IMPERIAL VALLEY COLLEGE

50th Logo

Midterm Report

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

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

March 15, 2010

Midterm Report

Submitted by

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

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
March 15, 2010

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

IMPERIAL VALLEY COLLEGE
CERTIFICATION OF THE ACCREDITATION MIDTERM REPORT

Date: March 15, 2010

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

The Accreditation Midterm 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 Accreditation Midterm Report accurately reflects the nature and substance of this institution

Signed:

	/2010
Ed Gould, Ed. D., Chief Executive Officer	Date
	/2010
Jerry Hart, President, District Board of Trustees	Date
	/2010
Steven Sciaky, President, Associated Student Government	Date
	/2010
Kevin White, President Academic Senate	Date
	/2010
Gaylla Finnell, President, CCA/CTA/NEA	Date
	/2010
John Abarca, President, CSEA, Chapter 472	Date
	/2010
Dr. Michael Heumann, President College Council	Date

TABLE OF CONTENTS

STATEMENT ON REPORT PREPARATION

District Preparation of Midterm Report

<u>Overview</u>

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. The second report was submitted on October 15, 2009, with a response from the Commission on January 12, 2010 continuing the "warning status" until the completion of the Midterm Report with the inclusion of progress made on Recommendations 1, 2, 3, 4, 5, and 6 and on self-identified issues from the 2007 Self-Study.

<u>Report Preparation</u>

Kathy Berry, CIO and the accreditation liaison officer and chair of the Educational Master Plan Committee, appointed a representative working group for the preparation of the Midterm Report. The membership consisted of representatives from shared governance committees; i.e. SLO Committee, College Council Committee, Academic Senate, Educational Master Plan Committee, Technology Planning Committee as well as department chairs, support staff, and members of the Administrative Council.

<u>Work Group</u>

Shared Governance
      Kevin White, President, Academic Senate
      Dr. Michael Heumann, President, College Council and Distance Educ. Committee Chair
      Dr. Toni Pfister, SLO Committee Chair
      Frank Rapp, Basic Skills Coordinator
      Steven Sciaky, President, Associated Student Government
      Dr. James Patterson, Academic Senate Member

Administrative Services
      Dr. Ed Gould, CEO
      Vikki Carr, Executive Administrative, CEO Office

Travis Gregory, Assoc. Dean of Human Resources
Dr. Robin Ying, Dean of Technology/CTO
Dawn Chun, Interim Director of Research, Planning, and Grants Management

Instructional Services
Kathy Berry, Chief Instructional Officer (CIO)
Linda Amidon, Administrative Assistant, CIO Office
Efrain Silva, Dean of Instruction Economic Development and Applied Sciences
Tina Aguirre, Assoc. Dean of Nursing and Allied Health Technologies and Fire Science
Dr. Taylor Ruhl, Assoc. Dean of Library Sciences and Learning Services
Valerie Rodgers, Division Chair Business and Director Accessing Community College
Education by Strengthening Student Outreach (ACCESO) Project
David Zielinski, Division Chair English
Dr. Lianna Zhao, Division Chair Science, Math, and Engineering
Dr. James Patterson, Academic Senate Member

Business Services
John Lau, Chief Business Officer (CBO)
Mary Carter, Administrative Assistant, CBO Office
Carlos Fletes, Director of Fiscal Services

Student Services
Dr. Victor Jaime, Chief Student Services Officer (CSSO)
Lou Ayon, Administrative Assistant, CSS Office
Jan Magno, Dean of Financial Aid and State Programs
Carol Lee, Director of Transfer Center and C&I Chair

Timeline of Planning Activities 2008-2010

Key activities have taken place at Imperial Valley College since October 2008 that relate to recommendations the college has received from the Commission. Below is a timeline of those activities:

October 2008

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

November 2008

- Researcher provides data to programs/departments scheduled to complete comprehensive program review during the 2008-2009 academic year. (See Doc. TA.2)
- 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 evaluates 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)
- CEO 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)

January 2009
- Designated programs/departments submit comprehensive program reviews to EMPC. (See Doc. TA.2)
- 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 and Doc. TA.8)
- EMPC subcommittees submit summaries of staffing, facilities, technology, professional development, marketing, and SLO needs to full EMPC. (See Doc. TA.2, Doc. TA.9)
- 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.9)
- EMPC subcommittee makes recommendations with regard to program review forms and process. (See Doc. TA.9)

March 2009

- EMPC subcommittees submit prioritization recommendations for 2009-2010 EMP. (See Doc. TA.10 and Doc. TA.11)
- Shared governance committees and CEO apprised of progress on EMP. (See Doc. TA.12 and Doc. TA.13)
- Academic Senate discusses shared governance committee structures (See Doc. TA.13)
- SLO pilot project implemented for identification and assessment of program student learning outcomes. (See Doc. TA.14)

- Programs/departments input annual program review budget information into database system, which becomes the tentative budget. (See Doc. TA.2, Doc. TA.15)
- EMPC appoints teams to evaluate 2008-2009 planning process. (See Doc. TA.16)

April 2009

- Business Office compiles "draft" of tentative budget. (See Doc. TA.15)
- Evaluation teams report findings to EMPC and make recommendations for improvement of program review process. (See Doc. TA.16)

May 2009

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

June 2009

- Shared governance committees review EMP. (See Doc. TA.17 and Doc. TA.18)
- Board of Trustees approves EMP. (See Doc. TA.19)
- Shared governance committees review tentative budget. (See Doc. TA.17 and Doc. TA.18)
- Board of Trustees approves 2009-2010 Tentative Budget. (See Doc. TA.19)

July 2009

- EMPC Chair appoints Progress Report writing team. (See Doc. TA.20)
- Progress Report writing team meets to define goals and assign writing tasks. (See Doc. TA.21)
- SLO Coordinator compiles course and program data and updates SLO Plan. (See Doc. TA.22)

August 2009

- EMPC meets to evaluate 2008-2009 and 2009-2010 program review processes. (See Doc. TA.23 and Doc. TA.24)
- EMPC meets to initiate the 2010-2011 planning process and to review and evaluate goals and objectives for 2010-2011. (See Doc. TA.23)
- EMPC makes committee assignments to ensure finalization of resource plans and strategic plan. (See Doc. TA.23)
- 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, and directors. New format for Annual and Comprehensive Program Reviews finalized. (See Doc. TA.25)

September 2009

- Faculty and staff begin development of SLO program grids. (See Doc. TA.14)
- EMPC works with administration to provide training to all staff involved in completing annual and comprehensive program review forms. (See Doc. TA. 26)
- Vice presidents and researcher provide data to programs/departments scheduled to complete Comprehensive Program Review. (See Doc. TA. 27 and Doc. TA.28)
- Business Office and IT provide budget template and guidelines to campus community for development of the Annual Program Review for 2010-2011. (See Doc. TA.29)
- EMPC begins evaluation of 2008-2009 EMP goals and objectives (See Doc. TA.24 and Doc. TA.28)

October 2009

- Final drafts of new and updated resource plans and the Strategic Plan reviewed and accepted by shared governance committees(See Doc. TA.30, Doc. TA.31 and Doc. TA.32)
- Final drafts of resource plans and the Strategic Plan approved by Board. (See Doc. TA.33)
- Programs/departments begin development of Comprehensive Program Review for 2010-2011. (See Doc. TA.34)
- Shared governance committees review and accept the Progress Report 2009. (See Doc. TA.30, Doc. TA.31 and Doc. TA.32)
- Board of Trustees review and approve Progress Report 2009. (See Doc. TA.33)
- Progress Report 2009 presented to the Accrediting Commission for Community and Junior Colleges. (See Doc. TA.35)
- EMPC continues evaluation of 2008-2009 EMP goals and objectives. (See Doc. TA.34 and Doc. 36)

November 2009

- EMPC finalizes evaluation of 2008-2009 EMP goals and objectives. (See Doc. TA.24, Doc. TA.34 and Doc. TA.36)

December 2009

- CIO reminds Administrative Council of upcoming Midterm Report (See Doc. TA.37)
- Programs/Departments printed and/or electronically submit Annual Program Reviews to CBO, CIO, CSSO. (See Doc. TA.32)

January 2010

- CIO/EMPC Chair appoints Area Leads to facilitate development of Accreditation Mid Term Report (See Doc. TA.39, Doc. TA.41)
- Designated programs/departments submit printed and/or electronic Comprehensive Program Reviews to EMPC through CBO, CIO, CSSO. (See Doc. TA.40)

February 2010

- CBO, CIO, CSSO review Annual Program Reviews and forward complete reviews to EMPC. (See Doc. TA.41 and Doc. TA.42)
- SLO Workshop held to develop program SLOs. (See Doc. TA.43)
- EMPC subcommittees review annual and comprehensive program reviews, summarize, and make recommendations for prioritization of staffing, facilities, technology, professional development, and marketing committees.
  (See Doc. TA.41, Doc. TA.42, Doc. TA.46)
- EMPC evaluates subcommittee reports. (See Doc. TA.42 and Doc. TA.46)
- EMPC subcommittees evaluate annual and comprehensive program review processes for viability. (See Doc. TA.41 and Doc. TA.42)
- CEO receives ACCJC Action Letter, February 3, 2010 (See Doc. TA.44)
- CIO Training on FTES and FTEF to Instructional Council (See Doc. TA.45)
- First Draft of Midterm Report submitted to EMPC Chair, 2/19/10
- Editing of Midterm Report complete, 2/25/10
- Midterm Report presented to CEO, 2/25/10
- Reorganization of discussion continues with Administrative Council 2/23/10 (See Doc. TA.47)

March/April 2010

- Educational Master Plan updated and submitted to the campus community through the shared governance process.
- Resource plans and Strategic Plan to be updated through shared governance process based on the educational master planning input
- Midterm Report approved by all campus groups   March 4, 2010
- Midterm Report presented at Board Meeting   March 8, 2010
- Midterm Report submitted to Commission   March 15, 2010

Signed:

_____/2010
Ed Gould, Ed. D., Chief Executive Officer   Date

RESPONSE TO TEAM RECOMMENDATIONS AND THE COMMISSION ACTION LETTER

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.

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. After a pilot in 2007-2008, IVC completed an entire program review and planning cycle in 2008-2009 and has moved to a culture of collaboration and integrated planning. The process enhanced the effectiveness of IVC's 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. TA.2, Doc. TA.24, Doc. R1.1, Doc. R1.2, Doc. R1.3, Doc. R1.4, Doc. R1.5, Doc. R1.6, R1.7, R1.8)

During 2008-2009 and 2009-2010 institutional planning at Imperial Valley College amplified the focus on the goals of supporting student learning, increasing student success, and improving institutional effectiveness. The process has involved all college and district constituencies, and the campus community has worked to ensure broad participation and collaboration. Community input, visioning, environmental scans, research data, compliance issues, local industry demands, and experience have driven the program review processes. Through these processes, priorities were established for technology, facilities, staffing, professional development, SLOs, and marketing. IVC's Educational Master Plan (EMP) is also developed from this process, establishing recommendations that have become the basis for updating all resource plans – facilities, technology, staffing, marketing, and professional development plans. 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. TA.2, Doc. TA.24, Doc. R1.1, Doc. R1.2, Doc. R1.3, Doc. R1.4, Doc. R1.5, Doc. R1.6, R1.7, R1.8, Doc. TA.30, Doc.TA.33, Doc. TA.41, Doc. TA.42, Doc. TA.46)

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 and is updating the plan for 2010-2011, based on institutional priorities for facilities, technology, staffing, professional development, marketing, and SLO needs as identified in program review documents. The Strategic Planning Committee reviews the stated priorities and strategies (outlined in the EMP) and updates the Strategic Plan. (See Doc. TA.2, Doc. TA.24, Doc. R1.1, Doc. R1.2, Doc. R1.3, Doc. R1.4, Doc. R1.5, Doc. R1.6, R1.7, R1.8, Doc. TA.30, Doc.TA.33, Doc. TA.41, Doc. TA.42, Doc. TA.46)

The EMP priorities and strategies are also reviewed by the following committees to update the goals and objectives in their resource plans:

> Technology Planning Committee
> Facilities Committee
> SLO Committee
> Staffing Committee (new committee in 2009)
> Professional Development Committee (previously two committees: "Staff Development Committee" and "Flex Committee")
> Marketing Committee (new committee in 2009)
> 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. TA.2, Doc. TA.30, Doc. TA.32, Doc. TA.33))

Chart A

2009 - 2010
Imperial Valley College
Planning Process

Strategic Plan
Mission, Vision, Trends & Goals

Technology Plan

Marketing Plan

Facilities Plan

Educational Master Plan
(Goals & Priorities assessed & updated annually)

Budget / Fiscal Plan

SLO Plan

Professional Development Plan

Staffing Plan

Business Services Review

Institutional Services (President's Office) Review

Department Program Review

Department Pgm Review

Self Assessment Part I - Yearly Part II - Every 3 yrs

Student Services Review

Academic Services Review

Self Assessment Part I - Yearly Part II - Every 3 yrs

Department Pgm Review

Department Program Review

Self Assessment Part I - Yearly Part II - Every 3 yrs

Self Assessment Part I - Yearly Part II - Every 3 yrs

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

Chart B

2009 – 2010 Program Review Planning Stream

Board of Trustees

Superintendent/President

Strategic Planning Committee

College Council

Academic Senate

Educational Master Planning Committee

Planning and Budget Committee

Facilities Committee

Marketing Committee

Professional Development Committee

Staffing Committee

SLO Committee

Technology Committee

The third chart represents the shared governance structure for IVC, which was approved by the College Council on September 14, 2009 and by the Academic Senate on September 16, 2009 (see Chart C). The structure of the shared governance committees was revised to enhance collaboration of campus constituencies for a more effective planning cycle. These recommended revisions included a Marketing Committee and a Staffing Committee, both new committees that are responsible for developing the marketing and staffing resource plans for the District. The revision also included merging the Staff Development Committee and the Flex Committee to form one committee responsible for creating the professional development resource plan. The new structure was approved by the Board as part of the 2009 Progress Report on October 14, 2009. (See Doc. R1.8, Doc. R1.9, Doc. R1.10, Doc. TA.12, Doc. TA.13, Doc. TA30, Doc. TA.32, Doc. TA.33)

Chart C

SHARED GOVERNANCE PLANNING PROCESS
2009-2010
Proposed Flow Chart
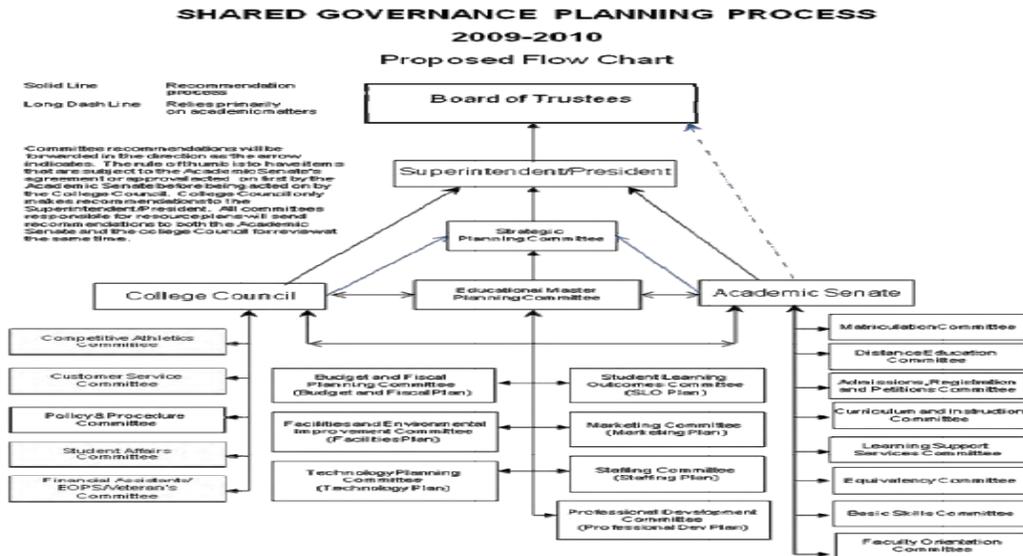
Processes

Since 2008-2009, district-wide educational master planning at the college has started with generating institutional planning goals, basing these goals on the District's mission, purpose and values. In 2009-2010, Goal 1 focused on student success and student learning outcomes; Goal 2 focused on student retention; and Goal 3 focused on institutional effectiveness. (See Doc. TA.2, Doc. TA.20)

Working from the institutional planning goals, a two-phase program review process has been implemented. The first phase is an annual review in which all departments and programs identify and justify 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. (See Doc. TA.2, Doc. TA.12)

The second phase entails a Comprehensive Program Review. A three-year cycle has been designed whereby the comprehensive review is to 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. This comprehensive review also includes an assessment of SLO progress. 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. (See Doc. TA.2, Doc. TA.12, Doc. TA.19, Doc. TA.23)

In 2008-2009, 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. Shared governance groups were apprised of the progress on the EMP in meetings from March through June. The CEO received the EMP in May, and it was approved by the Board of Trustees on June 17, 2009. The Educational Master Plan became the basis for the District's Strategic Plan and the other previously listed resource plans. (See Doc. TA.2, Doc TA.15, Doc. R1.1)

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 developed new staffing, marketing, and professional development plans. The strategic plan was also updated and 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. The assessment was reviewed by committee members and a final draft developed. (See Doc.TA.2, Doc R1.11, Doc. R1.12, Doc. R1.14, Doc. TA.30)

Process Evaluation and Recommendations

The EMPC appointed teams to evaluate the effectiveness of IVC's Program Review processes, which offered several recommendations for implementation in the 2009-2010 year. Below is a review of the progress the college has made.

1. A Web-based centralized document repository was rolled out in October 2009 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. Training for the new format was completed in October. (See Doc. TA.21)

2. The new Web-based repository provided space for justifying requests for budget dollars for staffing, technology, marketing, facilities and professional development to facilitate the prioritization of requests. (See Doc. TA.29)

3. The new Web-based format provided a way to link SLO and compliance expenses into applicable account codes in the budget template. (See Doc. TA.29)

4. The EMP Committee worked with the Institutional Researcher to ensure data was presented in a standardized manner and that core data was consistent. This was completed prior to rolling out the revised Comprehensive Program Review form, smoothing the progress with data analysis. (See Doc. TA.24)

5. A small subcommittee modified the Comprehensive Program Review forms to clarify the three distinct sections. (See Doc. TA.40)

    a. Past: An evaluation of the program's performance over the past three academic years;
    b. Present: A snapshot of the program's status at the beginning of the existing year; and
    c. Future: A description of the program's goals and objectives for the current and the following two academic years.

6. The revised Comprehensive Program Review instructions ensure that programs 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. Objectives must be specific, measurable and achievable, since their achievement will be assessed at the end of the next three-year cycle. (See Doc. TA.23, Doc. TA.28)

7. The revised Comprehensive Review form includes requirement for both a qualitative and quantitative analysis of how the program met the EMP goals and objectives, in addition to program-specific objectives. (See Doc.TA.23, Doc. TA.28)

8. The successful completion of the Comprehensive Program Review has been monitored. (See Doc. TA.28, Doc. TA.34, TA.36)

9. Training was provided to area leads on use of data in Enlighten reports, standardized data provided in Comprehensive Program Review, as well as what additional data to consider in a Comprehensive Program Review. The CIO provided training on the use of FTEs and FTEf to the Administrative Council. (See Doc. TA.45)

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 Institutional Research Office provides every department and division with course retention and success rates, enrollment, fill rate, FTEs, FTEf, FTEs/FTEf, grade distribution, and number of sections data 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. The evidence included with this report includes a pictorial view of the overhauled planning process, sample SLOs and SAOs, examples of data provided to departments and divisions, and the two Progress reports to the AACJC

Board reflecting the improvements in the planning process. (See Doc. TA.27, Doc. TA.38, Doc. TA.40)

> 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

October 2009 Progress Report

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 year end 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 at http://www.imperial.edu/index.php?pid=4268. 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. (See Doc. R2.4)

After a review by the ACCJC 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 taken 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, the college 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, the college continues to work 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, a SLO program grid was piloted. (See Doc. R2.6) The Grid was designed to evaluate how well courses in degree and certificate programs assess our five Institutional Student Learning Outcomes (ISLOs). Also being designed is a grid

that will measure how well the general education (GE) program, as broken down by IVC, UC, and CSU general education requirements and will assess student acquisition of the five ISLOs. A subcommittee of the SLO Committee has met monthly 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. The instructions and accompanying forms were completed and disseminated in early October 2009.

Program-level SLOs were 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 after the forms were completed. During the evaluation process, recommendations were made and the form was revised to more clearly connect SLOs to resource allocation. An SLO section was also added to the comprehensive program review and includes the SLO program grid and a three-year timeline for the SLO assessment cycle.

Non Instructional Program Level SLOs: Seventeen non-instructional departments were identified, and all submitted outcomes and assessments in the fall of 2008. Fourteen completed SLO assessment cycles by September 10, 2009. (See Doc. R2.5) While workshops and documents have been designed for all programs on campus, some non-instructional programs requested forms tailored more to their specific needs. Thus, a program-level SLO form was 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 were utilized.

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

Work at the course level has continued with faculty members identifying additional outcomes and assessments and including the SLOs on their syllabi. Once the new CurricUNET system is fully implemented, the college will be able to easily include SLOs as an attachment to the course outlines of record stored in CurricUNET allowing quick access for staff and faculty. Besides supporting faculty and staff with course-level and non-instructional program SLOs, the college is 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 directed 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 began reviewing outcomes and assessments. Additionally, a more detailed SLO timeline is being developed. It will coordinate SLO outcomes and SLO assessments to program review. In order to receive campus-wide input, the SLO timeline is being discussed at

meetings of the Academic Senate, Curriculum & Instruction Committee, EMPC, and SLO Committee.

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 ensuing 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, the college is 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 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 institutional planning processes, such as program review and resource allocation. This was accomplished with the new program review
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 for Student Learning Outcomes at Imperial Valley College

Spring 2008:
- The Academic Senate elected a coordinator for SLOs.
- The coordinator attended Southern Region SLO meeting at Mira Costa College.
- The inaugural SLO 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 the Instructional Dean's and SLO Coordinator's Office.
- Outreach workshops were completed in all instructional and non-instructional departments.

Spring 2009
- 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 ACCJC stating that, the college 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.

District Advancements Since Fall 2009
The SLO committee planned and offered a workshop in January on Program SLO's. Ten areas of the campus were represented by the attendees. Faculty attendees agreed to help with Program SLOs in their areas and are starting with program-level SLOs and Institutional SLO Grids with a due date set at the end of spring semester. (See Doc. TA.6)

A survey was conducted of the fall course syllabi to determine the inclusions of SLOs. The results of the survey revealed that 52% included SLOs, the majority of which were from full-time faculty. As a result of the survey findings, part-time faculty will be the target audience for future workshops to include SLOs in course assessment, evaluation and recommendation for improvement. A review of the non-instructional program outcomes, now called Service Area Outcomes (SAOs), completed for the 2008-2009 school year indicated 89% of the non-instructional programs have completed SAO Cycle Assessments. (See Doc. R2.9, Doc. R2.10, Doc. R2.11, Doc. R2.12, Doc. R2.13)

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

District Response
The college satisfied this recommendation by revising its printed schedules, the 2009-2010 catalog, as well as its online publications. (See Doc. R3.1) The policies and areas in the catalog addressing sexual harassment, availability of financial aid, and acceptance of transfer credit are undergoing their annual review process. (See Doc. R3.2) Any changes that affect articulation

and transferability are presented in a yearly report generated by the Articulation Officer and distributed to four-year institutions and other appropriate campus entities. (See Doc R3.3 and Doc. R3.4) In addition, Student Services areas monitor the catalog each year to ensure that information about policies affecting students are complete, accurate, and easy to find. While financial aid information has always been included in the catalog, the index and table of contents now make it easier for students to locate. (See Doc. R3.5)

> <u>Recommendation 4:</u> 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.

District Response

During the spring 2008 semester, the college surveyed students in a variety of classes, both day and evening, face-to-face and online, and classes from a variety of disciplines. Six hundred forty-eight students were surveyed and 65 questions were asked regarding all IVC programs, both instructional and student support. The results have been used for Program Review, Educational Master Plan, and Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) development and assessment. A revised survey will be administered again in spring 2010 in order to again include the student voice in our assessment process. (See Doc. R2.11, Doc. R2.12, Doc. R2.13, Doc. R4.1)

SLOs/SAOs are part of the annual and triennial Program Review process which is directly linked to the budget development process. 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, additional completed SAO Cycle Assessments were submitted from Service Areas: 16 of 17 Service Area Outcomes were completed for 2009-2010 school year. In addition, five new Service Areas were identified. For the 2009-2010 school year, 22 non-instructional departments will complete SAOs. 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. (See Doc. R2.11, Doc. R2.12, Doc. R2.13, Doc. R4.1)

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.

District Response

October 2009 Progress Report

Based on the evaluation of the 2008-2009 Technology Master Plan, it was determined that the technology goals originally outlined in that document focus 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. Expanded training in computer and web application, wireless access across campus, and network and server security and stability were seen by the Educational Master Plan Committee (EMPC) and by the program review process to be central to the college's future success, and they are central to the goals set forward in the Technology Master Plan 2009-2011 (See Doc. TA.2, Doc. R1.5)

Additionally it was determined that a clearer evaluation process needs to be established to ensure not only that essential goals are met but that those goals effectively serve the campus community . Goal # 1 of the TMP 2009-2011, for example, is to establish a wireless network across campus. An evaluation was conducted by the Distance Education Committee to assess not only whether the network is installed, but how effectively it meets the needs for which it was designed: namely, to enable students and staff safe and secure access to the Internet for any point on campus. The assigned evaluators, in conjunction with the campus technology leads and the EMPC, will develop the documents used to evaluate each goal. (See Doc. S1.3, Doc. S1.4, Doc. R5.1, Doc. R5.2, Doc. R5.13)

One of the first documents written in response to the original requests of the Accreditation Team was the Technology Master Plan 2006-2009 (TMP 06-09). This 32 page document presented six clear goals that were based on a prioritized three-fold vision about the role of technology at the college: to serve instruction; to support expansion; and to maintain day-to-day campus operations.

Although this plan was well-received by the college, it was developed prior to the restructuring of the college planning process. As the new planning process evolved, new reporting structures were created culminating in the development of the new Educational Master Plan (EMP) and Educational Master Plan Committee (EMPC) and the resource plan subcommittees. After the EMPC receives all annual and comprehensive program reviews, the EMPC appoints resource plan subcommittees for technology, facilities, staffing, professional development, marketing, student learning outcomes, and budget and planning.

In Spring 2009, The EMPC appointed a subcommittee to review and evaluate the technology sections of the annual and comprehensive program reviews and their associated budget costs. The initial summation, recommendations, and a revised Technology Master Plan 2009-20211 (TMP 09-11), was submitted to the EMPC. (See Doc. TA.2, Doc. R5.1) In the current cycle of program reviews, the technology subcommittee reviewed the TMP 06-09 and TMP 09-11 along with the information and data in the current program reviews. The technology subcommittee will finalize the updated Technology Master Plan 2010-2013 (TMP 10-13) with findings, alignment details, and status and submit to the EMPC by March 1. The vision of a unified and cohesive planning structure for the technology that would realistically drive the budget was beginning to become a reality, and this evolving process is evident in the continual evaluation of technology goals and objectives. (See Doc. R5.   , Doc. R5.   )

District Response on Advancements since Fall 2009

Planning Process Infrastructure

Currently, the technology planning process has been assimilated into the processes of the college and is fully implemented. High-lighting and driving the process is the use of data in planning and decision-making. The Institutional Research Office provides every department and division with standardized data (e.g., retention rates, success rates, and enrollment percentages), and the IT Department presents the enrollment data together with the cost information. These data drive the Program Review process. Coupled with the use of data is the integration of Student Learning Outcomes and Service Area Outcomes adopted by each department, division, and support area of the College.

In the revised Program Review process, the Program Lead identifies needs along with expected costs, a clear rationale, and specific justification. The Program Review process feeds information and specific data to the Educational Master Plan Committee to develop and update their plan—e.g., the Staffing Plan, Professional Development, the SLO Plan, the Facilities Plan, the Marketing Plan, and the Technology Plan. When the resource plans are completed, they are forwarded to the appropriate shared governance bodies for review and approval as recommendations, and then this material is forwarded to the Budget and Fiscal Planning Committee, the CEO, and ultimately the Board of Trustees. A five-year budget analysis was developed to aid in the review of the college's financial profile. 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.

Through the new Program Review and Educational Master Plan processes, important issues were identified that could be dealt with effectively utilizing the new planning apparatus developed by the college. For example, it was determined that the college should establish a wireless network across campus. The installation was completed in Fall 2009, and an evaluation was set for 2010. The evaluation was handled by the DE Committee in conjunction with the IT Leads and the EMPC. The evaluation assessed the effectiveness of the network in

enabling students and staff to access the Internet from any point on campus. This evaluative process, as a potential tool, will be evaluated for use as a model for other evaluative processes in the campus community (DE Committee minutes 2-17-2010). In addition, the development, completion, and evaluation of this wireless project was facilitated and focused by the newly created planning process.

The technology planning effort includes goals designed to better align technology with the college's budgeting processes and staffing. In addition, technology planners see the need for continued integration among Information Technology, Distance Education, Academic Services, and the shared governance structure on campus. These and other technology concerns can now be addressed efficiently and purposefully utilizing the new planning apparatus.

In addition, the administrative structure of the IT department was revised in 2008, and it is now more appropriate for the expansive technology needs of a growing campus. In addition, the college hired a Director of Applications, a Director of Technology Services, a Webmaster, and a Microcomputer Technician. The college provided module- and application-specific training to IT and HR staff, as well as staff in the Business and the Academic Services offices. As new applications have been installed, training has been provided for such tools as CurricUNet and DegreeWorks.

Resource Support

The college has sustained a commitment to the advancement of technology that supports instruction in the classroom, instruction's administrative requirement, campus wide communication, and the integration of these practices. However, information technology resources are driven by the IT department's program review and the college community input via all other program reviews. Human and capital resources related to technology have improved over the past three year and as the need to acquire resources for future growth and issues of technological complexity increases, the current program review process and related shared governance's committee structure key. (See Doc. TA.2)

Briefly, the Banner modules and adjunct software modules have been acquired and maintained to improve instruction and institutional effectiveness since the college converted to Banner in 2005. Section three of the TMP 10-13 has an in-depth review for the ten objectives related to the Banner ERP system.

- The XtenderSolutions facilitates indexing of stored images to associate them with the corresponding Banner record. Its need was first established by the Financial Aid department in 2005. The system was put in production in June 2006. Subsequently, the Instruction Office, Human Resources, and the Admissions &Records Department joined the use of the system. Up through today, about 262GB of image data has been scanned and stored in the system.

- The Fixed Asset Module, which assists in tracking/inventorying at delivery, was determined as necessary by the Planning and Budget committee based on the needs of the Business Office. The module entered production in Banner in November 2006, the fixed-asset list upload was completed in December 2007, and user training was completed in January 2008.

- The Argos Report System permits improved report writing through data extraction from Banner. It was first recommended for purchase by the Institutional Research area. The ACCESO grant supported the acquisition of the system in April 2007. The installation was completed two months later, in June 2007. A comprehensive user training, with over 30 attendees, was completed in January 2008. Since then, many data blocks and reports were written to support the reporting needs from various organizations. Among the most used report is the Course Scheduling Report. It gives a real-time view of the registration status in each class together with the course catalog information and cross-listed classes if any. Counselors have been using this report tool to give student advice on still-available classes during registration periods.

- The DegreeWorks system provides a Web-based user interface allowing students to conduct "what-if" scenarios for various majors. Also, academic advisors can create automated Student Education Plans (SEP), and Admissions and Records evaluators can utilize automated instead of manual degree and certificate final evaluations.

  DegreeWorks academic planning tools and real-time counseling features provide academic advisors with consistent and accurate academic records for each student, and these tools eliminate manual tasks so the counselors can provide more effective advising while contributing to student retention.

  Through aggregated course data, DegreeWorks can also provide administrators with key metrics for planning academic programs and understanding emerging enrollment trends.

  The DegreeWorks system was acquired with a combination of District and ACCESO funds in December 2007. System installation was completed in September 2008. Catalog scribing and user training was completed in September 2009.

- The implementation of the Banner Payroll module is very complex. Therefore, it was scheduled as a three-year project. The first step is to implement the Position Control module. The Position Control module works closely with the Human Resources module to support the processing of employee job and biographic/demographic information, student and student-employee enrollment verification information, and data for salary planning. In addition, this module computes faculty load, 1099-R reports, 1042-S reports, W-2 reports, and the IPEDS reports. The Position Control module implementation is still in progress.

- A methodology for Enrollment Management and faculty load reporting was achieved through the Enlighten Program system written by a contract software engineer. The system allows academic areas to run projection scenarios and set enrollment targets based on the course schedules. This reporting tool supported the CIO and CBO during the 2008-2009

budgeting process. It has also proven to be accurate and has allowed for a better alignment between instructional needs and budgetary accountability.

The enrollment management tool became very important during the State budget crisis in 2009 as it allowed division chairs to correlate courses with the new three-pronged focus: basic skills, CTE, and transferability—with consideration for programs that include mandated completions.

- The CurricUNET project is currently in its go-live phase and is anticipated to improve the accuracy and efficiency in the maintenance of course outlines and SLO data, while also providing a direct connection to the California Community College Chancellor's Office. The need for CurricUNET was determined by the Curriculum and Instruction Committee in November 2007 based on the desire to streamline the writing and evaluating of curriculum while also tracking SLOs.

  The CurricUNET system is based on the ASP model where the software is hosted by the vendor Governet.

- The ETUDES Course Management System is a Web-based application that supports the courses in the distance education program. The system is based on the ASP model where the software is hosted by the development organization ETUDES.org.   The usage fee is supported by the ACCESO grant.

  A student roster upload utility was developed and maintained by the IT department to retrieve student registration information from Banner and send the data to the ETUDES system for creating the student accounts.   An ETUDES shell-creation utility was also developed and maintained by the IT department to support the instructor shell creation for each semester.

  The evaluation of an alternative online course management system to develop a contingency plan was in Objective 2B of the TMP 2006-2009. The newly formed DE Committee is taking the responsibility for completing this objective.

- The need of a new main Web site for the College was determined as necessary by the Technology Planning Committee based on a widespread desire to improve design and functionality. The College has contracted a local Web site developer, Conveyor Group, to develop a Website content management system, Site Factory, as the platform for deploying the new College's main Web site. The new Web site went live in January 2008.   The Webmaster and the IT department are currently evaluating the platform for future growth.

- EasyGradePro software was determined as necessary by the ACCESO Project team based on a desire on the part of faculty to better utilize technology to record and post student grades. Regular training for Easy Grade Pro is made available in the Technology Training Center.

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

District Response

October 2009 Progress Report

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 2009 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. TA.28) 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 Doc. TA.2) The EMP's 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. The EMP Chart B reflects the 2009-2010 Program Review Planning Stream. These charts were submitted to the CEO 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. The EMP Chart C represents the proposed shared governance structure that came from these recommendations. This chart was approved by the College Council and Academic Senate in September 2009. (See Doc. TA.30, TA.32)

District Advancements Since Fall 2009
In Fall 2009, the college CEO 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 CEO 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. (Doc. R6.1, Doc. R6.2, Doc. R6.3, Doc. R6.4, Doc. R6.5)

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 reviews (Academic Senate in June 2009 and College Council in September-October 2009), committees were restructured or deleted and new committees formed. (See Doc. R1.9, Doc. R1.10)

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. (See Doc. R1.9, Doc. R1.10, R1.16)

RESPONSE TO SELF-IDENTIFIED ISSUES

Standard I

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

2007 Planning Agenda
IVC will continue to evaluate and improve institutional processes through open communication and institutional awareness.

District Response
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. (See Doc. R1.10, Doc. R1.11)

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. (See Doc. TA.24, Doc. TA.32, Doc. R1.9, Doc. R5.11, Doc. S1.1, Doc. S1.2, Doc. S1.3, Doc.1.4)

> Standard I.B.3. 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 analyses of both quantitative and qualitative data.

2007 Planning Agenda
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.

District Response

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. (See Doc. TA.1, Doc. TA.2, Doc. R5.3)

Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

2007 Planning Agenda
IVC will continue existing practice in this area. IVC will continue to utilize documented program results both in communicating with the community and to allow the college community to assess internal effectiveness.

District Response
The college provides effective placement test data, grade reports, and student progress to a cadre of constituencies. (See Doc. S1.5, Doc. S1.6, Doc. S1.7, Doc. S1.8)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. (See Doc. R5.3) 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. (See Doc. S1.5)

Two new programs emerged in 2009 to address issues found at placement. The Intensive Basic Skills and Language Acquisition program 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. (See Doc. S1.9)

2007 Planning Agenda
IVC will ensure that all committees continue to carry out their stated purposes.

District Response
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. (See Doc. R5.3, Doc. TA.29)

2007 Planning Agenda
IVC will continue existing practice in this area. IVC will continue providing programs to promote student success.

District Response
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. (See Doc. TA.38, Doc. TA.40)

Standard II
Standard II. A. Instructional Program

2007 Planning Agenda

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 facilities. In addition, the CIO will work with the Planning and Budget Committee to develop and implement an equipment replacement plan.

District Response

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 (See Doc. S2.1). 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. (See Doc. S2.2, Doc. S2.3) The C&I Committee prioritized list is forwarded to the Academic Senate and then to the college Thaw Committee as appropriate.

The Thaw Committee is an ad hoc committee comprised of shared governance members that was established at the CEO's request due to 2008-09 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. (See Doc. S2.4)

> Standard 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.

2007 Planning Agenda

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.

District Response
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. (See Doc. S2.5)

The Academic Senate began their plan development with 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. (See Doc. TA.17, Doc. S2.6, Doc. TA.32)

Standard 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. S2.7)

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. (See Doc. S2.8, Doc. S2.9, Doc. S2.10)

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 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. (See Doc. S2.12, Doc. S2.13, Doc. S2.14)

> Standard 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.

2007 Planning Agenda
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.

District Response
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 ISLOs and has progressed from course SLOs and non-instructional SLOs, to Service Area Outcomes (SAOs) and more recently the piloting of program SLOs. (See Doc. TA.17, Doc. S2.6, Doc. TA.32)

Communication regarding SLOs has also been improved, particularly though the use of electronic media. The SLO Website, http://www.imperial.edu/index.php?pid=3771, has evolved to include a newsletter, forms and SLO plans; committee mission and minutes; ISLOs, SLOs, and SAOs information; and multiple resources on accreditation, rubrics, and SLOs.

> Standard 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.
>
> Standard 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. R2.6, Doc. S2.15)

> Standard 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.

2007 Planning Agenda
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.

District Response

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%. (See Doc. S2.16) 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. (See Doc. R3.5). Data on student success and completion rates continues to be extracted from the Banner system through the Research and Grants Office. (See Doc. R5.3)

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

2007 Planning Agenda

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.

District Response

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. (See Doc. S2.17, Doc. S2.19, Doc. S2.20, Doc. S2.21, Doc. S2.22, Doc. TA.17, Doc. TA.32, R6.3, Doc. R6.4) 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). (See Doc. S2.18) 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.

> Standard II.A.2.d. The institution uses delivery modes and teaching methodologies that

> reflect the diverse needs and learning styles of its students.

2007 Planning Agenda
The Academic Senate will work with the CIO office to develop a plan to assess faculty staff development needs.

District Response
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. (See Doc. TA.2, Doc. R1.8, Doc. S2.6, Doc. TA.32, Doc. TA.30, Doc. S2.23, Doc. S2.24, Doc. S2.25)

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. (See Doc. S2.30) 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. (See Doc. TA.7) Additional workshops and staff development offerings have centered around distance education, curriculum development and CurricUNET training. (See Doc. R5.8, Doc. R5.9) The campus has continued to fund the technology training center to assist faculty and staff use of technology and has maintained work environment training. (See Doc. S2.27, Doc. S2.28) 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. (See Doc. S2.29) A new Professional and Staff Development Webpage, http://www.imperial.edu/index.php?pid=5278, was developed to facilitate communication of other opportunities.

> Standard 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.

2007 Planning Agenda
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.

District Response

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, syllabis, 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. (See Doc. R5.8, Doc. R5.9)

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 of 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. (See Doc. S2.31, Doc. S2.32, Doc. S2.36, Doc. S2.37)

> Standard 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 degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

2007 Planning Agenda

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.

District Response

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 (See Doc. R5.3, Doc. TA.38, Doc. TA.40)

> **Standard 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.

2007 Planning Agenda
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.

District Response
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.(See Doc. S2.33)

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

2007 Planning Agenda
The Academic Senate will work with all campus constituencies to develop a specific plan for the implementation of program-level SLOs.

District Response
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 beginning to make 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 (See Doc. R2.4, Doc. R.2.6, Doc. R2.12, Doc.R2.13)

Standard 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.

2007 Planning Agenda
The Curriculum and Instruction Committee will develop a course outline review process that will ensure that course and program student learning outcomes meet general education objectives.

District Response
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 ISLOs. Using the GE SLO Grid, the SLO Committee ensures all ISLOs 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. (See Doc.S2.34)

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 ISLOs. The results will be submitted to the Academic Senate in April 2010 and to the Board of Trustees in May 2010. (See Doc. S2.35, Doc. S2.36, Doc. S2.37)

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. (See Doc. R5.8, Doc. R5.9)

Standard 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.

2007 Planning Agenda

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.

District Response
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 in its comprehensive program review. (See Doc. S2.35, Doc. S2.38)

Standard 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. S2.39)

Standard II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen; qualities include 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.

2007 Planning Agenda
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.

A systematic assessment plan needs to be implemented for assessing student learning outcomes.

District Response
The college offers curriculum that provides opportunities for 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 ISLO for Personal Responsibility (See. Doc. S2.40)

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.

Standard 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. S2.42) 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. (See Doc. S2.43) In addition, Applied Science programs conduct biannual reviews of economic development trends and labor/market trends to ensure relevancy of course offerings. (See Doc. S2.44)

Standard 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.

2007 Planning Agenda
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.

District Response
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.

> Standard II.A.6.a. The institution makes available to the students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credit 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 agreement as appropriate to its mission.

2007 Planning Agenda
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 yearly basis if significant changes are made to a course.

District Response
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 and GE sheets shared with all appropriate parties in higher education. (See Doc. S2.35, Doc. S2.31, Doc. S2.36, Doc. S2.37)

Standard 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.

2007 Planning Agenda
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.

District Response
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.

Standard 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.

2007 Planning Agenda
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.

District Response
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.

Standard II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

2007 Planning Agenda

Academic Services will continue to work with Student Affairs to develop workshops and publications to assist students in understanding the definition of plagiarism.

District Response
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. (See S2.46)

> Standard 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. S2.47)

Standard II. B. Student Support Services

> Standard II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

2007 Planning Agenda
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 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.

District Response

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 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. (See Doc. S2.48)

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.

Standard II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
- a. General Information
- b. Requirements
- c. Major Policies Affecting Students
- d. Locations or Publications Where Other Policies May be Found.

2007 Planning Agenda

The institution will continue to upgrade and enhance the college catalog and Websites.

District Response

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. (See Doc. R3.5)

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 Guide, and various program brochures, publications, and pamphlets. (See Doc. S2.49)

Standard 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.

Standard II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

2007 Planning Agenda
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.

District Response
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. (See Doc. S2.50)

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.

Standard 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.

2007 Planning Agenda
Imperial Valley College Student Services units will complete the second year of their scheduled program reviews in the academic year of 2006-2007.

District Response

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, five programs, Financial Aid, Transfer Center, Counseling/ Matriculation, DSPS, 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. (See Doc. R2.11)

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 (See Doc. S2.51, Doc. S2.52, Doc. S2.53)

Standard II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

2007 Planning Agenda

The college will continue to design and maintain a range of programs and services that support and enhance student understanding and appreciation of diversity.

District Response

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. (See Doc. S2.40, S2.41)

Standard II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

2007 Planning Agenda

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.

District Response

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. (See Doc. S1.5, Doc. S1.8)

> Standard 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.

2007 Planning Agenda
The 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.

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™.

District Response
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 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. (See Doc. S2.54)

> Standard 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.

2007 Planning Agenda
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.

District Response

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. (See Doc. R2.11)

Standard II.C. Library and Learning Support Services

Standard II.C.1. 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.

Standard 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.

2007 Planning Agenda

Library
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 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 2007-08 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.

District Response
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 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. (See Doc. S2.55)

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. (S2.56)

The computers in the Learning and Tutoring Center, the Reading/Writing, and the Language labs were updated and/or replaced in 2008. Tutor Trac 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. (See Doc. S2.57)

> Standard II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

2007 Planning Agenda

Library
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 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).

Reading and Writing Lab/Language Lab – The Writing Facilitator will continue to hold Advisory Committee meetings to reach out to all interested instructors and incorporate their ideas and needs into planning for the future. Requests for more tutors are forthcoming.

District Response
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 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. (See Doc. S2.58) 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.

> Standard 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.

2007 Planning Agenda

Library
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 semester.

District Response
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. (See Doc. S2.59)

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.

School Year	e-Books
2006-2007	2,708
2008-2009	17,040
Difference	14,332
Percent Increase / Decrease	529% increase

During the same period, distinct growth in tutoring was noted as a result of Learning Services marketing to students and being more creative in tutor scheduling. Tutoring hours increased to 9,806 hours from 4,421.

School Year	Tutor Hours
2006-2007	4,421
2008-2009	9,806
Difference	5,385
Percent Increase / Decrease	121% increase

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.

> Standard II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

2007 Planning Agenda

Library
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.

District Response

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.

> Standard 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.

2007 Planning Agenda

Library

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.

District Response

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).

> Standard 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.

2007 Planning Agenda

Library

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
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.

District Response
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 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 are also participating in tutoring.

Standard III
Standard III.A. Human Resources

Standard III.A. 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.

District Response
A concerted effort to better link human resource planning with institutional planning has taken place over the past two years. The fiscal environment and changing needs of our campus have led to human resource process modifications, centralized resources, and a heightened focus on justification for staff requests. The revised Request to Hire Form (See Doc. S3.1), requires requestors to explain why this position is critical to the college and directly link requests with either: (a) accreditation; (b) regulatory compliance; (c) contractual or other legal obligation; (d) academic need; (e) as part of a reorganization; (f) essential to the ongoing operation or service level of a program or department; (g) other purpose of similar importance. The form also requires additional details about funding and future dollar commitments.

In 2009 the staffing subcommittee of the Educational Master Plan Committee updated the staffing plan. (See Doc. R1.6) Again in 2010 the staffing plan will be updated and will use rational data to make recommendations.

The Human Resources department has worked with IT and developed reports to assist with identifying evaluation timelines (probationary and on-going). Reminders go out to the responsible supervisors. The college has offered employment law training, including conducting evaluations, to all managers and administrators. (See Doc. S3.2) The evaluation forms (See Doc. S3.3) were updated, made available on the Human Resources Website and provide a separate form for probationary classified employees.

To help provide information about professional development and upcoming development opportunities, a Professional/Staff Development Website was established. (See Doc. S3.4) There was also a subcommittee formed to review the Professional Development Plan and give recommendations. The college has established an Employee Assistance Program and besides individualized assistance, there are campus-wide sessions on work/life balance issues such as Managing Stress for Success. (See Doc. S3.5)

Through established governance committees recommendations and the Board, the Human Resources office established and has implemented an Employee Conflict Resolution process. This process was designed to help resolve issues between any college employees that do not rise to the level of grievances, harassment, or discrimination. The process and form guide employees and their supervisors to written responses and personal discussions about problematic issues. The process is documented, gives every employee an equal voice, and helps establish the supervisor's role as a partner in problem resolution. (See Doc. S3.6)

Standard 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.

2007 Planning Agenda
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

District Response
Sexual Harassment training has been mandated for all employee groups, and was also made available in an on-line version for part-time employees. (See Doc. S3.8) 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.

Standard 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 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 play 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.

2007 Planning Agenda
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

District Response

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 (See Doc. S3.1, Doc. TA.30)

Standard 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.

2007 Planning Agenda

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 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.

District Response

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. (See Doc. S3.9, Doc. S3.10)

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 Council, 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. (See Doc. TA.7) 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. (See Doc. S2.18)

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. (See Doc. S3.11)

Standard 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. S3.12)

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. (See Doc. S3.13, Doc. S3.14)

Standard III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

2007 Planning Agenda
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.

District Response
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 at an Administrative Council meeting. (See Doc. S3.15, Doc. S3.16)

Standard 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.

2007 Planning Agenda
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 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.

District Response
For nearly two years, 2008 and 2009, the turnover at the administrative level has been zero. While this has provided stability, discussion are underway with shared governance groups to move away from the CIO-Division/Department Chair model to a CIO-Dean model. Academic Senate approved the proposed restructure plan in February. (See Doc. TA.7)

In 2009, the staffing subcommittee of the EMPC with the Associate Dean of Human Resources updated the Staffing Plan. (See Doc. R1.6) Again in 2010, the staffing subcommittee has formed and will be finalizing their recommendations and suggested prioritizations for the EMPC before April 2010.

Standard 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.

2007 Planning Agenda
Throughout the 2006-07 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.

District Response
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. (See Doc. S2.47)

Standard III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

2007 Planning Agenda
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.

District Response
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. (See Doc. S3.1, Doc. S3.6) The Employee Conflict Resolution procedure can be used by an 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.

Standard III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

2007 Planning Agenda
The District will continue to support a wide range of activities and actions to ensure respect for diversity and equity throughout the institution.

District Response
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. (See Doc. S3.17) 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. (See Doc. S3.18)

Standard III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

2007 Planning Agenda
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.

District Response
The college complies with the American Disability Act (ADA) and facilitates accommodations when staff/faculty completes an accommodation forms on the HR Webpage (See Doc. S3.19). 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.

Standard III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

2007 Planning Agenda
Human Resources will disseminate findings from the annual assessment of employment equity and diversity to the college community and place the findings on the Human Resources Webpage.

District Response
Human resources disseminates findings from the annual assessment of employment equity and diversity to the college community and place the findings on the Human Resources Webpage. (See Doc. S3.20)

Standard III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

2007 Planning Agenda
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.

District Response
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. (See Doc. S3.6, Doc. S3.21, Doc. S3.22, Doc. S3.23)

Standard 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.

2007 Planning Agenda
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

District Response
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. (See Doc. _____)

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 Committee. This committee updates the college's professional development resource plan based on these priorities and recommendations. (See Doc. TA.2, Doc. TA.24, Doc. R1.1, Doc. R1.2, Doc. R1.3, Doc. R1.4, Doc. R1.5, Doc. R1.6, Doc. R1.7, Doc. R1.8, Doc. TA.30, Doc. TA.33, Doc. TA.41, Doc. TA.42, Doc. TA.46)

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. (See Doc. S3.4, Doc. S3.5, Doc. S3.23)

Standard III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

2007 Planning Agenda
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.

District Response
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. (See Doc. S3.24) 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). (See Doc. S3.2, Doc. R1.8, Doc. S3.25, Doc. S3.26)

Standard 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.

2007 Planning Agenda
The Academic Senate will survey the campus during 2006-07 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.

District Response
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. (See Doc. S3.3)

Standard 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.

2007 Planning Agenda
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 leadership and union negotiations to determine how best to move all constituent groups on campus into the appropriate salary level in relation to other similarly situated colleges.

District Response
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. (See Doc. R1.6) In response to a recommendation of the College Council, the Request to Hire form was revised in 2009 to incorporate fiscal and college goals. (See Doc. S3.1) This was also done for the Transfer and Reassignment form to help maintain this link. (See Doc. S3.27) 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.

Standard III.B. Physical Resources

Standard III.B. 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. R1.4)

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. (See Doc. S3.28) An informal 'moving plan' was discussed to ensure timely relocation prior to the end of fall semester.

Standard 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. S3.29)

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. (See Doc. S3.30)

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. (See Doc. S3.31)

Standard 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.

2007 Planning Agenda
IVC will continue to maintain facilities to assure easy and safe access to students and staff, and provide safe and secure environments for learning.

District Response
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. (See Doc. S3.32)

Standard 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.

2007 Planning Agenda
IVC will continue to review and update the facilities plan annually. The District plans hopes 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.

District Response

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 2007-2009 Technology Plan. (See Doc. R1.5) 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. (See S3.33)

Currently, the college is working on a ten-year building plan. While the new 2700 building began with data as well as community visioning (See Doc. S3.34), 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. (See Doc. S3.35) 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.

Standard 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.

2007 Planning Agenda

The campus community must develop a long-term plan to support institutional improvement goals and to allocate resources to meet those goals.

District Response

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. (See Doc.S3.34) 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 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.

Standard 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 of improvement.

2007 Planning Agenda
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.

District Response
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. (See Doc. S3.34)

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.

Standard III.C. Technology Resources

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.

District Response
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. (See Doc. TA.29, Doc. TA.38) 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. (See Doc. S3.44)

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.

> Standard 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.

District Response
In 2009, the Technology Council was renamed as the Technology Planning Committee (TPC). The TPC communicates with the EMPC and as such, it interacts with both the College Council and the Academic Senate as depicted in Chart C, in the response to Recommendation 1. The committee meets regularly 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 permitted the advancement of a distance education program, which encompasses hybrid and Web-enhanced courses. ACCESO has provided five years of training

---

for instructors and has formalized policies and procedures related to course development, assessment of course and instructor, and evaluation of technology needs.

The college is now in the go-live phase of 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. (See Doc. R5.8, Doc. R5.9) The DegreeWorks project implementation is finished and is in production. This is an add-on system to the Banner Student module that provides a Web-based user interface allowing students to conduct "what if" scenarios that academic advisors use to create automated Student Education Plans (SEPs). It also allows Admissions and Records evaluators to utilize automated instead of manual degree and certificated official, final evaluations. Training has begun for end users.

Standard III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

2007 Planning Agenda
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.

District Response
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. (See Doc. S3.36)

Standard III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

2007 Planning Agenda

IVC will continue to develop further training to support the changing role of technology in all areas of campus activity.

District Response
Through the educational master planning process, priorities have been established for technology. These priorities are 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. (See Doc. TA.2, Doc. TA.24, Doc. R1.1, Doc. R1.2, Doc. R1.3, Doc. R1.4, Doc. R1.5, Doc. R1.6, Doc. R1.7, Doc. R1.8, Doc. TA.30, Doc. TA.33, Doc. TA.41, Doc. TA.42, Doc. TA.46)

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. (See Doc._____)

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 (See Doc. R5.8, Doc. R5.9) 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. (See Doc._____)

> Standard III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

2007 Planning Agenda
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 Planning and Budget Committee and College Council to move forward on any recommended actions and to ensure follow-through.

District Response
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.

> Standard III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

2007 Planning Agenda
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 campus. The council will work with the necessary college bodies to ensure follow-through of any recommendations.

District Response
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 policies and procedures, evaluates online courses, and implements training for instructors of online, hybrid, and Web-enhanced courses. (See Doc. __2.12, Doc. __2.13, Doc. __2.14)

> Standard 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.

2007 Planning Agenda
IVC will continue to explore ways to better facilitate the gathering and organizing of data.

District Response
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. (See Doc. R1.5, Doc. _2.12, Doc. _2.13, Doc. _2.14, Doc. R5.1)

Standard III.D. Financial Resources

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 resource planning is integrated with institutional planning.

2007 Planning Agenda
The Planning and Budget 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.

District Response
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. (See Doc. S3.37) 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 operational in a Website based database. (See Doc. TA.29)

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. (See Doc. R5.6) 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. (See Doc. R1.9) The assessment of adopting this budget process will continue in spring 2010 and information will be shared with the Strategic Planning Committee

---

Standard III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

2007 Planning Agenda
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 Planning and Budget Committee the District will develop processes to determine both the positive and negative impacts of increasing programs and staff.

District Response
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. (See Doc. 3.38) The enrollment management tool was utilized to identify those courses and project needs. (See Doc. S3.37)

Standard III.D.1.a. Financial planning is integrated with and supports all institutional planning.

2007 Planning Agenda
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

District Response
In the revised Program Review process, the department chair links identified needs with a fiscal cost and a rationale. (See Doc. TA.29) 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. (See Doc. TA.2) 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. (See Doc. R5.6) A five-year budget analysis was developed to aid in the review of the college's financial profile during these discussions. (See Doc. R5.5)

<u>Standard III.D.1.b.</u> Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

2007 Planning Agenda
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

District Response
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. (See Doc. R5.6, Doc. R1.9)

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 a significant transfer from reserves. (See Doc. R1.9, Doc. R1.10, Doc. R5.6, Doc. S3.25)

Standard III.D.1.c. When making short-term 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. R5.5) 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, (See Doc. 5.6) though the implementation of this budgeting process will not occur until at least 2011-12 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. (See Doc. S3.37, Doc. S3.45, Doc. S3.46)

Standard 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. S3.12)

Standard 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. S3.39, Doc. S3.40, Doc. S3.41, Doc. S3.42) 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.

Standard III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

2007 Planning Agenda
Fiscal Services will maintain a sound due diligence of the budget and provide the college community with monthly budget reports

District Response
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. (See Doc. S3.43)

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. (See Doc. ____)

Standard III.D.2.b. Appropriate financial information is provided throughout the institution.

2007 Planning Agenda
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.

District Response

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

<u>Standard III.D.2.c.</u> 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.

2007 Planning Agenda

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.

District Response

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, largely, to bad planning that assumed continued growth 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. (See Doc. S3.48)

<u>Standard III.D.2.d.</u> The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

2007 Planning Agenda
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.

District Response
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. (See Doc. S3.49)

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. (See Doc. S3.49, S3.50)

> Standard III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

2007 Planning Agenda
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 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.

District Response
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 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 Citizen Bond Oversight Committee shortly after receiving a positive bond election. This committee has been active in overseeing bond expenditures and capital

projects. An annual audit of all bond accounts is conducted annually and results presented to the Board of Trustees. The Board acts to accept the audit. (See Doc. _____, Doc. _____, Doc. _____, Doc. _____)

Standard III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contact appropriate provisions to maintain the integrity of the institution.

2007 Planning Agenda
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.

District Response
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 Institutional Researcher and a grant approval process that is processed through the Executive Council. (See Doc. _____)

Standard III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

2007 Planning Agenda
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 allocations which impact the fulfillment of the college's mission.

District Response
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 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. (See Doc. S2.60, TA.47, S2.18)

Standard IV
Standard IV.A. Decision-Making Roles and Process

Standard IV.A. Decision-Making Roles and Process: The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Standard 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.

2007 Planning Agenda
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.

District Response
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 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. (See Doc. _____)
- The Chief Executive Officer 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. (See Doc. _____)

- The College President (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. (See Doc. _____)

- The Chief Academic Officer attends the Academic Senate meeting (often also attended by the College President, Chief Business Officer, Chief Student Affairs Officer, and other reports to the President).

- The Chief Academic Officer is ex officio member 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 Chief Executive Officer on:

  - Educational Program Development
  - Standards and policies regarding student preparation and success
  - College governance structures, as related to faculty roles
  - Faculty roles and development in the accreditation process
  - Polices for faculty professional development activities
  - Processes for program review
  - Processes for institutional planning and budget development
  - 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. (See Doc. _____)

- 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. (See Doc. _____).

- 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. (See Doc. _____)

- 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 monthly 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.

> Standard 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.

2007 Planning Agenda
IVC will continue to encourage, collect, and utilize input from the entire college community in the decision-making process.

District Response
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 2008-09 and implemented in 2009-10. Currently the College Council has begun the evaluation of those changes and will complete its evaluative process in spring 2010.

> Standard 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.

2007 Planning Agenda
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.

District Response

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. (See Doc. TA.17, Doc. TA.30, Doc. TA.42)

Standard 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.

2007 Planning Agenda
IVC will continue to expeditiously address any recommendations made for the college's improvement by the Commission.

District Response
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. (See Doc. TA.35, Doc. TA.48)

> Standard 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. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

2007 Planning Agenda
IVC should continue to review, identify, and strengthen roles for campus committees in the shared governance process.

District Response
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. (See Doc. S4.1) 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 2010-11. (See Doc. S4.2)

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." (See Doc.TA.30, Doc. R6.3, Doc. R6.5, Doc. S4.3) 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.

Standard IV.B. Board and Administrative Organization

Standard 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.

Standard 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.

2007 Planning Agenda
The Board should incorporate 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.

District Response
There have been two elections of the Board since the 2007 self study resulting in one new member being elected in November 2008. The board has continued to be appropriately representative of the public interest and has no conflict of interest. (See Doc. S4.4) 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. (See Doc. S4.5)

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. (See Doc. S4.___)

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. (See Doc. S4.6)

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. (See Doc. S4.7)

The Board has a written policy describing the selection of the chief administrator that was followed in the selection of the CEO in 2008. (See Doc. S4.8) 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. (See Doc. S4.9, Doc. 4.10)

> Standard 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.

2007 Planning Agenda
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.

District Response
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. (See Doc. S4.17, Doc. S4.18) 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. (See Doc. S4.11, Doc. S4.12) 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. S4.13, Doc. S4.14) 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. (See Doc. S4.19) 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. (See Doc. S4.15, Doc. S4.16) 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 of 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.

Since the task force mentioned in the paragraph above is proposing a solution that may be one or more years away, the college will be introducing a minimum Full Time Equivalent Student ratio two Full Time Equivalent Faculty in the negotiation process with the faculty along with other efforts to maintain fiscal stability for the college.

The college will also introduce manageable salary increase language into both the classified staff and faculty contracts that allow for fiscal stability. Currently, automatic five percent annual step increases and automatic step raise increases exist in the classified bargaining unit contract. Those provisions create a position of fiscal instability and the college will ask that language be changed in those areas. In addition, the faculty contract provides for automatic step increases if a contract is not signed, fiscally unstable activities such as payment for attendance at meetings, and pro-rata pay for work in inter-sessions and overload will also be discussed by the college. Finally, calendar obligations that cost the college money such as winter intersession and summer session will be discussed in less obligatory ways.

UPDATE ON SUBSTANTIVE CHANGE IN PROGRESS, PENDING, OR PLANNED

District Response
The college has not submitted a substantive change to the commission, and is not able to do so while on warning status. The college does anticipate the need to submit a substantive change in the near future as the distance education program expands and faculty continue teaching additional GE courses in this mode. The college has not reached the 50% level of providing GE courses through distance education, but may reach this level in the next two to three years. (See Doc. U1.3)

The college is in the planning stage for two new certificates and majors. It is anticipated that when state funding level stabilized in the next two to three years a POST academy will be approved by the State POST authority and a substantive change will be required.   In addition, the college is in the development stage for a dental assistant program. Both of these programs have been proposed through advisory committees and have had demonstrated need through industry surveys. However, the college will not go beyond the planning stage until funding has stabilized both at the state and college level. (See Doc. U1.1, Doc. U1.2)

LIST OF EVIDENCE DOCUMENTS

Timeline of Activities Evidence

Doc. TA.1   2008-2010 Program Review Forms

Doc. TA.2   2009-2010 Educational Master Plan and Appendices
http://accreditation.imperial.edu/images/docs/2009/2009-educational-master-plan-tabbed.pdf
Appendix A: 2009-2010 Annual Program Reviews
http://accreditation.imperial.edu/images/docs/2009/Doc-TA.1-2008-2009-Program-Review-Pilot-Documentation.pdf
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, 12/17/08
http://www.imperial.edu/admin/Media/File_Upload/44-Files/12-17-08%20Minutes.pdf

Doc. TA.6   SLO Workshops for 08-10

Doc. TA.7   Academic Senate Minutes, 2/18/09
http://www.imperial.edu/admin/Media/File_Upload/31-Files/20090218.pdf

Doc. TA.8   College Council Minutes, 2/9/09
http://www.imperial.edu/admin/Media/File_Upload/158-Files/02-09-09%20Minutes.pdf

Doc. TA.9   Educational Master Plan Committee Minutes, 2/20/09

Doc. TA.10   Educational Master Plan Committee Minutes, 3/6/09

Doc. TA.11   Educational Master Plan Committee Minutes, 3/20/09

Doc. TA.12   College Council Minutes, 3/9/09
http://www.imperial.edu/admin/Media/File_Upload/158-Files/03-09-09%20Minutes.pdf

Doc. TA.13   Academic Senate Minutes, 3/18/09
http://www.imperial.edu/admin/Media/File_Upload/31-Files/20090318-minutes.pdf

Doc. TA.14   SLO Data

Doc. TA.15   2009-2010 Tentative Budget
http://www.imperial.edu/admin/Media/File_Upload/56-Files/2009-10%20Tentative%20Budget.pdf

Doc. TA.16   Educational Master Plan Committee Minutes, 4/3/09

Doc. TA.17   Academic Senate Minutes, 6/3/09
http://www.imperial.edu/admin/Media/File_Upload/31-Files/IVC%20AS%20Minutes%206-3-09.pdf

Doc. TA.18   College Council Minutes, 6/8/09
              http://www.imperial.edu/admin/Media/File_Upload/158-Files/06-08-09%20Minutes.pdf
Doc. TA.19   Board Minutes, 6/17/09
              http://www.imperial.edu/admin/Media/File_Upload/44-Files/06-17-09%20Minutes.pdf
Doc. TA.20   Instructional Council Minutes, 7/22/09
Doc. TA.21   SLO Timeline and Task List http://www.imperial.edu/index.php?pid=4258
Doc. TA.22   SLO Plan http://www.imperial.edu/index.php?pid=4258
Doc. TA.23   Educational Master Plan Committee Minutes, 8/28/09
Doc. TA.24   Assessment of EMP Goals and Objectives
Doc. TA.25   Program Review Timeline and Notice with sample
Doc. TA.26   Training dates and/or email notifications
Doc. TA.27   Email re: budget template/guidelines to div. chairs with data from researcher
Doc. TA.28   EMPC Minutes 9/18/09
Doc. TA.29   2010-11 Annual Program Reviews, snapshot of new format and emails from Omar
Doc. TA.30   College Council Minutes 10/12/09
              http://www.imperial.edu/admin/Media/File_Upload/158-Files/10-12-09%20Minutes.pdf
Doc. TA.31   Academic Senate Minutes 10/7/09
              http://www.imperial.edu/admin/Media/File_Upload/31-Files/IVC%20AS%20Minutes%2010-7-09.pdf
Doc. TA.32   Academic Senate Minutes 10/21/09
              http://www.imperial.edu/admin/Media/File_Upload/31-Files/IVC%20AS%20Minutes%2010-21-09.pdf
Doc. TA.33   Board Minutes 10/14/09
              http://www.imperial.edu/admin/Media/File_Upload/44-Files/10-14-09%20Minutes.pdf
Doc. TA.34   EMPC Minutes 10/2/09
Doc. TA.35   Progress Report 2009
              http://accreditation.imperial.edu/index.php?option=com_content&view=article&id=192:2009-progress-report&catid=90:progress-report&Itemid=372
Doc. TA.36   EMPC Minutes 10/2/09 and 11/6/09
Doc. TA.37   CIO informs councils of coming Midterm – Administrative Council?
Doc. TA.38   2010-11 Annual Program Reviews
Doc. TA.39   EMPC Minutes 1/10/10 - appoint writing team
Doc. TA.40   2010-11 Comprehensive Program Reviews
Doc. TA.41   EMPC Minutes 2/5/10
Doc. TA.42   EMPC Minutes 2/19/10
Doc. TA.43   Email Sign-in Sheets/Agenda for SLO Workshop in February
Doc. TA.44   ACCJC Action Letter 2/3/10
Doc. TA.45   CIO Training on FTES and FTEF to Administrative Council _____
Doc. TA.46   EMPC Minutes 2/26/10

Doc. TA.47   Reorganization discontinues at Administrative Council 2/23/10

Recommendation 1 Evidence

Doc. R1.1   Strategic Plan
              http://www.imperial.edu/admin/Media/File_Upload/56-
              Files/IVC%20Strategic%20Plan%20Final.pdf
Doc. R1.2   2009-2010 Tentative Budget
              http://www.imperial.edu/admin/Media/File_Upload/56-Files/2009-
              10%20Tentative%20Budget.pdf
Doc. R1.3   SLO Plan http://www.imperial.edu/index.php?pid=4258
Doc. R1.4   Facilities Plan
Doc. R1.5   Technology Plan
              http://www.imperial.edu/admin/Media/File_Upload/52-
              Files/Technology%20Master%20Plan.pdf
Doc. R1.6   Staffing Plan
Doc. R1.7   Marketing Plan
Doc. R1.8   Professional Development Plan
Doc. R1.9   Academic Senate Minutes, 9/16/09;
              http://www.imperial.edu/admin/Media/File_Upload/31-
              Files/IVC%20AS%20Minutes%209-16-09.pdf
Doc. R1.10   College Council Minutes, 9/14/09
              http://www.imperial.edu/admin/Media/File_Upload/158-Files/09-14-
              09%20Minutes.pdf
Doc. R1.11   College Council Minutes, 9/28/09
              http://www.imperial.edu/admin/Media/File_Upload/158-Files/09-28-
              09%20Minutes.pdf
Doc. TA.24   Assessment of 2008-2009 Goals and Objectives Draft
Doc. TA.28   Educational Master Plan Committee Minutes, 9/18/09
Doc. TA.34   EMPC Minutes: 10/2/09
Doc. TA.36   EMPC Minutes: 11/6/09
Doc. TA.41   EMPC Minutes: 2/2/10
Doc. TA.42   EMPC Minutes: 2/19/10

Recommendation 2 Evidence

Doc. R2.1   SLO Now and Later Plan http://www.imperial.edu/index.php?pid=4258
Doc. R2.2   SLO Cycle and Assessment Forms http://www.imperial.edu/index.php?pid=3912
              and http://www.imperial.edu/index.php?pid=5231
Doc. R2.3   IVC Outcomes Newsletter http://www.imperial.edu/index.php?pid=3771
Doc. TA.6   SLO Workshops

Doc. R2.4   SLO Committee Meeting Agendas and Minutes
                 http://www.imperial.edu/index.php?pid=4268
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
Doc. R2.9   Survey of fall 2009 syllabuses
Doc. R2.10   Sample completed Program SLO – Nursing
Doc. R2.11   SAO Checklist
Doc. R2.12   SLO Review of Cycle Assessments
Doc. R2.13   EMPC minutes 2/19/10 – SLO subcommittee report based on Comprehensive
                 Program

Recommendation 3 Evidence

Doc. R3.1   2008 Evaluation Report, February 3, 2009
Doc. R3.2   Email from CIO office regarding changes to textual items for front catalog
Doc. R3.3   Articulation Officer Yearly Report
Doc. R3.4   Transfer Center Reports for UC TCA and GE Submissions
Doc. R3.5   College Catalog, http://www.imperial.edu

Recommendation 4 Evidence

Doc. R2.11   SAO Checklist
Doc. R2.12   SLO Review of Cycle Assessments
Doc. R2.13   EMPC minutes 2/19/10 – SLO subcommittee report of assessment of the
                 Comprehensive Program Reviews

Recommendation 5 Evidence

Doc. R5.1   DE Committee evaluation of the wireless network, 2-17-2010 minutes
Doc. R5.2   Technology Subcommittee Report to EMPC, 2-19-2010
Doc. R5.3   Sample of Progress Report Data
Doc. R5.4   Snap shot of online Program Review – Resource Plan identification
Doc. R5.5   Fiscal Health Risk Analysis Worksheet
                 http://www.imperial.edu/admin/Media/File_Upload/56-
                 Files/fiscal%20health%20risk%20analysis.pdf
Doc. R5.6   Resource Allocation Plan (Bucket Plan) 4/20/09
                 http://www.imperial.edu/admin/Media/File_Upload/56-
                 Files/IVC%20Financial%20Resource%20Allocation%20Model%204-20-
                 09%20dr.pdf
Doc. R5.7   CBO report to Board regarding the Budget, budget supports instruction, and
                 support infrastructure of the campus / college

Doc. TA2	2009-2010 Educational Master Plan and Appendices
	http://accreditation.imperial.edu/images/docs/2009/2009-educational-master-plan-tabbed.pdf
Doc. R5.8	C&I Committee minutes, 11/19/10
Doc. R5.9	C&I Committee minutes, 2/5/10
Doc. R5.10	CampusWorks, Inc. Report on IT and Banner:
	http://www.campusworksinc.com/index.php?option=com_content&task=view&id=49&Itemid=69
Doc. R5.11	DE Committee/ACCESO evaluation reports and surveys
Doc. R5.12	Academic Senate minutes?
Doc. R5.13	Strategic Planning minutes?
Doc. R5.14	DegreeWorks training sessions- Email Messages dated 1/27/2010
Doc. R5.15	Argos training via Larry????
Doc. R5.16	Enlighten training in summer/fall 2009? Held in Nursing Division while Kathy was out
Doc. R5.17	HR Position control training ??? – do we use it—Is this Enlighten?? Package Randy Burt did that we use for reviewing faculty load based on this program)
Doc. R5.18	MIS? training, ???
Doc. R5.19	CB21 Coding MIS training through CCC Confer in November and Dec 2009
Doc. R5.20	ACCESO sponsored Windows Vista technical training for campus computer technicians. The training was done May 6, 2007. (P6024160 04/07/09 Michael Carr $1,000 Windows Vista Technical Training-IVC May 6-07)
Doc. R5.21	Technology Camp was held in Summer 2009 that introduced online and Web enhanced teaching and pedagogy to twenty-five instructors. Many of those instructors are currently developing online classes that will be offered in Fall 2010. (DE Committee Minutes June 1, 2009, http://www.imperial.edu/index.php?pid=4960)
Doc. R5.22	HR support hiring of IT staff as outlined
Doc. R5.24	C&I minutes re CurricUNET training

Recommendation 6 Evidence	
Doc. TA2	2009-2010 Educational Master Plan and Appendices
	http://accreditation.imperial.edu/images/docs/2009/2009-educational-master-plan-tabbed.pdf
Doc. R6.1	EMPC Minutes, 5/13/09
Doc. R6.2	EMPC Minutes, 5/15/09
Doc. R6.3	College Council Minutes, 1/25/10
Doc. R6.4	College Council Minutes, 2/8/10
Doc. R6.5	College Council Minutes, 2/28/10

Standard I Evidence	
Doc. TA2	2009-2010 Educational Master Plan and Appendices http://accreditation.imperial.edu/images/docs/2009/2009-educational-master-plan-tabbed.pdf
Doc. S1.1	DE Committee Minutes, 9/17/09
Doc. S1.2	DE Committee Minutes, 11/19/19
Doc. S1.3	DE Committee Minutes, 12/3/09
Doc. S1.4	DE Committee Minutes, 2/17/10
Doc. S1.5	Matriculation High School Assessment Report
Doc. S1.6	FTEs Report – 2006-2009
Doc. S1.7	Data Assessment for Basic Skills (Developmental Education)
Doc. S1.8	Counseling and High School Orientation Schedule
Doc. R5.3	Sample Program Review data
Doc.	

Standard II Evidence	
Doc. S2.1	Board Minutes 6/20/2007
Doc. S2.2	C&I Minutes 9/17/2008
Doc. S2.3	C&I Minutes 11/5/2009 http://www.imperial.edu/admin/Media/File_Upload/51-Files/CI%20Minutes%2011-05-09%20Adopted%2011-19-09.pdf
Doc. S2.4	Thaw Committee Report and/or forms
Doc. S2.5	Proof of all software, Argos, CurricUNET, DegreeWorks, etc
Doc. TA.17	Academic Senate Agenda/Minutes 6/3/09 http://www.imperial.edu/admin/Media/File_Upload/31-Files/IVC%20AS%20Minutes%206-3-09.pdf
Doc. S2.6	Academic Senate Agenda/Minutes 10/7/09 http://www.imperial.edu/admin/Media/File_Upload/31-Files/IVC%20AS%20Minutes%2010-7-09.pdf
Doc. TA.32	Academic Senate Agenda/Minutes 10/21/09 http://www.imperial.edu/admin/Media/File_Upload/31-Files/IVC%20AS%20Minutes%2010-21-09.pdf
Doc. S2.7	ACCESO Annual Performance Report
Doc. S2.8	DE Survey Fall 08

Doc. S2.9   DE Survey Spring 09
Doc. S2.10   DE Survey Summer 09
Doc. S2.11   ACCESO Program Review 2010-2011
Doc. S2.12   DE Committee Minutes 6/1/09
Doc. S2.13   DE Committee Minutes 9/17/09
              http://www.imperial.edu/admin/Media/File_Upload/31-Files/DE%20Minutes-October-1-2009.pdf
Doc. S2.14   DE Committee Minutes 11/19/09
              http://www.imperial.edu/admin/Media/File_Upload/31-Files/DE%20Committee%20Minutes%20for%2011-19-09.pdf
Doc. S2.15   SLO Grid and SLO Forms
Doc. S2.16   SLO CTE report
Doc. TA.7   Academic Senate Agenda/Minutes 2/17/10 w/ Reorganization form
Doc. S2.17   College Council Minutes 5/11/09 – reorganization
              http://www.imperial.edu/admin/Media/File_Upload/158-Files/05-11-09%20Minutes.pdf
Doc. TA.30   College Council Minutes 10/12/09
              http://www.imperial.edu/admin/Media/File_Upload/158-Files/10-12-09%20Minutes.pdf
Doc. S2.18   Reorganization Grid at 2/18/10 Academic Senate meeting
Doc. S2.19   Academic Senate Minutes, 5/20/09
              http://www.imperial.edu/admin/Media/File_Upload/31-Files/20090520-minutes.pdf
Doc. TA.32   Academic Senate Minutes, 10/21/09
Doc. S2.20   Academic Senate Minutes, 11/4/09
              http://www.imperial.edu/admin/Media/File_Upload/31-Files/IVC%20AS%20Minutes%2011-04-09.pdf
Doc. S2.21   Academic Senate Minutes, 11/18/09
              http://www.imperial.edu/admin/Media/File_Upload/31-Files/IVC%20AS%20Minutes%2011-18-09.pdf
Doc. S2.22   Academic Senate Minutes, 12/2/09
              http://www.imperial.edu/admin/Media/File_Upload/31-Files/IVC%20AS%20Minutes%2012-02-09.pdf
Doc. S2.23   Board Minutes 10/14/09
              http://www.imperial.edu/admin/Media/File_Upload/44-Files/10-14-09%20Minutes.pdf
Doc. S2.24   EMPC Minutes 2/2/10
Doc. S2.25   EMPC Minutes 2/19/10
Doc. S2.26   ACCESO training and tech camps
Doc. S2.27   Human Resources training opportunities
Doc. S2.28   Technology Training Center opportunities
Doc. S2.29   Smart Room Training
Doc. S2.30   Program Review Training for APR and CPR
Doc. S2.31   Curriculum Changes for Catalog

Doc. S2.32   Graduation Requirements
Doc. S2.33   Sample of a portion of Common Final
Doc. S2.34   GE Grid for SLO
Doc. S2.35   C&I Minutes, 2/18/10
Doc. S2.36   GE Pattern Report
Doc. S2.37   Intersegmental GE Transfer Curriculum Report
Doc. S2.38   Music Department Comprehensive Program Review 2010-2011
Doc. S2.39   Report on pilot SLOs in Math – 85%
Doc. S2.40   POLS 102 Syllabus (Finnell)
Doc. S2.41   Finnell/SPA Webpage and article regarding activities
Doc. S2.42   Sample of Nursing Advisory Meeting Minutes
Doc. S2.43   Sample of pass rates for RN and EMT/EMTP program s
Doc. S2.44   CTE Biannual Reports
Doc. S2.45   Communication Department Mission Statement
Doc. S2.46   Library and Learning Services has a Website link with resources for students
              regarding copyright issues. http://www.imperial.edu/index.php?pid=4753
Doc. S2.47   IVC Webpage for policies and procedures
              http://www.imperial.edu/index.php?pid=35
Doc. S2.48   IVC Webpage for online orientation http://orientation.imperial.edu/
Doc. S2.49   Student Brochures
Doc. S2.50   Early Alert Webpage http://www.imperial.edu/index.php?pid=4
Doc. S2.51   2008 Student Survey
Doc. S2.52   2010 Student Survey
Doc. S2.53   Administrative Council Minutes, 2/23/10
Doc. S2.54   Admissions and Records document imaging plan
Doc. S2.55   Library and Learning Services SLO Assessment Cycle form
Doc. S2.56   Library and Learning Services staffing matrix
Doc. S2.57   Library and Learning Services workshops
Doc. S2.58   Library and Learning Services workshops
Doc. S2.59   Library and Learning Services training for SIRSI serials, acquisitions, and booking

Standard III Evidence

Doc. S3.1   Request to Hire form   http://www.imperial.edu/admin/Media/File_Upload/33-
              Files/Request%20to%20Hire%20Sep%2009%20Travis%20revisions%20fill%20for
              m.pdf
Doc. S3.2   Training and Course offerings
Doc. S3.3   Evaluation Forms
Doc. S3.4   Professional Development Webpage
              http://www.imperial.edu/index.php?pid=5278
Doc. S3.5   Employee Assistance Program and courses
Doc. S3.6   Employee Conflict Resolution Procedure and form
              http://www.imperial.edu/admin/Media/File_Upload/33-
              Files/Employee%20Conflict%20Resolution%20Process.pdf

	http://www.imperial.edu/admin/Media/File_Upload/33-Files/Employee%20Conflict%20Resolution%20Form_template_.pdf
Doc. S3.7	Faculty/Staff HR File Audit tool
Doc. S3.8	Sexual harassment training information
Doc. S3.9	CTA Contract – Tenure process
Doc. S3.10	Position Paper on Evaluation of Online and Hybrid Faculty (to be voted on in DE Committee before March 8)
Doc. S3.11	Example of Project 1 seniority report from Banner
Doc. S3.12	Memorandum of Understanding
Doc. S3.13	Tenure Self-Assessment form
Doc. S3.14	Sample of faculty highlighting SLOs during tenure review (Paine or Heumann)
Doc. S3.15	Administrative Council, _____
Doc. S3.16	Institutional Code of Ethics http://www.imperial.edu/index.php?pid=4271
Doc. S3.17	SHINE http://www.imperial.edu/index.php?pid=176
Doc. S3.18	Non-discrimination policy: http://www.imperial.edu/index.php?pid=178
Doc. S3.19	Access ADA policy via Webpage http://www.imperial.edu/index.php?pid=1847
Doc. S3.20	Annual report on diversity and equity
Doc. S3.21	GEM: http://www.imperial.edu/index.php?pid=4853
Doc. S3.22	EOTM https://forms.imperial.edu/index.php?option=com_form&form_id=5
Doc. S3.23	GLEAM http://www.imperial.edu/index.php?pid=5278
Doc. S3.24	Professional Development Plan fiscal costs from Program Review 2010
Doc. S3.25	Sunshine letter
Doc. S3.26	CTA calendar options
Doc. S3.27	Transfer / Reassignment form
Doc. S3.28	SME Nov / Dec Minutes when John Lau and Rick attended
Doc. S3.29	Gina's reports on parking situation in summer 2009
Doc. S3.30	AlertU message from Dr. Gould
Doc. S3.31	Board Minutes, 2/17/10 re Tim Nakamura
Doc. S3.32	Communication with Calexico Extension owner re security
Doc. S3.33	Administration Program Review
Doc. S3.34	Original data for 2700 building
Doc. S3.35	10 year Build out visioning plan
Doc. S3.36	IT Department Program Review
Doc. S3.37	Enlighten sample
Doc. S3.38	Email re reducing courses, but keep true to basic skills, CTE, and transfer
Doc. S3.39	Postings of CCFS 311 reports to Board http://www.imperial.edu/admin/Media/File_Upload/44-Files/01-20-10%20Minutes.pdf
Doc. S3.40	Posting of annual budget http://www.imperial.edu/admin/Media/File_Upload/56-Files/2009-10%20Final%20Budget%2010-6-09.pdf
Doc. S3.41	Budget and Fiscal Planning minutes http://www.imperial.edu/admin/Media/File_Upload/56-Files/PB%20agenda%20packet%2012-9-09.pdf

Doc. S3.42   Board Retreat February 6, 2010 Agenda
              http://www.imperial.edu/admin/Media/File_Upload/44-Files/02-06-
              10%20Board%20Retreat.pdf
Doc. S3.43   Audit

Standard IV Evidence

Back Cover

IMPERIAL VALLEY COLLEGE
P.O. Box 158
Imperial, CA 92251
www.imperial.edu