Progress Report

Submitted by

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

To

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

October 15, 2009

Ed Gould, Ed. D., Superintendent/President
Kathy Berry, Vice President for Academic Services
and Accreditation Liaison Officer

Imperial Community College District Board of Trustees:
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STATEMENT ON REPORT PREPARATION

District Preparation

In December 2006, the Imperial Valley College Community College District Self Study Report was completed and submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC). The evaluation team subsequently visited Imperial Valley College (IVC) October 25-27, 2007. On January 31, 2008, the Accrediting Commission for Community and Junior Colleges placed IVC on "warning status" and asked the college to correct noted deficiencies and produce two progress reports. The first report, due October 15, 2008, was to show resolution of Recommendations 1, 3, 5, and 6.

On December 1, 2008, Commission representatives again visited IVC to review the progress report submitted by the college on October 15, 2008. The Commission took action to accept the report, continue the "warning status," and require that Imperial Valley College complete a follow-up report. This second report, due October 15, 2009, must show resolution of Recommendations 1, 2, 3, 4, 5, and 6. This progress report responds to the following recommendations.

Recommendation 1: The team recommends the college take action to incorporate program review and comprehensive master planning (educational, facilities, technology, and resource plans) with systematic planning and budgeting processes to effectively align college resources with priority college goals.

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, describing how resource allocation will be tied to student learning outcomes; and developing 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.

Recommendation 4: The Team recommends that the college identify and assess Student Learning Outcomes and Assessment Outcomes for all Student Service Areas to include categorically funded state and federal programs.

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 is also recommended that the plan be aligned with college budgeting processes and staffing.

Recommendation 6: To enhance the effectiveness of the governance and decision-making processes, the team recommends that the college define in writing the roles of

the committees and the decision making structures and processes; that the college develop a process to evaluate them and use the results of evaluation for improvement.

This Progress Report was prepared as follows.

Kathy Berry, the vice-president for Academic Services and the accreditation liaison officer, appointed a committee chaired by Dr. Taylor Ruhl, the associate dean of Learning Services, to prepare the report. Valerie Rodgers, the chair of the Business Division, coordinated the writing of the responses to Recommendations 1 and 3. Dr. Toni Pfister, an assistant professor of exercise science and IVC's SLO coordinator, wrote the responses to Recommendations 2 and 4. Dr. Michael Heumann, an assistant professor of English and the chair of the Distance Education Committee, wrote the response to Recommendation 5. Vikki Carr, executive assistant to the college president, wrote the response to Recommendation 6. Dr. Melani Guinn, chair of the Humanities Division, edited the progress report.

IVC's superintendent/president, Dr. Ed Gould, received weekly updates through meetings with the acting vice-president for Academic Services who served as advisor to the Progress Report Committee. In addition, the progress report was placed on the agenda of the Executive Council and Administrative Council meetings, which Dr. Gould chairs.

This progress report documents the progress made and results achieved through September 2009. The College Council approved the progress report on September 28, 2009. The Academic Senate approved the progress report on September 30, 2009.

Working Groups

Input for the responses to each recommendation was provided by each of the committees in the shared governance process described in the response to Recommendation 1.

Signed:

Ed Gould, Ed. D.
Superintendent/President
Imperial Community College District

TIMELINE OF ACTIVITIES

Prior to and following the receipt of the Commission's ruling, several key events took place at Imperial Valley College. Below is a timeline of these events:

October 2008

- Educational Master Planning Committee (EMPC) subcommittee conducts evaluation of program review pilot, resulting in modification of program review process. ***(See Doc. TA.1)***

November 2008

- Researcher provides data to programs/departments scheduled to complete comprehensive program review during the 2008-2009 academic year.
- Designated programs/departments begin development of comprehensive program review. ***(See Doc. TA.2)***
- All programs/departments begin annual program review process, which incorporates budget development for 2009-2010. ***(See Doc. TA.3)***

December 2008

- All programs/departments complete annual program review process, which incorporates budget development. ***(See Doc. TA.2)***
- EMPC assesses annual program review documents and appoints subcommittees to review and summarize budget needs identified, in the areas of staffing, facilities, technology, professional development, marketing, and SLO's. ***(See Doc. TA.4)***

January 2009

- Designated programs/departments submit comprehensive program reviews to Educational Master Planning Committee. ***(See Doc. TA.2)***
- Superintendent/President informs Board of Trustees of the Commission findings, recommendations, and accreditation status stemming from the October, 2008 report and December team visit. ***(See Doc. TA.5)***
- EMPC appoints subcommittees to make recommendations for prioritization of staffing, facilities, technology, professional development, marketing, and SLO needs.***(See Doc. TA. 4)***
- SLO Workshop held to assist faculty and staff with identification, outcome development, and data assessment. ***(See Doc. TA.6)***

February 2009

- Shared governance committees are informed of the Commission findings, recommendations, and accreditation status stemming from October, 2008 report and December team visit. ***(See Doc. TA.7)***

- EMPC subcommittees submit summaries of staffing, facilities, technology, professional development, marketing, and SLO needs to full EMPC. ***(See Doc. TA.2, Doc. TA.8)***

- EMPC meets to review accreditation recommendations and to discuss strategies to ensure budget development process links the budget with goals and objectives outlined in program review documents. ***(See Doc. TA.8)***

- EMPC subcommittee makes recommendations with regard to program review forms and process. ***(See Doc. TA.8)***

March 2009

- EMPC subcommittees submit prioritization recommendations for 2009-2010 EMP. ***(See Doc. TA.9)***

- EMPC submits Educational Master Plan (EMP) to shared governance committees and Superintendent/President. ***(See Doc. TA.10)***

- SLO pilot project implemented for identification and assessment of program student learning outcomes. ***(See Doc. TA.11)***

- Programs/departments input annual program review budget information into database system, which becomes the tentative budget. ***(See Doc. TA.2, Doc. TA.12)***

- EMPC appoints teams to evaluate 2008-2009 planning process. ***(See Doc. TA.13)***

April 2009

- Business Office compiles “draft” of tentative budget. ***(See Doc. TA.12)***

- Evaluation teams report findings to EMPC and make recommendations for improvement of program review process. ***(See Doc. TA.13)***

May 2009

- SLO Best Practices Workshop held for faculty and staff. (See Doc. ***TA.6)***

June 2009

- Shared governance committees approve EMP. ***(See Doc. TA.14)***

- Board of Trustees approves EMP. ***(See Doc. TA.15)***

- Shared governance committees meet and approve tentative budget. ***(See Doc. TA.16)***

- Board of Trustees approves 2009 - 2010 Tentative Budget. ***(See Doc. TA.12)***

July 2009

- Educational Master Planning Committee Chair appoints Progress Report writing team. ***(See Doc. TA.17)***
- Progress Report writing team meets to define goals and assign writing tasks. ***(See Doc. TA.18)***
- SLO Coordinator compiles course and program data and creates SLO Plan. ***(See Doc. TA.19)***

August 2009

- Educational Master Planning Committee meets to discuss progress and to strategize. ***(See Doc. TA.20)***
- Committees responsible for resource plans and strategic planning meet to define and assign tasks.
- SLO Workshop held to develop program SLOs. ***(See Doc. TA.6)***
- EMPC sends 2009-2010 program review timeline to programs/departments through area vice presidents/deans/division chairs/directors. ***(See Doc. TA.21)***

September 2009

- Final drafts of resource plans approved by shared governance committees. ***(See Doc. TA.22)***
- Faculty and staff begin development of SLO program grids. ***(See Doc. TA.11)***
- Draft of Strategic Plan submitted to Board. ***(See Doc. TA.23)***
- Educational Master Planning Committee to work with administration to provide training to all staff involved in completing annual and comprehensive program review forms.
- Vice presidents and researcher to provide data to programs/departments scheduled to complete comprehensive program review.
- Programs/departments to begin development of comprehensive program review.

October 2009

- Final drafts of resource plans and the Strategic Plan to be approved by Board.
- Business Office and IT to provide budget template and guidelines to campus community for development of annual program review.

- Programs and departments to begin development of annual program review
- Shared governance committees to review and approve the Progress Report.
- Board of Trustees to review and approve Progress Report.
- Progress Report to be presented to the Accrediting Commission for Community and Junior Colleges.

TIMELINE FOR PROGRESS REPORT PREPARATION

First Draft of Progress Report submitted to chair	September 4, 2009
Final Draft of Progress Report submitted to chair	September 9, 2009
Editing	September 25, 2009
Progress Report presented to Superintendent/President	September 28, 2009
Progress Report approved by all campus groups	October 9, 2009
Progress Report presented at Board Meeting	October 14, 2009
Progress Report sent electronically to the Commission	October 15, 2009
Progress Report mailed to Commission	October 15, 2009

RESPONSE TO RECOMMENDATION ONE

Recommendation 1: The team recommends the college take action to incorporate program review and comprehensive master planning (educational, facilities, technology, and resource plans) with systematic planning and budgeting processes to effectively align college resources with priority goals. (I.B3, 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.)

District Response

The District recognizes the value and fundamental importance of an ongoing comprehensive strategic planning process, which is regularly evaluated and updated in order to meet the educational needs of Imperial County. In 2008-2009, IVC completed its program review and planning cycle and moved to a culture of collaboration and integrated planning. It enhanced the effectiveness of its governance and decision-making processes by clearly defining and articulating the roles of its committees and the overall planning flow, by basing the process on institutional research, and by developing a means to evaluate and improve upon its decision-making processes. IVC also took action to strengthen the link between its planning and budgeting in order to directly align its resources with priorities stemming from program review and comprehensive master planning. As it addressed these challenges, IVC continued its work to identify, assess, and integrate SLOs throughout the campus. By coordinating, monitoring and

implementing these efforts, IVC ensured that all components coalesced to become the basis for sustainable and inclusive planning. **(See Doc. *R1.1, Doc. R1.2, Doc. TA.12, Doc. TA.19)***

During 2008-2009, all institutional planning at Imperial Valley College became focused on the goals of supporting student learning, increasing student success, and improving institutional effectiveness. The process involved all college and district constituencies and the campus community worked to ensure broad participation and collaboration. Community input, visioning, environmental scans, research data, compliance issues, local industry demands, and experience drove the program review process. Through the process, priorities were established for technology, facilities, staffing, professional development, SLOs, and marketing. The 2009-2010 Educational Master Plan (EMP) arose from this process, establishing recommendations that became the basis for updating the facilities plan and the technology plan. These recommendations will also drive three new plans – the staffing plan, marketing plan, and professional development plan. Together these six plans provide a foundation for the budget and fiscal plan, which ultimately establishes the direction of the District's strategic plan. ***(See Doc. R1.1, Doc. R1.3, Doc. R1.4, Doc. R1.5, Doc. R1.6, Doc. R1.7)***

Roles of Committees

The planning process prompted institutional self-reflection and deliberation as to how the college could improve to meet the needs of a diverse student population and ensure the District's mission and vision. The process was driven by the Educational Master Planning Committee (EMPC), which ensured that the integrity of the planning process was maintained. The EMPC developed an educational master plan for 2009-2010, based on institutional priorities for facilities, technology, staffing, professional development, marketing, and SLO needs as identified in program review documents. The Strategic Planning Committee reviewed the stated priorities and strategies outlined in the EMP and updated the Strategic Plan. ***(See Doc. R1.2)*** The 2009-2010 EMP priorities and strategies were also reviewed by the following committees to update the goals and objectives in their resource plans:

Technology Committee/Distance Education Committee

Facilities Committee

SLO Committee

Staffing Committee (new committee)

Professional Development Committee (previously two committees: "Staff Development Committee" and "Flex Committee")

Marketing Committee (new committee)

Planning and Budget Committee

The flow of the planning processes at Imperial Valley College is depicted in the charts below. The 2009-2010 IVC Planning Process Chart 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 (see Chart A). The second chart depicts the 2009-2010 Program Review Planning Stream (see Chart B). These charts were developed for the 2009-2010 planning cycle based on an evaluation of the 2008-2009 process conducted through the EMPC. ***(See Doc. R1.8, Doc. TA.2)***

The third chart represents the proposed shared governance structure for IVC which will go to the College Council for discussion on September 14, 2009 and to the Academic Senate on September 16, 2009 (see Chart C). The structure of the shared governance committees is being revised to enhance collaboration of campus constituencies for a more effective planning cycle. These recommended revisions include a Marketing Committee and a Staffing Committee, both new committees that will be responsible for developing the marketing and staffing resource plans for the District. The revision also includes merging the Staff Development Committee and the Flex Committee to form one committee that will be responsible for creating the professional development resource plan. The final revision recommended is a restructuring of the Technology Planning Committee to ensure that its focus includes both instructional and administrative technology needs. ***(See Doc. R1.9, Doc. R1.4)***

Chart A

2009 - 2010
Imperial Valley College
Planning Process

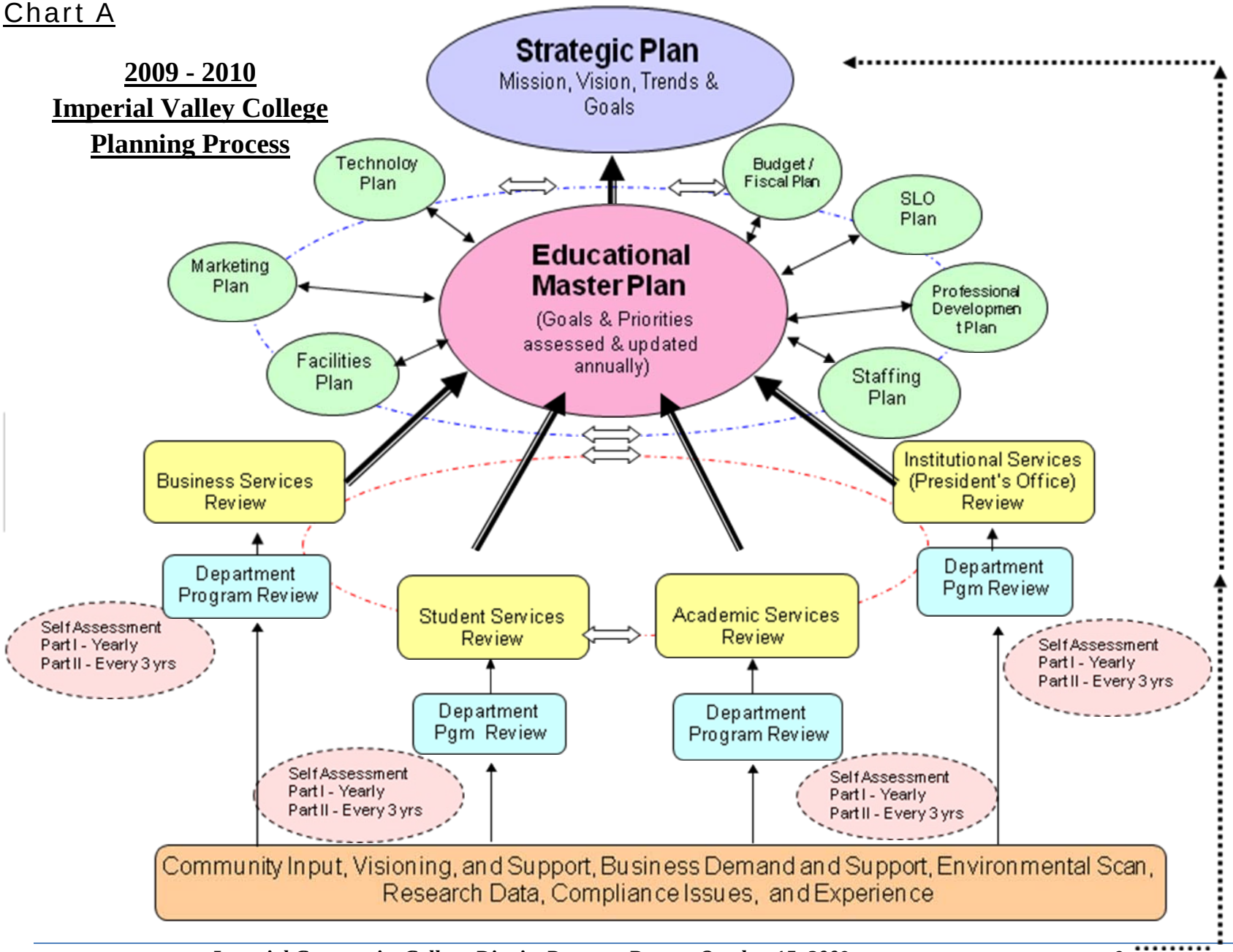


Chart B

2009 – 2010 Program Review Planning Stream

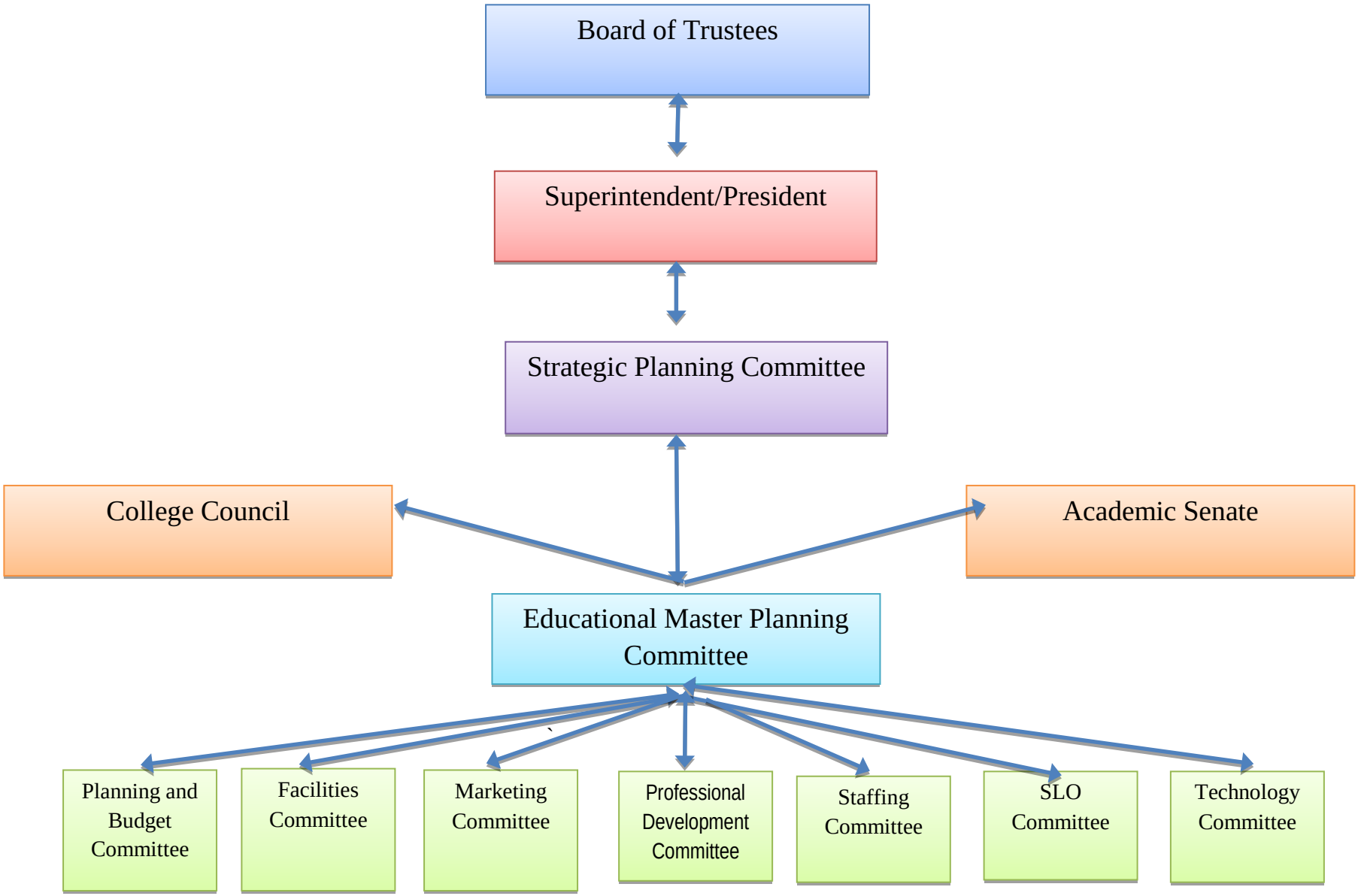
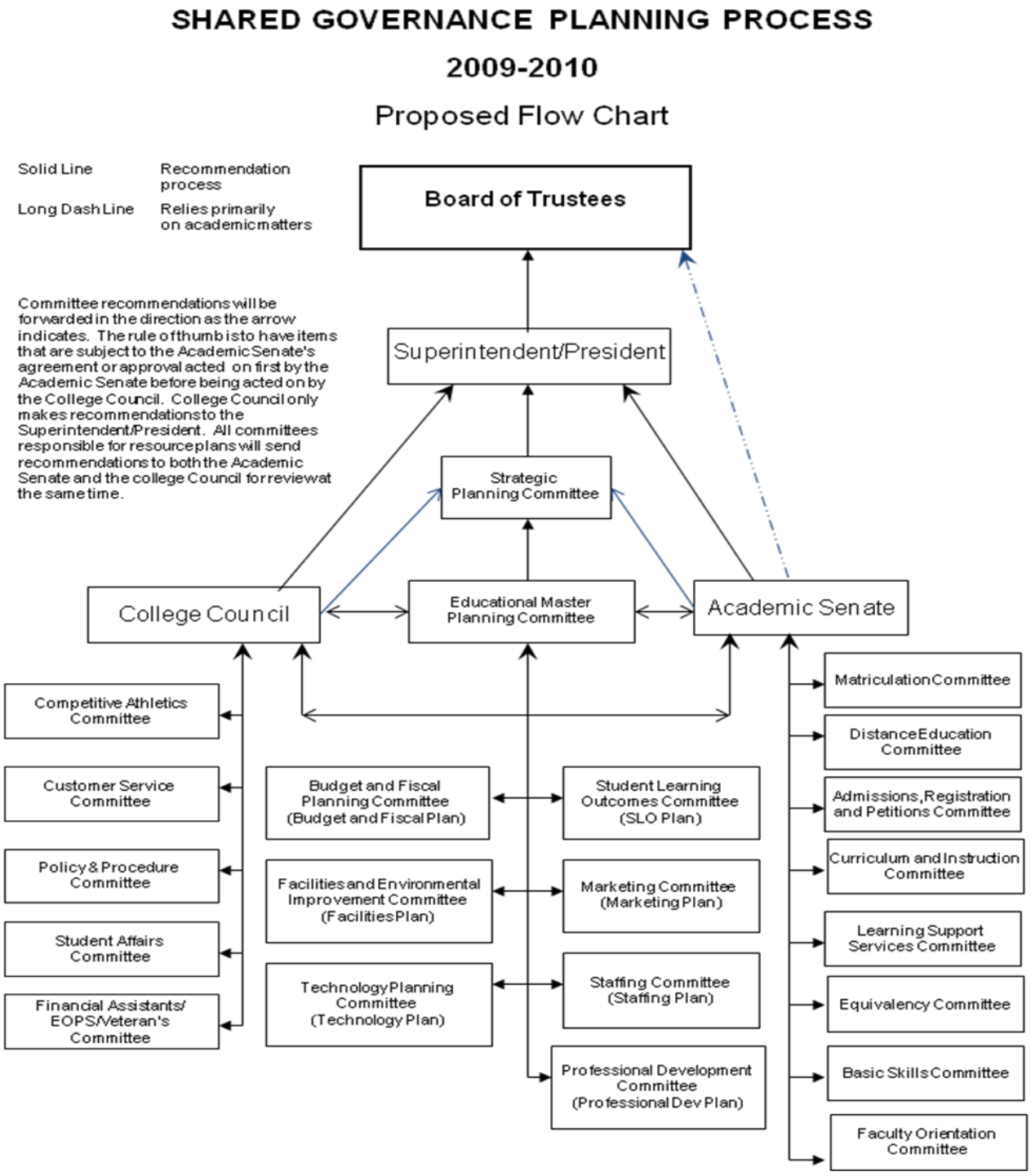


Chart C



Processes

In order to complete the 2008-2009 district-wide educational master plan, the college first generated institutional planning goals, basing these goals on the District's mission, purpose and

values. Goal One focused on student success and student learning outcomes; Goal Two focused on student retention; and Goal Three focused on institutional effectiveness. ***(See Doc. R1.1)***

Working from the institutional planning goals, a two-phase program review process was implemented. The first phase was an annual review in which all departments and programs identified and justified their staffing, facility, technology, instructional supply and professional development needs and listed an estimated cost for each need. The 2009-2010 tentative budget was developed from this first phase of the program review process. This annual review also included an assessment of SLO progress.

The second phase entailed a Comprehensive Program Review. A three-year cycle was designed whereby the comprehensive review would be completed by one third of the departments/programs each year on a staggered basis, resulting in the completion of a comprehensive review by every program and department every three years. The comprehensive review requires an analysis of external and internal trend data, course curricula, and progress based on several forms of evidence. Through this process, program goals and objectives are updated and strategies developed to best meet the needs of students in the program as well as the community. District institutional goals and objectives serve as a foundation for program goals. The needs identified in the comprehensive program reviews are also reflected in the annual program review, and thus the tentative budget.

Both the annual and comprehensive program reviews were completed by January 2009, and were reviewed by the EMPC in February 2009. The program reviews served as the basis for the EMP. The EMP was submitted to the Superintendent/President and shared governance groups in May and approved by the Board of Trustees on June 17, 2009. ***(See Doc. R.10, Doc. R.11)*** The Educational Master Plan became the basis for the District's Strategic Plan and the other previously listed resource plans.

Because shared governance committees do not meet during the summer, the 2008-2009 planning process resumed in August 2009. The resource plans for facilities, technology, and student learning outcomes were then updated, and the committees are currently in the process of creating the new staffing, marketing, and professional development plans. The strategic plan is also being updated and will be submitted, along with all resource plans, through the College Council and the Academic Senate to the Board of Trustees The EMPC is on track with this year's planning cycle, using the timeline outlined in the 2009-2010 EMP, which ensures that the connection from program review to strategic planning will be complete by June 2010 (2009-2010 Timeline below).

The EMPC is also on track with the evaluation of the goals and objectives outlined in the 2008-2009 EMP. The EMPC evaluation team presented a draft of the *Assessment of the 2008-2009 Goals and Objectives* to the EMPC in September 2009. ***(See Doc. R1.12, Doc. R1.13)*** The assessment will be reviewed by committee members before a final draft is completed.

Process Evaluation and Recommendations

The EMPC appointed teams to evaluate the effectiveness of IVC's program review processes. Through this evaluation, several recommendations were approved by the committee and implemented for 2009-2010. These recommendations stem from the college's 2007-2008 pilot program review and the 2008-2009 processes. The recommendations are as follows:

1. Use a centralized document repository for the annual program review so that multiple users can more efficiently manage the work of summarizing and prioritizing requests for staffing, technology, marketing, facilities and professional development.

2. Develop justification forms for staffing, technology, marketing, facilities and professional development. Justification form should include a section requiring valid data for EMPC subcommittees to use in prioritizing requests.

3. Integrate SLO and compliance expenses into applicable account codes in the budget template.

4. Provide training for preparers and their support staff on the program review process so that final reports are more consistent and deadlines are met.

5. Make available training in data analysis, budgeting, and reporting to ensure that conclusions are supported by the data presented.

6. Work with researcher to develop consistent and reliable performance data in a format that can be easily input into the comprehensive program review template.

7. Appoint a subcommittee to modify comprehensive program review forms and to clarify instructions. The comprehensive program review should consist of the following three sections:

    a. Past: An evaluation of the program's performance over the past three academic years (e.g., 2009-10 program reviews would evaluate the program's performance for the academic years of 2006-07, 2007-08, and 2008-09.)

    b. Present: A snapshot of the program's status at the beginning of the existing year (e.g., 2009-10 program reviews would define the state of the program as of the fall of 2009.)

    c. Future: A description of the program's goals and objectives for the current and the following two academic years (e.g., 2009-10 program reviews would define program goals and objectives for the academic years of 2009-10, 2010-11, and 2011-12.) Since each program will be completing a program review once every three academic years, this change would enable programs to constantly monitor their goals, objectives and performance.

8. Ensure that program reviews identify clear, achievable goals and objectives that support the EMP's goals and objectives. While a discussion of what might be possible if resources were infinite may be appropriate, a realistic assessment of what can be accomplished and implemented with existing or anticipated resources should be included. It is critical that

objectives be specific, measurable and achievable, since their achievement will be assessed at the end of the next three-year cycle.

9. Include in all comprehensive program reviews a qualitative and quantitative analysis of how the program met the EMP goals and objectives, in addition to program-specific objectives.

10. Provide some means of documenting programs that did not successfully complete the comprehensive program review (e.g., programs that did not provide data to support their objectives)

Based on these recommendations, the following timeline was developed and approved by the EMPC for 2009-2010 academic year:

2009 - 2010 TIMELINE

August	Educational Master Planning Committee (EMPC) sends program review timeline to programs/departments through area vice-presidents.
September	EMPC and area vice-presidents provide training for completing annual and comprehensive program review forms.
	Vice-president of academic services and researcher provide data to programs/departments scheduled to complete comprehensive program review.
October	Business office and IT provide budget template and guidelines to campus community for development of annual program review.
	Programs/departments begin development of annual program reviews.
November	Programs/departments complete annual program reviews.
December	Programs/departments submit annual program reviews to area vice-president.
	Area vice-presidents review annual program reviews and forward complete reviews to EMPC.
January	Designated programs/departments submit comprehensive program reviews to EMPC through area vice-presidents.
	Program validation subcommittees evaluate comprehensive program reviews and submit recommendations to EMPC.
	EMPC subcommittees review, summarize, and make recommendations for prioritization to staffing, facilities, technology, professional development, and marketing committees.
February	Educational Master Plan is written and submitted to the campus community through the shared governance process.

	Technology committee updates technology plan based on EMPC input.
	Staffing committee updates staffing plan based on EMPC input.
	Facilities committee updates facilities plan based on EMPC input.
	Marketing committee updates marketing plan based on EMPC input.
	Professional development committee updates professional development plan based on EMPC input.
	SLO committee updates the SLO plan.
	Strategic plan is reviewed and updated based on input through shared governance process.
March	EMP submitted to the Board of Trustees for review and adoption.
	Programs/departments input annual program review budget into Banner.
	Area vice-presidents review and approve Banner budgets.
	Planning and budget committee updates fiscal plan based on input from program review budgets.
April	Business office compiles “draft” tentative budget.
May	“Draft” tentative budget is made available to the college community through shared governance process.
	Planning and budget committee submits tentative budget to strategic planning committee through the shared governance process.
	Strategic plan is reviewed and finalized through shared governance process.
June	Strategic plan is submitted to Board of Trustees for review and adoption.
	Tentative budget is approved by Board of Trustees.

RESPONSE TO RECOMMENDATION TWO

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, IV.A, IB, II.B.4, I.B.5, II.C, III.A.1.c).

District Response

In April 2008, there was an appointment of an SLO coordinator with 60% reassigned time during the spring and fall semesters and off-duty contracts as needed during winter and summer sessions. An SLO committee was formed and has been meeting on a regular basis since May 2008. During that semester, an SLO identification form and "Now and Later Plan" were developed and disseminated to all staff and faculty to provide guidance in the SLO process. The Now and Later Plan included outcome instructions for the 2008-2009 year, and faculty were asked to design authentic assessments and evaluate SLOs for all courses taught in 2008-2009. ***(See Doc. R2.1)*** Seventeen programs, including student services and non-instruction, were asked to design outcomes and collect data in the fall of 2008, and evaluate data by the summer of 2009. During the fall of 2009, the SLO identification form was revised to include an evaluation form, and the name of the form was changed to "SLO Cycle Assessment Form." ***(See Doc. R2.2)***

The 2008-2009 academic year began with two presentations on SLOs, one to part-time instructors at the adjunct orientation and the other to all full-time employees at their orientation. At this point in time, the SLO coordinator had finished her introductory rounds to all departments, instructional and non-instructional, which was a process that began in the spring of 2008. These rounds were made to better educate the faculty and staff about outcomes, assessments, and the general SLO process. In addition to presentations and workshops, a website was created where forms and other resources could be accessed by IVC employees and the community. The *IVC Outcomes Newsletter* was designed and disseminated across the college. ***(See Doc. R2.3)***

In January 2009, all members of the IVC community were invited to attend a faculty and staff development day devoted to SLOs. The morning session was led by a guest speaker and the afternoon session divided participants by departments for small group work on outcome development and data assessment. There were approximately ninety participants including teaching and non-teaching faculty, full-time and part-time faculty, classified staff, and administrators. Evaluations were completed by attendees and used to plan spring semester activities. ***(See Doc. TA.6)*** These evaluations revealed the need for mini-workshops to assist with form completion, and the desire for more presentations by faculty and staff of their identification and assessment work. In response to these evaluations, nine mini-workshops were offered in the spring of 2009. These workshops helped faculty and staff complete SLO ID and SLO Cycle Assessment forms. To highlight progress made this year and to fulfill requests made by faculty, a yearend workshop – "SLOs: Our First Year Experience"—was held. Five presenters discussed their outcomes, assessments, and ideas for improving learning in their classes.

Throughout the 2008-2009 year, the SLO Committee met monthly to discuss activities pertinent to the outcomes and assessment process. All agendas and minutes were made available on the SLO Committee website. ***(See Doc. R2.4)*** The website was developed to provide the IVC

community with SLO materials, updates, and committee information. The college funded travel for the coordinator to attend an Academic Senate Student Success Workshop in 2008, Student Learning Outcomes & Curriculum Institutes in 2009, and other regional workshops. Additionally, the college paid registration for two members of the SLO committee to attend a Student Learning Outcomes Institute in July 2009.

After a review by the WASC Accreditation team in December of 2008, IVC was moved up to Level II status, the "Developmental Level" on the Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes. Broken down by instruction and non-instruction, the following is a description of the steps we made in progressing forward.

Course Level SLOs: A strong effort was put forth across the campus to integrate outcomes and assessments into courses. Though we were just beginning this journey into instructional programs, much progress was made at the course level. ***(See Doc. R2.5)*** As of May 13, 2009, 83% of the courses taught during the 2008-2009 school year have at least one identified outcome and assessment, some have two or three identified. Completed SLO cycle assessments were submitted for 17% of our courses. The SLO committee is currently designing workshops and a rubric to help instructors evaluate their outcomes and authentic assessments. In 2009-2010 we will be refining and adding to our course-level outcomes and assessments. Faculty has been asked to submit at least three outcomes per course by December 2009. As course-level outcomes continue to improve in quality and quantity, we are working on integrating outcome data evaluation with course and program needs, especially resource allocation.

Instructional Program Level SLOs: To begin training faculty in the development and evaluation of program-level outcomes, an SLO Workshop entitled "What's Hotter: IVC in August or Instructional Program SLOs?" was held on August 20, 2009. Forty-one employees attended the workshop***. (See Doc. TA.6)*** In the spring of 2009, we piloted an SLO program grid. ***(See Doc. R2.6)*** The Grid was designed to evaluate how well courses in degree and certificate programs assess our five ISLOs. Also being designed is a grid that will measure how well the general education (GE) program, as broken down by IVC's, UC's, and CSU's GE requirements, assesses student acquisition of the five ISLOs. A subcommittee of the SLO Committee will meet on September 23 (and monthly thereafter) to further examine the GE SLOs. At present, instructions are being developed to help all degree and certificate programs use the grid to design program-level outcomes. These guidelines and accompanying forms will be completed and disseminated in early October 2009.

Program-level SLOs are also being woven into the program review process in order to tie SLOs to resource allocation. For example, the annual program review form used in the spring of 2009 included an SLO section, yet resource allocation was detailed in a separate section, and it was difficult to see the tie between the two. This difficulty became evident after the forms were completed, so recommendations were made and the form is being revised to more clearly connect SLOs to allocation. An SLO section will also be added to the comprehensive program review and will include the SLO program grid and a three-year timeline for the SLO assessment cycle.

Non Instructional Program Level SLOs: Seventeen non-instruction departments were identified, and all submitted outcomes and assessments in the fall of 2008. Fourteen have completed cycle assessments as of September 10, 2009. ***(See Doc. R2.5)*** While workshops and documents have been designed for all programs on campus, some non-instruction programs requested forms tailored more to their specific needs. Thus, a program-level SLO form is being developed with this request in mind. For example, at a student services meeting, it was decided that "service area outcomes" (rather than "student learning outcomes") better described what they are assessing, and the new forms for their area will utilize this term.

Institutional Level SLOs: The five institutional student learning outcomes (ISLOs) were identified in the "Strive for Five" form, which is now included on the website. ***(See Doc. R2.7)*** All course and program outcomes identify how one or more of the ISLOs is being introduced, reinforced and/or advanced in that class or program.

2009-2010

In the 2009-2010 academic year, work will continue at the course level with faculty members identifying additional outcomes and assessments and including them on their syllabi. Once our new CurricUNet system has been completed, the college will be able to easily include SLOs as an attachment to the course outlines of record stored in CurricUNet, and employees can quickly access outcomes there. Besides supporting faculty and staff with course-level and non-instructional program SLOs, we will be working on instructional program-level outcomes. Since much attention has already been paid and progress has been made on course-level outcomes and non-instructional outcomes, this year the college will be directing its efforts into developing and measuring program outcomes for instruction (degrees, certificates, GE program) as well as tying the outcome process to resource allocation via program review. In late September, the GE subcommittee of the SLO committee will begin reviewing outcomes and assessments. Additionally, a more detailed SLO timeline is being developed. It will coordinate outcomes and assessments to program review in the areas of academic, student, learning, and business services. In order to receive campus-wide input, the SLO timeline is being discussed at Academic Senate, Curriculum & Instruction, EMPC, and SLO Committee meetings.

Evidence

To evidence achievement of student learning outcomes, a three-year plan has been developed and will include all course and program-level outcomes and assessments. ***(See Doc. R2.8)*** At this time, binders are available that contain course and program-level outcomes. Course-level outcomes will also be available on CurricuNet in the near future. Because faculty are encouraged to improve and change outcomes and assessments as they go through the cycle of collecting and assessing them, evidence will change over time. With a more direct tie of outcomes and program review, it is expected that more evidence of the achievement and benefit of outcomes will become available in the following years. Since becoming actively engaged in the SLO process, many faculty and staff have reported an increase in constructive communication with their peers and have attributed it to their work on SLOs. Although challenges will inevitably arise, we are on target to reach the Proficiency Level by 2012.

Goals for 2009-2010

While Imperial Valley College has made great strides in developing and implementing SLOs across the campus, the college has set the following goals for 2009-2010:

1. Continue to integrate SLOs throughout the college by improving the quality and quantity of outcomes assessment on campus

2. Align SLOs with institution planning processes, such as program review and resource allocation

3. Promote involvement of part-time faculty and engage more full-time faculty into the SLO process

4. Increase opportunities for robust SLO dialogue

TIMELINE OF MILESTONES
STUDENT LEARNING OUTCOMES AT IMPERIAL VALLEY COLLEGE

Spring 2008:

- The Academic Senate elected a coordinator for student learning outcomes (SLO's).
- The coordinator attended Southern Region SLO meeting at Mira Costa College.
- The inaugural SLO & A Committee meeting was held on May 13, 2008. The mission statement was approved, and the agenda for developing course-level outcomes was presented. Preliminary outcomes and assessment meetings were held with the following divisions: Behavioral & Social Sciences, English, Exercise Science, Humanities, Industrial Technology, Science and Mathematics.
- An SLO identification form was developed to allow all instructional divisions and support services to use a common form to identify SLOs. The Now & Later Plan was designed to provide a timeline for developing course level SLOs, collecting data, and analyzing data to improve IVC.

Summer 2008

- An SLO Committee website was started in order to provide committee meeting agendas, minutes, forms, and information.
- Reports were presented to the Academic Senate, Curriculum & Instruction Committee, and the Board to bring them into the process of developing student learning outcomes.

- SLO coordinator gave presentations to the following student services programs: Counseling, DSPS, Library Services, Financial Aid, Admissions, IT/Information Systems, Student Affairs, and Tutoring Services.

- Approximately thirty (30) course-level and three Student Service program SLOs were identified by faculty and staff and accepted by the SLO Committee.

Fall 2008

- More than 100 course-level and ten student and instructional services program SLOs and assessment tools were identified.

- SLO coordinator attended Student Success Conference held in Anaheim by the Academic Senate of the California Community Colleges.

- SLO binders were collected and stored in instructional dean's and SLO coordinator's Office.

- Outreach workshops were completed in all instruction and non-instructional departments.

Spring 2009

- Seventeen outcomes and assessments were identified by seventeen non-instructional programs.

- Campus-wide SLO workshop was held in January 2009 and attended by approximately ninety participants. Evaluations from workshop were used to design spring activities.

- Nine mini-workshops were held to help faculty and staff develop outcomes and evaluate data. Two to three participants attended each workshop.

- Best practices workshop was held in May, "SLOs: Our First Year Experience." Approximately thirty attendees listened to five presenters from different departments.

- IVC received a progress report status from WASC stating that, though our SLO process had not been officially reviewed, IVC had been moved to Level II status, the developmental level.

- By May 13, 2009, 83% of the courses taught during the 2008-2009 academic year had identified at least one outcome and assessment, some with two or three identified. 17% of courses have completed the SLO cycle assessment.

- SLO Program Grid, designed to be used by instructional programs, was developed by the SLO committee and piloted by several departments.

- The SLO Committee began work on an outcomes rubric to help faculty evaluate their work with the SLO process.

Summer 2009

- SLO Coordinator attended SLO and Curriculum Institute in Anaheim (organized by the Academic Senate of California Community Colleges). Two SLO committee members also attended the SLO Institute, partially funded by IVC.

- SLO coordinator designed a workshop – "What's Hotter: IVC in August or Program Level SLOs?" – to take place the week before classes began.

Fall 2009

- Curriculum and Instruction (C&I) committee reviewed a rough draft of the three-year SLO plan to tie outcomes to program review. The C&I committee agreed that the plan could be implemented.

- The C&I committee was asked and agreed to make SLOs part of the approval process for course outlines of record.

- Faculty members were asked to submit three to five outcomes for their courses by December 2009.

- SLO committee worked on three-year timeline for instructional program SLOs.

- Student Services selected a new term for non-instructional outcomes: Service Area Outcomes (SAOs). SAOs will be used for all areas on campus except for instructional programs offering classes, degrees, and certificates.

RESPONSE TO RECOMMENDATION THREE

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).

District Response

The college satisfied this recommendation by revising the printed schedule, as well as its online publications, including the schedule and catalog. The college's sexual harassment policy is explicitly noted on Page 18 of the "Fall Class Schedule 2009," and on page 15 of the "IVC General Catalog 2009-2010." The policy is also posted on the college's web site. Students may link to it from the *For Students* page (http://www.imperial.edu/index.php?pid=3).

In the "Fall Class Schedule 2009" on page 5, the availability of financial aid is now clearly stated. The college's policy for accepting transfer credit is located on pages 17 and 18 of the

schedule and has also been plainly detailed so that this information is visible to current and prospective students. The "IVC General Catalog 2009-2010" has also been revised to incorporate these changes.

RESPONSE TO RECOMMENDATION FOUR

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)

District Response

The college has identified and assessed learning outcomes for all nine student services areas, which includes categorically funded state and federal programs. Eight of those nine have completed the assessment cycle. ***(See Doc. R2.5)*** These programs will continue their assessment cycles as per the SLO timeline, and use their outcomes and assessments to justify their requests for resources via program review.

All departments and programs across campus, including student services areas, received the information, training, and opportunity to participate in the SLO process. For example, individuals from student services attended the two larger workshops and mini-workshops. The SLO coordinator also gave three presentations on SLOs to the counseling and DSPS (Disabled Student Programs and Services) departments in the fall of 2008.

At present, the SLO coordinator is creating new identification and assessment forms to better fit the needs of student services. For example, on September 2, 2009, attendees at a student services meeting voted to use the phrase "service area outcome" (instead of "student learning outcome"), because they decided that it better described what they were identifying and measuring, so the new form will use service area outcome (SAO) rather than SLO.

RESPONSE TO RECOMMENDATION FIVE

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. (II.B.2.a; II.B.2.c)

District Response

The following document contains an evaluation of the goals set forth in Imperial Valley College's Technology Master Plan for 2008-09. Additionally, it contains technology goals that emerged from the Educational Master Plan.

Based on the evaluation of the 2008-09 Technology Master Plan, it was determined that the technological goals originally outlined in that document focused too much attention on the administrative uses of technology at the college and not enough on the instructional needs of the students, faculty, and staff. Program reviews across campus identified the need for expanded training in computer and web applications, wireless access across campus, and network and server security and stability. As it examined and prioritized program review requests, the Educational Master Plan Committee decided that meeting these technological needs was vital to the college's future success. As a result, the three abovementioned needs have been made priority goals in this document.

This reevaluation of goals led to a reexamination of the structure of the technological committee itself. Like the goals outlined in the 2008-09 Technology Master Plan, the Technology Planning Committee (TPC) also focused on administrative needs and did not prioritize instructional technology needs. This document recommends that the Technology Planning committee form two subcommittees, one with administrative technology as its focus and the other with instructional technology as its focus, in order to meet both administrative and instructional needs.

Additionally, it was determined that a clearer evaluation process needed to be established to ensure not only that essential goals are met but also that those goals effectively serve the campus community. For example, Goal #1—to establish a wireless network across campus – would be evaluated by the Distance Education Committee (DEC). The DEC would assess not only whether the network is installed but how effectively that network meets the need for which it was designed: namely, to enable students and staff safe and secure access to the Internet from any point on campus. The assigned evaluators, in conjunction with the campus technology leads and the Educational Master Plan Committee, would develop the documents used to evaluate each goal.

Representatives from the Technology Planning (Administrative) and Distant Education (Instruction) Committees will attend an annual Technology Retreat to collaborate on merging goals and objectives into one seamless IVC Technology Plan. The first retreat is scheduled for the fall of 2009.

EVALUATION OF 2008-09 TECHNOLOGY MASTER PLAN GOALS

Goal #1: Providing the best possible computing environment and classroom technology solutions to all faculty members, staff, and students

Objectives	Status	Comments
1A: Provide updated computing environment for faculty and students and ensure proper support	Ongoing	Still a priority
1B: Install audio/visual equipment in all classrooms	85% Completed	Installation and maintenance is still a priority; scheduled to be completed after the completion of the new building (SPR 2010)
1C: Establish computer hardware standards for purchasing	Completed (SPR 2009)	Plan needs to be updated as technology changes
1D: Establish and implement equipment replacement plan	20% Completed	Updating inventory a yearly activity that must be established
1E: Apply virtual desktop (NComputing) technology in the Reading/Writing Labs	Completed (SPR 2009)	Accomplished through ACCESO
1F: Implement VM Ware Technology	Not complete	No longer priority according to the current Educational Master Plan
1G: Make a concerted effort to bridge common technology interests between IVC and ICOE	Ongoing	Measurable objectives need to be established

Goal #2: Providing distance education support

Objectives	Status	Comments
2A: Build the CENIC fiber connection	20% Completed	Pending compliance issues resolved
2B: Develop a contingency plan for distance education course management system	Ongoing	
2C: Develop the transition plan for ending of the ACCESO project Title V grant	In process	End-date for ACCESO changed to June 2010 (from Sept. 2009)

Goal #3: Ensuring the best effective use of the Banner ERP system

Objectives	Status	Comments
3A: Maintain the Banner system	Ongoing	Must implement more robust training program
3B: Implement the XtenderSolutions System	Complete	
3C: Implement the Fixed Asset System	20% Completed	Scheduled completion date: June 2010
3D: Implement the Argos Report System	Complete	

3E: Implement the Leave Balance System for Employee Self Service (mock payroll)	20% Completed	Scheduled completion date___
3F: Purchase the Oracle campus license	Completed on 4/24/2008	
3G: Implement the DegreeWorks System	60% Completed	Scheduled completion date___
3H: Implement the Position Control System	20% Completed	Scheduled completion date___
3I: Implement the Payroll system	20% Completed	Scheduled completion date___
3J: Implement the Enrollment Management System	Ongoing	Interim program created by VP Academic Services and IT Programmer. Piloted in Fall 2009. Will be evaluated after Fall census.

Goal #4: Ensuring comprehensive faculty and staff training

Objectives	Status	Comments
4A: Provide updated computing environment for faculty and students and ensure proper support	Ongoing	Technology Training center offers classes in existing programs Basic academic need
4B: Update student computing labs with current hardware and software	Ongoing	Basic academic need

Goal #5: Implementing the campus technology modernization plan

Objectives	Status	Comments
5A: Rebuild the College's main web site	Continuously improved	Basic campus need
5B: Upgrade campus intranet wiring	Complete	Basic campus need
5C: Renew campus intranet network equipment	Complete	Basic campus need
5D: Renew campus telecommunication equipment	Complete	Basic campus need
5E: Deploy a campus-wide wireless data network	75% Completed	Validation of reliability in progress during fall 2009
5F: Update software and hardware on the infra structure computing systems	Ongoing	Basic campus need

Goal #6: Developing, reviewing, and revising technology related policies and procedures on a regular basis

Objectives	Status	Comments
6A: Establish the Computer and Network Use Policy	Complete	

2009-2011 Technology Master Plan Goals
Goal #1: Complete campus-wide wireless network
Goal #2: Establish clear guidelines for recovery planning, redundancy, increased security, and maintenance of existing systems
Goal #3A-D: Complete the installation of and training for key web applications
Goal #4: Support the increasing demand for a secure virtual library
Goal #5: Continue planning and implementation of smart classrooms
Goal #6: Continue with ongoing and systematic replacement of outdated hardware
Goal #7: Provide guidance to division chairs as to specificity and rationale for technology requests prior to the annual program review process
Goal #8: Develop plan to expand computer labs to meet student demands
Goal #9: Offer ongoing professional development specific to Etudes training and to Banner applications training
Goal #10: Develop a plan to use technology to support the college's "greening" efforts

Goal #1: Complete Campus-Wide Wireless Network

Details

A campus-wide wireless network was a priority of the 2008-09 Technology Master Plan, yet it was not completed. It is also a key priority of the 2009 Program Review. Therefore, it is the first item on this year's technology master plan.

Increased internet access was requested to meet the needs of both on-campus and distance education students.

With the development of the Student Portal, IVC now has in place an authentication system that could be used to ensure that only authorized users can take advantage of the wireless network.

Training

Once the wireless network is in place, then training on how to use it will be needed. This can come in the form of step-by-step login instructions (ideally using videos). Additionally, this training could serve as a prime opportunity to make faculty, staff, and students aware of the potential risks that are involved with using relatively public wireless networks.

The Technology Training center, in conjunction with the webmaster and the instructional media designer, will be in charge of training faculty, staff, and students in using the wireless network.

Administrator in Charge of Implementation

Dean of Technology

Evaluated By

As distance education students are identified as one of the prime users of this equipment, the Distance Education Committee should lead the evaluation.

Date of Evaluation

There is a distinct urgency to complete this goal as soon as possible. Therefore, the initial date of evaluation will be December 2009.

Currently, this goal is at 75% implementation.

Goal #2: Establish clear guidelines for recovery planning, redundancy, increased security, and maintenance of existing systems

Details

When the college's email server contracted a virus in Spring 2009, its email was down for two weeks and IT staff members were forced to devote all their time to fixing the problem and reestablishing email services across campus. As this incident suggests, security and backup and recovery plans are currently problematic.

Therefore, the college needs to establish a written backup/recovery plan to ensure that incidents like this never again interrupt the college's services to this extent. This plan should detail what method should be used to backup the college's data, when and how the backups would occur, and how and where to store the backup media. It should also include periodic testing of the plan to ensure that it is workable, that it contains an effective firewall system, and that it contains appropriate virus protection. Finally, it should contain alternative means of accessing email and other core online services should the campus's network go down in the future. UPS (Uninterrupted Power Supply) should be used to avoid some of the unscheduled power outage.

Thus far, instructor and administrators have been asked to report their non-IVC email accounts to the instruction office. New malware enforcer was installed campus-wide in the spring of 2009. A new server was acquired in the summer of 2009 and will be implemented throughout the fall of 2009.

Training

Information Technology will determine training for these systems.

Administrator in Charge of Implementation

Dean of Technology

Evaluated By

Technology Planning Committee

Date of Evaluation

Recovery Plan to be reviewed when Technology Plan is reviewed

Goal #3A: Complete the Installation of and Training for Banner integration

Details

Imperial Valley College purchased the Banner ERP system in 2003, completed the migration, and went live in the spring semester of 2005. Much work has been done to ensure that all modules in Banner are activated, but several external items crucial to instruction and student services need to be integrated into Banner. These include DegreeWorks, Banner Enrollment Management, Banner Position Control, and Banner Finance.

DegreeWorks is an add-on system to the Banner Student module that provides a web-based user interface allowing: (1) student to conduct "what-if" scenarios for various majors; (2) academic advisors to create automated Student Education Plans (SEP); and (3) Admissions and Records evaluators to utilize automated degree and certificate official evaluations. This software was purchased with money from the ACCESO Project in January 2008, but integration has not yet been completed.

Position control is part of the Banner ERP system purchased in 2004, but has not been configured and activated. It is a module that works closely with the human tesources module to support the processing of employee job information, biographic/demographic information, student and

	student-employee enrollment verification information, salary planner, faculty load, 1099-R reports, 1042-S reports, W-2 reports, and the IPEDS reports. Because the payroll system and the Position Control system have not been implemented in Banner, it is difficult to reconcile the information from those two modules (Finance and HR) and produce a contiguous, comprehensive, and accurate workload result for each individual faculty member. This EMS implementation will reduce the manual intensive work between academic, human resources, and business services. At the same time, it will provide administrators a real-time readout of the "cost to do business."
Training	
	IT must provide training for these items
Administrator in Charge of Implementation	
	Dean of Technology
Evaluated By	
	End users
Date of Evaluation	
	Program specific
Goal #3B: Complete the Installation of and Training for CurricuNet	
Details	
	CurricUNET is state-recognized software that provides robust curriculum management, automating the process of curriculum development and approval. IVC purchased a license for CurricUNET in Spring 2008, and it is in the process of being installed and integrated to Banner. The CurricUNET installation is estimated at 90% complete. Once completed, widespread training in CurricUNET needs to take place for faculty, staff, and administrators who will utilize this essential tool.
Training	
	Academic Services should lead the training for CurricUNET
Administrator in Charge of Implementation	
	Vice President of Instruction
Evaluated By	
	Division Chairs/Faculty
Date of Evaluation	
	June 2010

Goal #3C: Continue Training for Etudes course management system and Turnitin.com

Details

The Etudes course management system is the primary CMS used by IVC. It was initially used solely for online education, but more and more instructors are signing up to receive training as to how Etudes can be used in traditional classes. Through the ACCESO Project, IVC has trained faculty to use Etudes. As the ACCESO grant nears its end, the college must ensure that Etudes training and faculty support continues.

Additionally, ACCESO purchased a site license for Turnitin.com, an online plagiarism tool, in 2005. Faculty and students from a variety of disciplines make use of this key tool. Training for this software is sporadic, however. More training will enable more faculty to use this service.

Training

ACCESO's Etudes training, both in regular workshops and through the annual summer technology camp, needs to continue once the ACCESO grant ends in Spring 2010. Likewise, turnitin.com training, which is now handled through ACCESO, needs to be integrated into the overall technology training offered on campus.

Administrator in Charge of Implementation

Vice President of Instruction

Evaluated By

Distance Education faculty through the Distance Education Committee

Date of Evaluation

Each semester

Goal #4: Support the Increasing Demand for a Secure Virtual Library

Details

IVC has not fully implemented a virtual library because student and employee off-campus authentication has not been available. It continues to be necessary for the library to issue its own passwords and operate its own authentication, and this fractured service does not adequately reach those who need the virtual library. Therefore, a single authentication system should be created to allow students, faculty, and staff access to secure sites including the virtual library (i.e., bibliographic databases). The new student portal could serve in this capacity, but it needs to be designed and tested to allow access to the virtual library.

Training

Training students, faculty, and staff to use the virtual library's resources is an ongoing job, which will be even more extensive once the virtual library can be easily accessed. Coordination between IT and librarians is essential to ensure the most effective training.

Administrators in Charge of Implementation
Vice President of Instruction, the Dean of Learning Services, and the Dean of Technology
Evaluated By
The Learning Services Committee
Date of Evaluation
December 2009

Goal #5: Continue Planning and Implementation of Smart Classrooms

Details
Ideally, all classrooms should be identical insofar as they are equipped with technology resources and enhancements. This allows faculty to enter any classroom they might be assigned and lecture without time wasted on obtaining and/or discerning equipment. Additionally, some classrooms require technologies that will allow videoconferencing, advanced video presentations, and video/audio recording. The classrooms to be made into smart classrooms include 2131 and rooms in the 300 building, along with several classrooms in the under-construction 2700 building. Measure L funding will be utilized for these upgrades, as part of the campus-wide renovation.
Training
Once the classrooms are fully functional, training will need to take place for proper use of the equipment. IT (Larry Valenzuela) and Distance Education (Andres Martinez) should coordinate to ensure that this training happens on a regular basis.
Administrator in Charge of Implementation
Vice President of Instruction and Dean of Technology
Evaluated By
The Distance Education and Technology Planning Committees
Date of Evaluation
June 2010

Goal #6: Continue with Ongoing and Systematic Replacement of Outdated Hardware

Details
Objective 1D in the 2008 Technology Master Plan called for the establishment and implementation of an equipment replacement plan. This objective included the establishment of an inventory of old PCs to be replaced, which was initially completed in 2007. It also included a plan to update the PC replacement inventory each year. This was initially completed in 2008. The current goal is to ensure that this equipment replacement plan is updated on a yearly basis by IT, in conjunction with division staff, instruction, student services, and learning services. Additionally,

the inventory survey should take into account hardware used in classrooms like LCD projectors, DVD/VHS players, sound systems, etc.

Training

Although the replacement of outdated hardware does not require training, the college should nevertheless plan for training employees in the use of this hardware once it is purchased. Lack of proper training in the latest version of Windows operating system, for example, can cost the college a significant amount of money in the form of work-hours. Further, if more faculty are trained in the operation of the LCD projectors in each classroom, there will be a reduction in the cost of repairs and an increase in the use, thus improving education overall for our students. IT can organize this training, and the Distance Education office can assist.

Administrator in Charge of Implementation

Vice President of Instruction and Dean of Technology

Evaluated By

The Technology Planning Committees

Date of Evaluation

June 2010

Goal #7: Provide guidance to division chairs as to specificity and rationale for technology requests prior to the annual program review process

Details

In the past, division chairs completed the instructional technology section of the program review with little input from IT. While Academic Services is ultimately in charge of this process, IT nevertheless needs to provide support and advice regarding logistics and costs connected to technical improvements.

In particular, IT should provide guidance on the following issues:

- Network needs: wireless availability, security concerns, internet speed, network in classroom or offices, etc.
- Software and hardware needs/standards
- Equipment needs: replacement plans and specifications for laptops, high resolution projection and high resolution monitors, etc.
- Web needs for student portal, faculty sites, etc.

Training

Basic training in technology management should be provided as part of this goal.

Administrator in Charge of Implementation

Vice President of Instruction and Dean of Technology

Evaluated By

Division Chairs

Date of Evaluation

This goal should be evaluated by June 2010 following the next program review cycle.

Goal #8: Develop Plan to Expand Computer Labs

Details

The Science and Math Division requested space for expanded and/or dedicated computer labs (30 to 40 computers each) with secure storage for robotics/electronics and independent internet access. The Business Division requested space for a networking/computer repair lab for 30 students and are open to sharing the lab with the Computer Science Department. The IT Division needs additional secured/alarmed space for system configuration lab for servers and PCs.

Training

Program specific

Administrator in Charge of Implementation

Vice President of Instruction and Dean of Technology

Evaluated By

Program specific

Date of Evaluation

Upon project completion

Goal #9: Offer ongoing professional development specific to Etudes training and to Banner applications training

Details

Etudes is the course management system utilized by IVC. In the past, training was done both through the ACCESO Technology Camps each summer and through online training provided by the Etudes organization. Beginning in Fall 2009, IVC will offer face-to-face training for Etudes. This training is required for all instructors wishing to use Etudes for their classes (both online and face-to-face).

Banner is the ERP system that IVC has used since 2003. Over the years, the college has upgraded Banner on numerous occasions and has continued to add new features. However, training in Banner has not always been available each time a new element or a new upgrade has been implemented. The goal, therefore, should be to ensure that training in Banner be accessible on campus, both for existing features and for new features.

Training

Etudes training will be coordinated by Andres Martinez, the Instructional Media Designer, and will consist of three-week, intensive training sessions for faculty.

Banner training will be coordinated by IT, specifically Larry Valenzuela or designee. The nature of the training will vary, but it must be broad enough to meet the needs of faculty, staff, and administrators.

Administrator in Charge of Implementation
Vice President of Instruction and Dean of Technology
Evaluated By
Each session is evaluated by the end user. The Distance Education Committee should evaluate Etudes training The Banner User Group should evaluate the Banner applications training.
Date of Evaluation
Specific to training sessions

Goal #10: Develop a plan to use technology to support the college's "greening" efforts

Details
In the past, the college's efforts at "going green" have been few and far between. Recycling is still not prevalent across campus. There are many ways that the college can become more energy and resource efficient using technology, and a plan needs to be developed to support these efforts. Many committees, for example, are going paperless. This idea could be extended to all campus communications. Programs like ImageNow would allow the college to do the majority of paperwork online. Web portals, Etudes, and server technology can also be used to distribute all classroom materials to students to cut down on the amount of paper used in classes. More energy efficient power strips and light bulbs could be added to classrooms to save energy, and our outdated technological equipment can be better recycled. These are just a few ideas that be added to a future greening plan. These ideas (and others) could save the college money, could save employees and students time and energy, and they could help to save the environment.
Training
IT and Distance Education can provide training for whatever programs that are used in these efforts.
Administrator in Charge of Implementation
Evaluated By
The Greening Committee will lead the evaluation of this effort.
Date of Evaluation
December 2010

RESPONSE TO RECOMMENDATION SIX

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 develop a process to evaluate them and use the results of evaluation for improvement, (IV.A.2; IV.A.5)

District Response

IVC is composed of a multifaceted, shared governance process that allows for classified and academic points of view, exchanges, and collaboration from all groups in the institution. 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. A college-wide approach is critical in encouraging wide participation.

At the end of the spring semester, the evaluation team, appointed by the Educational Master Planning Committee (EMPC), reviewed the organizational structure of the college as it related to the planning processes. ***(See Doc. R1.10)*** The team's recommendations to improve the planning flow were submitted to the EMPC, and those recommendations were ultimately incorporated into the Educational Master Plan (see Charts A, B and C, pages 11, 12 and 13, respectively). ***(See Doc. R1.10, Doc. TA.2)*** Chart A represents IVC's 2009-2010 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. Chart B reflects the 2009-2010 Program Review Planning Stream. These charts were submitted to the Superintendent/President and subsequently approved by the Board as part of the EMP.

There was concern among various groups on campus regarding the overlap of duties among committees. These groups attended the Executive Council meeting to address the problem. This meeting resulted in several of the following recommendations:

1. Create a "Marketing Committee" to be responsible for the Marketing Plan.

2. Create a "Staffing Committee" to be responsible for the Staffing Plan.

3. Merge the "Staff Development Committee" and the "Flex Committee" to become one "Professional Development Committee," responsible for the Professional Development Plan.

4. Revise the structure of the Technology Council to ensure that there is a focus on both administrative and instructional technology needs.

5. Merge the “Greening Committee,” “Environmental Health & Safety Committee,” “Campus Beautification Committee,” and the “Campus Operations & Facilities Planning Committee” into one committee: “Facilities & Environmental Improvement Committee.”

6. Realign the planning process so that the “Planning and Budget Committee” makes recommendations to the College Council, Academic Senate, and the EMPC.

Chart C represents the proposed shared governance structure that came from these recommendations. This chart will go to the College Council for discussion on September 14, 2009. The proposed revisions are also scheduled to be reviewed and approved by the Academic Senate.

LIST OF EVIDENCE DOCUMENTS

Timeline of Activities

Doc. TA.1 2008-2009 Program Review Pilot Documentation

Doc.TA.2 2009-2010 Educational Master Plan Appendix Appendices:

Appendix A: 2009-2010 Annual Program Reviews
Appendix B: 2009-2010 Comprehensive Program Reviews
Appendix C: Subcommittee Reports and Summaries
Appendix D: Subcommittee Recommendations
Appendix E: Thaw Committee Staff Rankings
Appendix F: Ten-Year Facilities Plan

Doc.TA.3 Instructional Council Minutes, 11/21/08

Doc.TA.4 Educational Master Plan Committee Minutes, 1/14/09

Doc.TA.5 Board Minutes, _____

Doc.TA.6 SLO Workshops

Doc.TA.7 Academic Senate Minutes, College Council Minutes _____

Doc.TA.8 Educational Master Plan Committee Minutes, 2/20/09

Doc.TA.9 Educational Master Plan Committee Minutes, 3/6/09 and 3/20/09

Doc.TA.10 Academic Senate Minutes, College Council Minutes

Doc.TA.11 SLO Data

Doc.TA.12 2009-2010 Tentative Budget

Doc.TA.13 Educational Master Plan Committee Minutes, 4/3/09

Doc.TA.14 Academic Senate Minutes, College Council Minutes _____

Doc.TA.15 Board Minutes _____

Doc.TA.16 Academic Senate Minutes, College Council Minutes _____

Doc.TA.17 Instructional Council Minutes, 7/22/09

Doc.TA.18 Timeline and Task List

Doc.TA.19 SLO Plan

Doc. TA.20 Educational Master Plan Committee Minutes, 8/28/09

Doc.TA.21 Program Review Timeline and Notice to Programs/Departments

Doc.TA.22 Academic Senate Minutes, College Council Minutes

Doc.TA.23 Board Minutes

Response to Recommendation One

Doc. R1.1 2009-2010 Educational Master Plan

Doc. R1.2 Strategic Plan

Doc. TA.12 2009-2010 Tentative Budget

Doc. TA.19 SLO Plan

Doc. R1.3 Facilities Plan

Doc. R1.4 Technology Plan

Doc. R1.5 Staffing Plan

Doc. R1.6 Marketing Plan

Doc. R1.7 Professional Development Plan

Doc. R1.8 Educational Master Plan Committee Minutes, 5/13/09, 5/5/09

Doc. TA.2 2009-2010 Educational Master Plan Appendices (Appendices C and D)

Doc. R1.9 Academic Senate Minutes, College Council Minutes

Doc. R1.10 Academic Senate Minutes, College Council Minutes

Doc. R1.11 Board Minutes

Doc. R1.12 Educational Master Plan Committee Minutes, 9/18/09

Doc. R1.13 Assessment of 2008-2009 Goals and Objectives Draft

Response to Recommendation Two

Doc. R2.1 SLO Now and Later Plan

Doc. R2.2 SLO Cycle and Assessment Forms

Doc. R2.3 IVC Outcomes Newsletter

Doc. TA.6 SLO Workshops

Doc. R2.4 SLO Committee Agenda and Minutes

Doc. R2.5 SLO 2008-2009 Binder

Doc. R2.6 IVC Program Grid

Doc. R2.7 “Strive for Five” Instruction Sheet

Doc. R2.8 Three-Year Timeline for Student Services, Three-Year Timeline for Instruction

Response to Recommendation Four

Doc. R4.1 SLO 2008-2009 Binder

Response to Recommendation Six

Doc. R1.10 Educational Master Plan Committee Minutes, 5/13/09, 5/15/09

Doc. TA.2 2009-2010 Educational Master Plan Appendices (Appendices C and D)