected numbers closer to the actual numbers, the creditability of the budget document increases among the various stakeholders. Audits validating the college's financial practices have confirmed accounting |

		practices are sound. In 2007-2008 the IVC Foundation operated as an independent organization and had divested its accounting practices from the college business office. Unfortunately and despite an annual independent auditing process, the Foundation was not able to maintain sufficient internal controls to prevent an alleged theft of funds that occurred in 2009. When both the Foundation and the college became aware of the allegations, they met jointly and mutually agreed on a most appropriate resolution, the Foundation would contract with the college business office for accounting services. A contractual arrangement has been made and has been functioning since fall 2009.

III.D.2.b	As a first step the Chief Business Officer will provide Division Chairs and the Administration with up-to- date financial information. The District will continue to provide budgetary information to the campus community to ensure transparency in budget development and management. In addition, the CIO will work with division chairs and Business Services to ensure equitable funding before the tentative budget is distributed.	The CBO periodically provides financial information and updates to:
		
		    Board of Trustees
		    Executive Council
		    Administrative Council
		    Division Chairs
		    Academic Senate
		    College Council
		    Budget and Fiscal Planning Committee
		    Web page

III.D.2.c	The Chief Business Officer should work with the Planning and Budget Committee to develop strategies for appropriate risk management. Realistic plans to meet financial emergencies and unforeseen occurrences need to be developed. Instructional programs must continue to have adequate resources to support learning while the fiscal integrity of the institution is maintained. CIO will work with the Dean of Technology and the Chief Business Officer to develop a plan to fully fund the conversion of Banner, the necessary training, and the ongoing maintenance and support of the system.	In the 2007 Planning Agenda, it was suggested that the CBO work with the Planning and Budget Committee to develop strategies for appropriate risk management. It was also suggested that realistic plans to meet financial emergencies and unforeseen occurrences needed to be developed. Although the college still maintains the Board mandated 6% reserve funds, the college has been forced to use additional reserves to balance the budget over the last three years. This use of reserves was due to the assumption of continued growth and matching State apportionment revenue and did not anticipate the current financial problems evident throughout the state and the country. Over the last two years, the college has successfully negotiated to obtain debt financing (TRANS) to stabilize our cash flow for the year. Additionally, the college has had discussions with the rating agencies and managed to improve our short term bond rating which resulted with a lower interest rate when we receive loans. The college is committed to meeting the Board's requirement of a 6% reserve. In order to do this, the college has implemented cost containment measures such as initiating

		negotiations with the bargaining units to restructure labor contracts in order to meet the challenges posed by a reduction in revenue and a declining reserve balance, working with division chairs to reduce non-essential budget items while preserving the mission critical items, and developing better management tools.
III.D.2.d	The District must develop effective budgetary oversight that ensures the integrity of fiscal planning, implementation and oversight. The Foundation will work with its Board to develop a process for continued fiscal viability. The President will start the process through shared governance bodies to establish a grants office with support staff to effectively oversee development, implementation, and monitoring of grants.	A grant office was established in 2009 and aids in the monitoring of the number and the purpose of the grants acquired by the college. The office additionally functions as a resource to divisions submitting grant proposals. Once the grant office is self-funded, it will operate as a college department. As well, the college established a Grants Oversight Committee to review and evaluate the grant writing and implementation processes. With the addition of the grant office, the process for approval of grants was revised to ensure the area administrator reviews grant documents prior to CEO and Board approval. The college continues to maintain its audit processes for financial aid, externally funded programs, contractual arrangements, and auxiliary organizations. The college continues to use county services for payroll and as the fiscal agent; this provides additional checks and balances. Staffing in the fiscal area is experienced and properly staffed providing adequate services for oversight and acceptable accounting practices. The college has taken steps to improve the institution's practices in providing effective oversight of Foundation activities by entering into an agreement to provide accounting services to the IVC Foundation in order to improve internal controls over financial transactions. The Grant Oversight Committee meets every second and fourth Friday of the month to evaluate the grant application and implementation of the grants. The CEO, CIO, CBO, CSSO, Associate Dean of Human Resources, Director of Research, Planning, and Grants Management, and administrators of various grants are in attendance. Foundation and Grant Management Office are also in the process of looking into the possibility of setting up an auxiliary organization to manage grants activities. Currently we have contacted Grossmont-Cuyamaca District to solicit their input.
III.D.2.e	The monitoring process shall continue on an ongoing basis; mechanisms must be put into place to provide the data on the efficiency and quality of services offered. Policies and procedures should be established by Planning and Budget and followed to ensure the review of grant budgets and grant obligations	Although the Commission felt the college met the standard, the Commission also felt the college needed to actualize its stated linkages of expenditures to the mission and goals of the institution. In order to better facilitate the development and implementation of grant activities, the Grant Management Office was developed. One of the goals of the Grant Management Office is to review all grant impacts on the college and to ensure that current and future grants do not put an additional burden on college finances. Likewise, in 2009 the Grant Oversight Committee was formed. Its goal is

	prior to submission of the grant to ensure that the mission of the college is upheld and the grant does not provide a negative fiscal impact on the district. This data needs to be shared with appropriate stakeholders on an annual basis.	to evaluate the grant application process and review the implementation of all grants, ensuring that all grants are consistent with the mission and goals of the institution. The Grant Oversight Committee is comprised of the CEO, CIO, CBO, CSSO, Associate Dean of Human Resources, Director of Research, Planning, and Grants Management, and administrators of various grants. The college's Foundation and its Grant Management Office are also in the process of looking into the possibility of setting up an auxiliary organization to manage grant activities.

In 2009, an independent financial audit was conducted of the college's foundation. The audit noted some discrepancies in expenditures, which resulted in an investigation. This resulted in a restructuring of the Foundation, its alignment with the district and strict accounting oversight conducted under the College's CIO. This alignment and oversight have restored the financial stability of the Foundation.

The Associate Dean of Student Affairs, under the supervision of the CSSO, oversees the student clubs and all fund raising activities of those clubs. Annual audits are conducted of all accounts during the district's annual audit and results presented to the Board of Trustees. The Board acts to accept the audit.

The District established a Citizens Bond Oversight Committee shortly after receiving a positive bond election. This committee has been active in overseeing bond expenditures and capital projects. An audit of all bond accounts is conducted annually and results presented to the Board of Trustees. The Board acts to accept the audit. |
| III.D.2.f | Contracts should be reviewed by the Chief Business Officer or designee for risk management implications, to prevent duplication of services, for appropriate allocation of services, and proper cost sharing for services offered. | In 2009, the College hired a consultant to evaluate its Informational Technology department and the Banner system; however, at this time it is cost prohibitive to implement the recommendations made. The college established a process for grant oversight with the Interim Director of Research, Planning and Grant Administration and a grant approval process that is processed through the Executive Council. |
| III.D.3 | Due to the recent budget crisis the District must guard against the tendency to allow the budget to drive the institution. The mission of the institution must determine the budget. This balance can occur with careful oversight of expenditures and a shared vision of short-term and long-term goals. The integrity of the institution is determined by this balance of resource | The Program Review process was revised in 2008 and, after evaluation in 2009, further revised to improve the process and its linkages to the budget and the Educational Master Plan. The Program Review and Educational Master Plan processes drive the budget expenditures. New labor costs must be identified through Program Review. Program review and the Staffing Plan Committee will be developing clear matrices to clearly assess and guide the staffing plans for the college.

One of the key results of the assessment and evaluation process has been the push to reorganize each area on |

	allocations which impact the fulfillment of the college's mission.	campus. This reorganization is in process, and the ultimate goals are to ensure the effective use of personnel and to address functional needs in a cost effective manner.
IV.A.1	The college should continue to review and improve the processes through which all campus constituent groups provide input to help the college achieve its goals.	Imperial Valley College has shifted from decision-making process purely by discussion, as noted in the 2007 team evaluation, to one driven by data and analysis. This process has created more transparency and is designed to eliminate decisions based solely upon emotional or subjective responses to situations. This new process creates an environment of empowerment and innovation, but at the same time tempers enthusiasm with reality. The college still places importance and encourages discussions to take place at the committee level, online, and in the broader community. Since 2007 Imperial Valley College has increased participatory governance in the following ways: • The Chief Executive Officer (CEO) meets twice a month with the chairperson and vice chairperson of the College Council. In addition the CEO meets twice monthly with the president of the Academic Senate. At these meetings agenda items are discussed along with campus issues and the efficacy of faculty and staff participation in governance. • The CEO is an ex officio member of the College Council. The College Council ensures faculty, staff, students, and administrators have the opportunity to express their opinions at the campus level to ensure that and ideas these opinions and ideas are given every reasonable consideration in the decision-making process which allows faculty, staff, students, and administrators the opportunity to make recommendations to the college president. The CEO reports on campus issues, board action or agendas, and statewide legislation budget progress. His report is also summed up in an electronically published document entitled Campus Briefs. • The CEO also meets monthly with the President's Cabinet that consists of appointed representatives of the Academic Senate, Classified and Faculty bargaining units, representatives of the Confidential and Classified Managers Association, and Administrators to go over the draft Board of Trustees Agenda. • The CIO is an ex-officio member of the Academic Senate, which is often attended by the CEO, CBO, CSSO, and other reports to the President). • The CIO is the co-chair of the Curriculum and Instruction Committee that is co-chaired by an appointee of the Academic Senate. The purpose of

		the Curriculum and Instruction Committee is to sit in an advisory capacity to the Academic Senate by developing policy recommendations which the Board of Trustees have elected to "rely primarily" on the advice and judgment of the Academic Senate. The C&I Committee provides policy recommendation and procedures on curriculum including prerequisites, discipline location of courses, degree and certificate requirements, and grading policies. In addition, graduation requirements, general education requirements, transfer requirements, articulation agreements and other curricular matters are discussed and recommended by the Curriculum and Instruction Committee. Additionally, the C&I committee provides recommendations to the Academic Senate and CEO on:
		
		   o Educational Program Development
		   o Standards and policies regarding student preparation and success
		   o Processes for curriculum review
		   o Other academic and professional matters as mutually agreed upon.
		
		• The C&I Committee also reviews community needs assessments, instructional methodologies, catalog and schedule development and other matters relating to programs and instruction. The policy and procedure recommendations of the committee are forwarded to the Academic Senate and college president.
		• The Chief Business Officer serves as chair of the Budget and Fiscal Planning Committee. The committee made up of constituent group representatives meets on the fourth Wednesday of every month for the purpose of coordinating and integrating college plans with the budget priorities of the campus. The Budget and Fiscal Planning Committee makes budget priority recommendations to the college president who in turn recommends to the Board of Trustees.
		• The Chief Business Officer serves as chair of the Strategic Planning Committee that also has the participation of the Director of Research, Planning and Grants Management along with constituent group representatives. The purpose of the Strategic Planning Committee is to recommend the vision, values, and overarching long-term goals of Imperial Valley College. This committee recommends on how planned improvements including capital projects and new programs, including grant programs that need campus integration, fit into the planning

		process.
		• The Chief Student Services Officer chairs the Student Services Council which consists of the leadership of the Student Services areas including: EOPS, DSPS, Admissions and Records, Student Activities, Counseling, Transfer Center, Upward Bound, Financial Aid and Talent Search. The purpose of this council is to recommend service improvements for students to the college president.
		• The Chief Student Services Officer also chairs the Policies and Procedures Committee that is made up of constituent group representatives. This committee meets twice a month for the purpose of reviewing all board policies for currency and relevancy and to review administrative procedures to implement Board of Trustees policies. New policy ideas are submitted to the Policies and Procedures Committee for review and recommendation to the campus community through the appropriate shared governance committee (College Council, Academic Senate or both). Administrative procedure recommendations are submitted to the College President who discusses it with the Executive Council for changes and implementation. The Executive Council consists of the three Vice Presidents, the Associate Dean of Human Resources, the Dean of Technology, the Director of Research, Planning, and Grants Management, the Director of Communications, and the Director of the Imperial Valley College Foundation. The Executive Council meets with the President weekly.
		• The Dean of Technology (the Chief Technology Officer) chairs the Technology Planning Committee that recommends to the College Council, Educational Master Planning Committee, and college president. The purpose of the Technology Council is to coordinate campus technology activities, address technology needs and issues, and take action upon recommendations from feeder subcommittees. The committee makes recommendations on technology policy and procedures, technology planning as it integrates into the budget and planning processes including program review, administrative computer systems, and system architecture and network services.
		Through its planning and visioning processes prior to the 2007 program review and self-study, the college identified several goals. These goals were modified through program review after the 2007 team visit and commission action. These new goals allowed for core measurements and analysis. New capital projects are being developed based on

		evidence acquired through program review, facilities review, and capacity review. In addition, the college's senior leadership has stabilized over the past three years. The current CIO and CBO were hired in 2007 and the current CEO was hired in 2008. The senior leadership team meets weekly with the CEO and takes an active role in the shared governance process.
IV.A.2	IVC will continue to encourage, collect, and utilize input from the entire college community in the decision-making process.	The District has established policies that clearly delineate the role of shared governance in the college's planning and decision-making processes. Board Policy 4700 defines Academic Senate Board appointed responsibility. In Board Policy 3250 and 3255, the College acknowledges the role of shared governance bodies in the decision making process. These two bodies are the college's main shared governance bodies. Both of these committees have several sub-committees that report to them. The Academic Senate has the ability to recommend directly to the Board through the CEO as the representative of the Board of Trustees, while the College Council recommends action to the president of the board. The CEO shall not override a recommendation of the Academic Senate on board agreed upon issues that the board relies primarily on the advice of the Academic Senate or on mutually agreed upon governance matters with the Academic Senate. However, the CEO may express his point of view to the Board of Trustees on the agreed-upon matters. The final decision rests with the Board of Trustees. Discussions occur within these bodies about the shared governance process, analysis of the current process, and recommendations for improvement. The planning flow and reporting structure were revised in 2008-2009 and implemented in 2009-2010. Currently the College Council has begun the evaluation of those changes and will complete its evaluative process in spring 2010.
IV.A.3	The college should develop guidelines to increase the transparency of the shared governance process for dissemination to all constituent groups. These guidelines should include clarification of the roles of the College Council and the Academic Senate in the shared governance process, as well as the roles of the collective bargaining units.	In fall 2009, the college president met with the chair of College Council and the president of the Academic Senate to begin an evaluation of the shared governance process at IVC. From this initial meeting, the Academic Senate president and the college president began to formulate a white paper that would outline the shared governance process at IVC. Meanwhile, discussions in the College Council have centered on better defining and articulating the council's role in shared governance.

In addition, both the College Council and Academic Senate evaluate the shared governance process at the college annually and other shared governance committees review their purpose or function and lines of communication. During the last review, (Academic Senate review - spring 2009 and College Council – fall 2009) committees were restructured or deleted and new committees formed. Two new committees, the Staffing Committee and Professional/Staff Development Committee, are currently operational as subcommittees of |

		the Educational Master Plan committee but will be reconstituted as subcommittees of the College Council in spring 2010. Further, three committees—Campus Operations, Greening, and Beautification—were combined into one, Facilities and Environmental Improvement. This committee's members have been selected and the group began meeting in spring 2010.
IV.A.4	IVC will continue to expeditiously address any recommendations made for the college's improvement by the Commission.	In January 2008, the Commission placed the college on warning status and issued six recommendations. The college responded to those recommendations in two progress reports. The first progress report, filed October 15, 2008, reported primarily on the college's progress with an integrated Educational Master planning process that included Program Review and technology, resource allocation, facilities, staffing and strategic planning. A second progress report, filed on October 15, 2009, updated the Commission on progress made on planning and the institutionalization of Student Learning Outcomes. In addition, the 2009 Progress Report provided additional progress on the recommendations noted in the 2008 action letter and self-identified planning agendas.
IV.5	IVC should continue to review, identify, and strengthen roles for campus committees in the shared governance process.	Imperial Valley College has come a long way since the self-inflicted budget crisis of 2005-06 when many people questioned the shared governance process in relationship to that crisis and the various roles of the College Council, Academic Senate, and other entities involved. In this current era of rapid growth, structural changes and a seemingly endless California state budget crisis that drastically impacts student access, the Imperial Valley College board, administrators, staff, faculty and students have continually sought to adapt by improving transparency, communication and process. While they are an imperfect team at times, they nevertheless are united in their desire to do what is best for students.

Most Information has continued to flow through two primary bodies: the Academic Senate and the College Council. IVC does not have a Classified Senate; the California School Employee Association serves not only as the bargaining unit for classified employees but also as their shared governance body.

In recent years, though, some significant changes to the campus originated in another very important body, the Associated Students' Government and its student senate. For example, in fall 2009, a student-initiated ban on smoking on campus was instituted. As new technology opened more opportunities to generate student conversation and discussion, they have made their voices heard on a number of issues including campus parking changes and program reductions. The technology has been provided through the new Student Portal and IVC's 1,400 "fan" Facebook page. |

		(http://www.facebook.com/imperialvalleycollege?ref=ts) Both of these social media outlets were instituted in 2009. Major issues that are expressed on these sites are developed into additional discussion through Town Hall Meetings, electronic newsletters and other communication vehicles. When it comes to governance structure and processes, the Academic Senate and College Council have the most central roles. The Academic Senate revised its bylaws in March 2009 to clarify its job in the shared governance process. The Academic Senate's Website clearly articulates this body's position in the governance of the college and makes minutes of meetings and other proceedings available. The Senate composition continues to be representative of the campus with membership covering all divisions and some division chairs. The Senate, which brings ideas and feedback from the divisions to the Board and the administration, played a key role in a proposed academic reorganization for 2010-2011. The College Council is a body with a broader constituency that includes equal representation from administration, faculty, staff, and students. According to the Council's procedures, "The Board of Trustees has established the College Council to ensure faculty, classified staff, students, administrators, and classified managers/confidential staff the right to participate effectively in college governance." Over the past year, the College Council has revamped the standing committee structure and served as the review and recommending body for key policies and plans that ultimately go to the Board of Trustees. For example, in two October 2009 meetings, the College Council reviewed IVC's Technology Plan, Marketing Plan, Staffing Plan, Facilities Plan and reorganization proposals.

During this same period, the Council also has been engaging in an ongoing discussion of how shared governance can be improved and how it can convey a better understanding of the process to the rest of the campus. At its January 25, 2010, meeting the chair stated he would like to keep this topic as a discussion item "for the next few meetings to try to give the campus community a better understanding of what shared governance is and to find out what the campus perception of shared governance is." This will be an ongoing conversation over the next several months. The end result of this process will be an updated set of guidelines that will more clearly update the College Council's role in shared governance. Upon completion of the white paper that will be mutually described by the Academic Senate President and the District CEO with collaboration from the College Council, the CEO will recommend to the Board of Trustees that an annual review take place of the implementation of shared governance by the District at a designated month on the Board of Trustees annual calendar. |
| IV.B.1 | The Board should incorporate | There have been two elections of the Board since the 2007 |

| | accreditation standards into their self-evaluation process.

The Board should review its new member orientation process with input from new board members and make any necessary revisions. | self-study resulting in one new member being elected in November 2008. The Board has continued to be appropriately representative of the public interest. The Board has received training on the accreditation process and commission standards. Board members are involved in regional and state trustee meetings where accreditation standards and issues are discussed. In addition, The CIO has regularly presented information on the accreditation standards and updated the Board on the development of the self-study at several board meetings. The Board has also received training on SLOs, and has passed resolutions regarding the implementation of student learning outcomes developed by the Academic Senate.

The CEO office provides new trustees with Board information on member responsibility and a meeting is set with the CEO for a mini orientation to review pertinent items including Board policies. Each new board member is given a booklet offered through the Community College League of California (CCLC). The Board member is scheduled for training at the next CCLC Conference where they will receive further orientation and a review of the Trustees Handbook.
The Board has continued to work as a team in developing policies to ensure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. Board Policy 2000 clearly articulates the Board's leading role in setting policy for the district. It establishes the framework for a participatory environment in working with students and employee groups. This policy notes that the Board will consult collegially with faculty by relying primarily upon advice and judgment of the Academic Senate in matters pertaining to curriculum, degree/certificate requirements and grading policies. It also sets forth other academic areas where the board will come to a mutual agreement with the Academic Senate.

The college has a Board Policy Manual, which clearly delineates the Board's role in establishing policy. A Policy and Procedures Committee, a standing committee within the college's shared governance structure, reviews board policies and procedures and makes recommendations to the College President regarding implementation of policies and procedures. This committee reviews board policies and administrative procedures submitted to the college through the contracted service of the Community College League of California (CCLC) and facilitate discussion by representatives of all contiguous groups regarding all additions, update or modification of campus policies and/or procedures.

The Board has a written policy describing the selection of the chief administrator that was followed in the selection of the CEO in 2008. The Board has an established policy used in the annual evaluation of the CEO's performance. The Board has |

		established clear expectations for regular reports from the CEO by including a report from the CEO on the agenda for each board meeting. The Board also receives monthly and quarterly financial reports from the CBO, and a monthly report from the Presidents of the Academic Senate and College Council. The college's legal counsel provides guidance on legal matters affecting the college.
IV.B.2	The President should continue to work with all constituent groups on campus through the shared governance process to guide the college out of the current financial situation.	The college has had the cyclic history of growth and fiscal prosperity followed by periods of fiscal restraint. Since the 2007 self study, the college has worked diligently to develop planning structures that would carry the institution forward during both periods of fiscal growth and fiscal restraint. The college has been in a growth mode since 2003. No one, however, could have foreseen the economic downturn that has shaken the community college system, as well as the nation, during the past two and a half years. All of higher education has been negatively affected as a result of the dire economic conditions over the past year. The college has taken steps to make the fiscal reality as transparent as possible. The CEO has held town hall meetings and shared various concepts or brainstorming ideas with the campus community in hopes of spurring dialog and informing the community of possible solutions and/or strategies to solve the current budget crisis. In an attempt to refocus the institution on the core mission of the college, the CEO recommended that two campus extensions be closed. The board upheld the recommendation and closed the Brawley center in June 2009 and the El Centro Center in December 2009. (See Doc. S4.9, Doc. S4.10) In addition, the college is renegotiating the lease agreement with the Calexico extension and will make a determination as to its future within the next two months.

The college is currently in negotiations with the two bargaining units at the college and has asked for reductions in salary and/or other compensation due to the workload reductions imposed by the state. All of this is occurring at a time when Imperial County students are desperate for opportunities afforded through education. In a county with one of the highest unemployment rates in the nation, our community understands that the only way out of the prison of unemployment is an educated workforce. This knowledge, coupled with the hope of a better life and the promise of a new green energy future, have driven students back to college in numbers the college simply cannot accommodate. It is the tragedy of our times. The college has, however, shown fiscal restraint in the face of this outpouring of need. At the request of the CEO the Vice President for Business Services heads a task force that consists of a representative of the classified staff, a representative of the Classified Managers and Confidential Association, the Academic Senate President, and the presidents of the two bargaining units of |

		the District. The purpose of this task force is to study the feasibility of implementing the revenue-sharing model that is supplied district wide in times of fiscal growth and fiscal constraint. The fiscal models being studied include the models of the Los Rios Community College District, Sierra Community College District, and the San Diego Community College District.

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