AGENDA
FOR THE SPECIAL MEETING OF THE
IMPERIAL COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

Wednesday, October 8, 2008 – 6:00 P.M.

Location: Administration Building – Board Room
380 East Aten Road
Imperial, CA 92251

I. CALL TO ORDER
1. Roll Call by Secretary:

Carlos R. Acuña	Romualdo Medina
Rudy Cardenas, Jr.	Rebecca L. Ramirez
Norma Sierra Galindo	Louis Wong
Jerry D. Hart	Student Representative – Chantilee Mendenhall
	Academic Senate Representative – Dr. Bruce Seivertson

2. Pledge of Allegiance

II. PUBLIC COMMENT
Because this is a special board meeting with a limited agenda, public comment shall be limited to only those subjects described in the agenda. Board Policy 2350 shall apply to public comment. Board Policy 2350 states:

Each speaker will be allowed a maximum of five minutes per topic. Thirty minutes shall be the maximum time allotment for public speakers on any one subject regardless of the number of speakers at any one Board meeting. At the discretion of a majority of the Board, these time limits may be extended.

If you wish to be heard, please stand and identify yourself to the Board President.

III. CONSENT AGENDA – EDUCATIONAL SERVICES

III.1 Resolution No. 14218: Certification of the Accreditation Progress Report

WHEREAS the Imperial Valley College Accreditation Progress Report is being submitted to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges for the purpose of assisting in determination of our institution's accreditation status; and

WHEREAS Imperial Valley College certifies that there was broad participation by the campus community, and we believe the Accreditation Progress Report accurately reflects the nature and substance of this institution;

BE IT NOW RESOLVED that the Board commends everyone that contributed to the Accreditation Progress Report, and approves the submission of this Report.

IV. ADJOURNMENT

The next regular meeting of the Imperial Community College District Board of Trustees is scheduled for **WEDNESDAY, OCTOBER 15, 2008, AT 6 P.M.** in the Administration Building Board Room.

Progress Report

Submitted by

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

To

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

October 15, 2008

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Submitted by

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

To

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

October 15, 2008

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

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STATEMENT ON REPORT PREPARATION

District Preparation

In December 2006, the Imperial Valley College Community College District (IVC) 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 IVC from October 25, 2007 through October 27, 2007. On January 31, 2008 the Accrediting Commission for Community and Junior Colleges informed Imperial Valley College that it had acted to issue a Warning and asked the College to correct noted deficiencies. The college was informed that the Commission required two progress reports. The first Report, due October 15, 2008, must show resolution of Recommendations 1, 3, 5, and 6. Further, the submission of this report is to be followed by a visit of Commission representatives to the college. This Progress Report focuses on the following recommendations:

Recommendation #1: **The team recommends the college take action to incorporate program review and comprehensive master planning (educational, facilities, technology, and resource plans) with systematic planning and budgeting processes to effectively align college resources with priority goals. (I.B3, II.A.2.a, II.B.4, II.C.2, III.C.2, III.D.1, III.D.1.a, IV.A, IV.A.6.)**

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

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 II.B.2.c)**

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

Following is a summary of how this Progress Report was prepared.

Kathy Berry, Vice President for Academic Services and Accreditation Liaison Officer, coordinated the writing of this Progress Report. Frank Rapp, Dean of Instruction, wrote the Progress Report, bringing all the various parts together, with the assistance of Kathy Berry. Working collaboratively on the District's response to Recommendation #1, several individuals assisted in the development of the key components of the Progress Report – the Strategic Plan, the Educational Master Plan, the Technology Plan, the Staffing Plan – including all instructional division chairs, several members of the administrative team, faculty, and classified employees. Curriculum and Instruction Committee Co-Chairs Kathy Berry and Carol Lee, Transfer Center Director and Articulation Officer for the District, prepared the response to Recommendation #3. English Professor and Chair, David Zielinski, and Dr. Robin Ying, Dean of Technology, developed the Technology Plan for the District, in response to Recommendation #5. Vikki Carr, Executive Assistant to the Superintendent/President, working with the chairs of the various standing committees, prepared the District's response to Recommendation #6. Deirdre Rowley, English Professor, volunteered her time to proofread and edit the components of the progress report.

The Superintendent/President, who began his tenure on April 15, 2008, received weekly updates through weekly meetings with the Vice President for Academic Services and Accreditation Liaison Officer. In addition, the accreditation progress report was placed on the Executive Council and Administrative Council meetings, which the Superintendent/President chairs.

The Working Groups noted below began work on the District's response to Recommendations 1, 3, 5 and 6 from early February 2008 through September 2008. This progress report documents the processes and results achieved through September 2008. The Strategic Plan was presented to the Planning & Budget Committee and approved on September 30, 2008. Academic Senate approved the Progress Report on October 1, 2008. This report was approved by the Board of Trustees on October 8, 2008, at a special meeting.

Working Groups

The college formed a number of working groups to address the recommendations; they are listed below.

Institutional Planning (Recommendation #1)

Program Review

Dr. Melanie Guinn	Division Chair, Humanities
Valerie Rodgers	Division Chair, Business
David Zielinski	Division Chair, English
Krista Byrd	Professor, Psychology; Division Chair, Behavior and Social Science (2007 – 2008)
Dr. Lianna Zhao	Division Chair, Science, Math and Engineering
Dr. Dennis Carnes	Faculty, Science, Math and Engineering
David Drury	Division Chair, Exercise Science
Dr. Bruce Seivertson	President, Academic Senate
David Lopez	President, Associated Student Government
Jessica Waddell	Staff Secretary II, Humanities Division
Deidre Pollock-Blevins	Interim Associate Dean of Nursing Education and Health Technologies (2007 – 2008)
Gonzalo Huerta	Dean of Instruction for Applied Science
Efrain Silva	Dean of Instruction for Extended Campus
Tina Aguirre	Associate Dean of Nursing Education and Allied Health (2008 -)
Jan Magno	Dean of Financial Aid & State Programs
Dr. Victor Jaime	Vice President for Student Services
Kathy Berry	Vice President for Academic Services

Educational Master Plan

Kathy Berry	Vice President for Academic Services
Dr. Victor Jaime	Vice President for Student Services
Dawn Chun	Institutional Research Analyst
Linda Amidon	Administrative Assistant, Academic Services
Vikki Carr	Executive Assistant, Superintendent/President's Office
Suzanne Gretz	Faculty, Behavioral & Social Sciences (Division Chair, 2008 - 2009)
Valerie Rodgers	Division Chair, Business
David Zielinski	Division Chair, English
Dr. Melani Guinn	Division Chair, Humanities
Dr. Lianna Zhao	Division Chair, Science, Math, Engineering
Krista Byrd	Faculty, Behavioral & Social Sciences (Division Chair 2007 - 2008)
Dr. Toni Pfister	Faculty, Exercise Science and Wellness; Coordinator, Student Learning Outcomes
Dr. Bruce Seivertson	President, Academic Senate
Tina Aguirre	Associate Dean of Nursing Education and Allied Health
Ted Ceasar	Associate Dean of Disabled Students Programs and Services

Travis Gregory	Associate Dean of Human Resources
Dr. Taylor Ruhl	Associate Dean of Learning Services
Gonzalo Huerta	Dean of Instruction for Applied Science
Frank Rapp	Dean of Instruction
Efrain Silva	Dean of Instruction for Extended Campus
Jan Magno	Dean of Financial Aid & State Programs

Strategic Plan and Process

John Lau	Vice President for Business Services
Kathy Berry	Vice President for Academic Services
Dr. Victor Jaime	Vice President for Student Services
Frank Rapp	Dean of Instruction
Dr. Bruce Seivertson	President, Academic Senate
Betty Kakiuchi	Accountant; Member, Planning and Budget Committee
Eric Jacobson	Faculty, Political Science; Member, Planning and Budget Committee
Dr. Lianna Zhao	Division Chair, Science, Math and Engineering; Member, Planning and Budget Committee
John Abarca	Reprographics Center Specialist; President, CSEA
Gail Parish	Financial Aid, Veterans Technician; Member, Planning and Budget Committee
Carlos Fletes	Director of Fiscal Services; Member, Planning and Budget Committee
David Lopez	President, Associated Student Government

Publications (Recommendation #3)

Carol Lee	Transfer Center Coordinator; Co-Chair, Curriculum and Instruction Committee
Francis Beope	Faculty, Head Counselor
Kathie Westerfield	Associate Dean of Admissions and Records
Travis Gregory	Associate Dean of Human Resources
Jan Magno	Dean of Financial Aid & State Programs
Linda Amidon	Administrative Assistant, Academic Services

Technology Plan (Recommendation #5)

| Dr. Robin Ying | Dean of Technology |
| David Zielinski | Faculty and Division Chair, English |

Technology Council Members:
Mary Jo Wainwright	Faculty, History
Michael Heumann	Faculty, English
Kathie Westerfield	Associate Dean of Admissions and Records
Dawn Chun	Institutional Research Analyst

Jeff Cantwell	Director of Applications
Gordon Bailey	Director of Technical Services
Omar Ramos	Webmaster
Larry Venezuela	Technology Center Technician
Michael Boyle	Workforce Development Center Lab Assistant

Governance and Decision Making (Recommendation #6)

Vikki Carr   Executive Assistant, Superintendent/President's Office

Committee Chairs	*Shared Governance Committees:*
Dr. Bruce Seivertson	Academic Senate
Kathy Westerfield	Admissions, Registration Petitions
John Lau	Planning and Budget
Dr. Bruce Seivertson	Basic Skills
Sergio Lopez	Campus Operations and Facilities Planning
John Abarca	College Council
Jim Mecate	Competitive Athletics
Patricia Robles/Lisa Cross	Customer Service
Carol Lee/Kathy Berry	Curriculum and Instruction
Norma Nunez/Kathy Berry	Equivalency
Travis Gregory	Environmental Health and Safety
Vacant	Flex (non active)
Jan Magno	Financial Assistance/EOPS/Veterans Advisory
Dr. Taylor Ruhl	Learning Support
Norma Nunez	Matriculation
Dr. Victor Jaime	Policy and Procedure
Vacant	Staff Development
Sergio Lopez	Student Affairs
Dr. Toni Pfister	Student Learning Outcomes

Signed:

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

Timeline of Activities

Prior to and following the receipt of the Commission's ruling, several key events took place in anticipation of the Commission's findings, and subsequently in response to the Commission's recommendations. Following is a timeline of these events:

January 2008

- Gary Rodgers, Interim Superintendent/President informs the Board of Trustees that the Commission has met and the college is awaiting notification of the Commission Ruling.
- Board of Trustees completes search for the Superintendent/President.

February 2008:

4 Imperial Community College District Board of Trustees is informed by Interim Superintendent/President Gary Rodgers of the Commission findings, recommendations, and accreditation status. The Board is also informed that the college community has begun reviewing the recommendations. The Board appoints Ed Gould, Ed. D., as Superintendent/President. Dr. Gould will begin his tenure April 15, 2008.
6 Academic Senate is informed of the Commission findings, recommendations, and accreditation status. The Senate discusses the need for a Student Learning Outcome Coordinator and recommends that the position be created.
13 Planning and Budget Committee postpones budget development until April 2008 to allow the campus community to develop goals, objectives, and strategies to affect the budget process.
21 Educational Master Plan Steering Committee is formed and meets to review recommendations and to create strategies to develop a sustainable and workable plan.
28 Budget Development process begins.
- IVC Campus Shared Governance committees are informed of the Commission findings, recommendations, and accreditation status.

March 2008

5 Academic Senate appoints a Student Learning Outcome Coordinator.
- Program Review Committee is formed. Interim goals and objectives are developed for the 2008-2009 academic year.
- Departments/Divisions develop strategies to meet core objectives. Faculty and staff meet to prioritize the strategies at the department/division level.

April 2008

15 Dr. Ed Gould begins his tenure as Superintendent/President.
- Program review forms and processes are generated.
- Budget development in progress.

May 2008

12 – 16   Student survey is conducted.
- SLO Plan is developed and approved by Academic Senate.
- SLO Coordinator begins meeting with Instructional Divisions on plan to identify SLO's in courses and programs.

June 2008

4   Academic Senate meets, approves tentative budget, and reviews progress on Progress Report.
6   Executive Council meets to review processes and develop goals.
- SLO Coordinator continues to meet with Instructional Divisions and support departments on plan to identify SLO's in courses and programs.
- Faculty and supporting departments identify SLO's at the course and program level.
- Board of Trustees approves 2008 - 2009 Tentative Budget.

July 2008

11 Accreditation Steering Committee meets to define and assign Progress Report writing tasks. In addition, District Strengths/Weaknesses/Opportunities/Threats are identified and discussed.
17 Accreditation Steering Committee meets to discuss progress and to strategize.
24 Accreditation Steering Committee meets to discuss progress and to strategize.
- SLO Coordinator continues to meet with Instructional Divisions to discuss identification of SLO's in courses and programs.

August 2008

14 Accreditation Steering Committee meets to discuss progress and to strategize.
15 Accreditation Steering Committee meets with consultants hired to assist the college with accreditation.
19 Accreditation Steering Committee meets to discuss progress and to strategize.
29 Strategic Planning Steering Committee meets to define and assign tasks.
   Accreditation Steering Committee meets to discuss progress and to strategize.
- SLO Coordinator continues to meet with Instructional Divisions and support departments on plan to identify SLO's in courses and programs.

- Faculty and supporting departments identify SLO's at the course and program level.

September 2008

3   Academic Senate meets to update and discuss college planning processes, SLO's, and Accreditation Progress report.
5   Strategic Planning Steering Committee meets to discuss progress and to strategize; Accreditation Steering Committee meets to discuss progress and to strategize.
8   College Council meets to update and discuss college planning processes, SLO's, Accreditation Progress Report.
12 Strategic Planning Steering Committee meets to discuss progress and to strategize; Accreditation Steering Committee meets to discuss progress and to strategize.
17 Academic Senate meets for reports on college planning processes, SLO's, and Accreditation Progress report.
19 Strategic Planning Steering Committee meets to discuss progress and to strategize; Accreditation Steering Committee meets to discuss progress and to strategize.
23 Planning and Budget Committee meets to discuss proposed planning processes.
26 Strategic Planning Steering Committee meets to discuss progress and to strategize; Accreditation Steering Committee meets to discuss progress and to strategize.
30 Planning and Budget Committee approves the revised shared governance structure and planning process (the Strategic Plan). In addition, the Progress Report is presented to the committee.
-   Faculty and supporting departments identify SLO's at the course and program level.

October 2008

1   Academic Senate approves the revised shared governance structure and planning process (the Strategic Plan). In addition, the Progress Report is presented to the committee and approved.
6   College Council approves the revised shared governance structure and planning process (the Strategic Plan). In addition, the Progress Report is presented to the Council and approved.
8   Board of Trustees approves the revised shared governance structure and planning process (the Strategic Plan). In addition, the Progress Report is presented to the Board and approved.

15 The Progress Report is presented to the Accrediting Commission for Community and Junior Colleges.

(See Doc. 1)

Timeline for Progress Report Preparation

First Draft of Progress Report	September 26, 2008
Final Draft of Progress Report	September 30, 2008
Progress Report presented to Superintendent/President	October 3, 2008
Progress Report presented at Board Meeting	October 8, 2008
Progress Report Sent electronically to the Commission	October 14, 2008
Progress Report Mailed to Commission	October 14, 2008
Progress Report Due to Commission	October 15, 2008

RESPONSE TO RECOMMENDATION ONE

Recommendation #1: The team recommends the college take action to incorporate program review and comprehensive master planning (educational, facilities, technology, and resource plans) with systematic planning and budgeting processes to effectively align college resources with priority goals. (I.B3, II.A.2.a, II.B.4, II.C.2, III.C.2, III.D.1, III.D.1.a, IV.A, IV.A.6.)

DISTRICT RESPONSE

The District recognizes the value and fundamental importance of an ongoing comprehensive strategic planning process, which is regularly evaluated and updated in order to meet the educational needs of Imperial County. After careful evaluation of the college's planning process, the college community has come to recognize that an integrated strategic planning process leading to continuous quality improvement will require a shift in the culture of Imperial Community College District. The main shift is to move from an environment of informal planning and resolution to a culture of collaboration and process so as to create integrated planning. Underpinning the perceived lack of continuous integrated planning was a lack of stable senior leadership at the College. The first order of business for future planning was to appoint a Superintendent/President and to fill vacancies at the senior administrative level. This priority was addressed with the appointment of Ed Gould Ed. D., Superintendent/

President on February 4, 2008. Dr. Gould began his tenure with the College on April 15, 2008. Under his direction, the college community has begun to make the changes necessary to embrace integrated strategic planning and processes.

Several existing and newly appointed shared governance committees recognized that the college must have a blueprint that lays out the planning process. Institutional planning must be realistic, reliable, and must lead to continuous and sustainable quality improvement of college programs and processes that support student learning and success. The Blueprint developed to respond to Recommendation One is described below:

Strategic Planning Blueprint

Integrating program review and comprehensive master planning (educational, facilities, technology, and resource plans) with systematic planning and budgeting processes to effectively align college resources with priority goals.

Three ad hoc committees were formed to assess the recommendation: the Accreditation Steering Committee, the Strategic Planning Steering Committee, and the Educational Master Plan and Program Review Committee. All institutional planning is focused on supporting student learning, increasing student success and improving institutional effectiveness. To date the process has involved all college and district constituencies and has worked to ensure participatory collaboration. In the new integrated strategic planning process, community input informs program review, which informs the Educational Master Plan, the Technology Plan, the Facilities Plan, the Fiscal Plan and the Staffing Plan, and these plans inform Strategic Planning. As used throughout this Progress Report, "community" is defined as the citizens of Imperial Valley and the IVC "family."

Integrated Strategic Planning

The nature of strategic planning will prompt institutional self-reflection and deliberations as to how the college could improve to meet the needs of a diverse student population. The strategic planning process will be carried out by the Strategic Planning Committee, whose overarching goal is to ensure that the integrity of the planning process is maintained. The specific goal of the Strategic Planning Committee is to find the means to meet the short and long term prioritized goals of the District as determined by the comprehensive master planning process. This goal will be achieved by assessing the stated priorities and the college resources (fiscal, personnel, technological, and so on) for achieving those priorities. The Strategic Planning Committee will submit recommendations and planned strategies to the Superintendent/President.

The Strategic Plan will address how the District can best implement the planned improvements based on the institutional resources, required and desired timeframes, and final recommendations and strategies of the Educational Master Plan, all in line with the District's mission and vision. This will be accomplished through the IVC Planning Process (see IVC Planning Process diagram below) that starts with community input, environmental scan, and review of research data, which in turn are linked to the Educational Master Plan that is developed from program reviews that include student learning outcomes and input regarding the fiscal, technical, staffing, and facilities planning processes. The Strategic Plan is formally submitted every six (6) years to the Superintendent/President, corresponding with the college accreditation cycle. The Plan is reviewed and updated annually. (See Doc. 2)
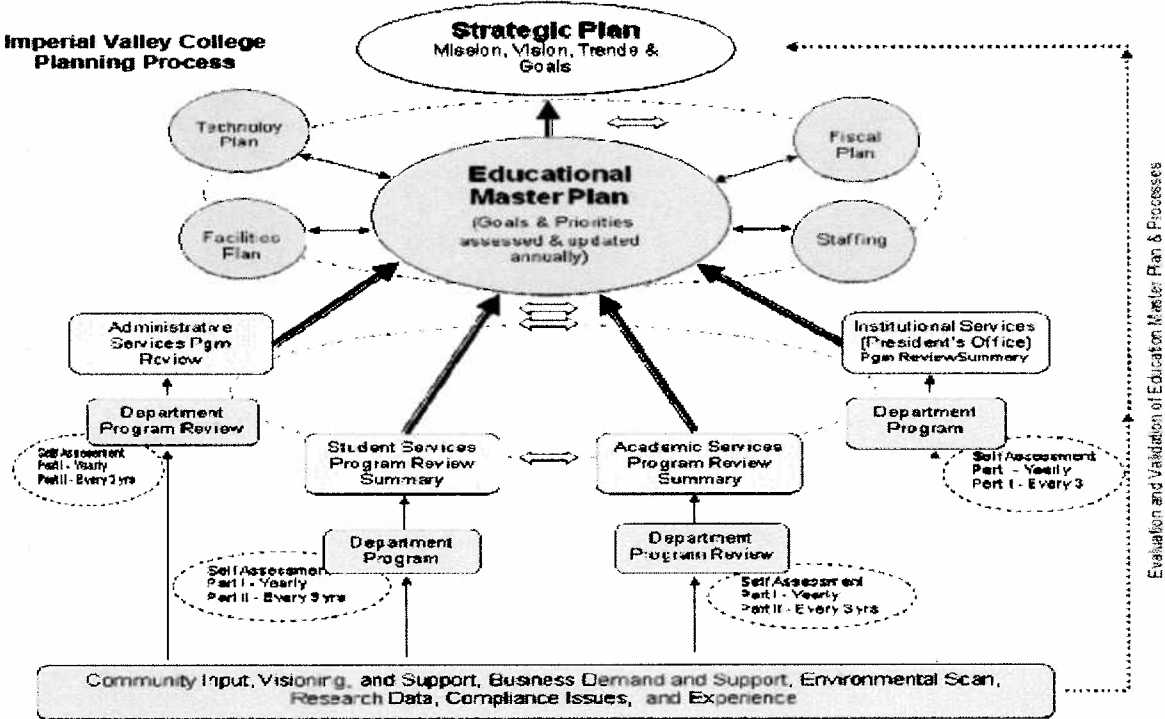
Integration of Educational Master Plan with Program Reviews, Technology, Facilities and Resources
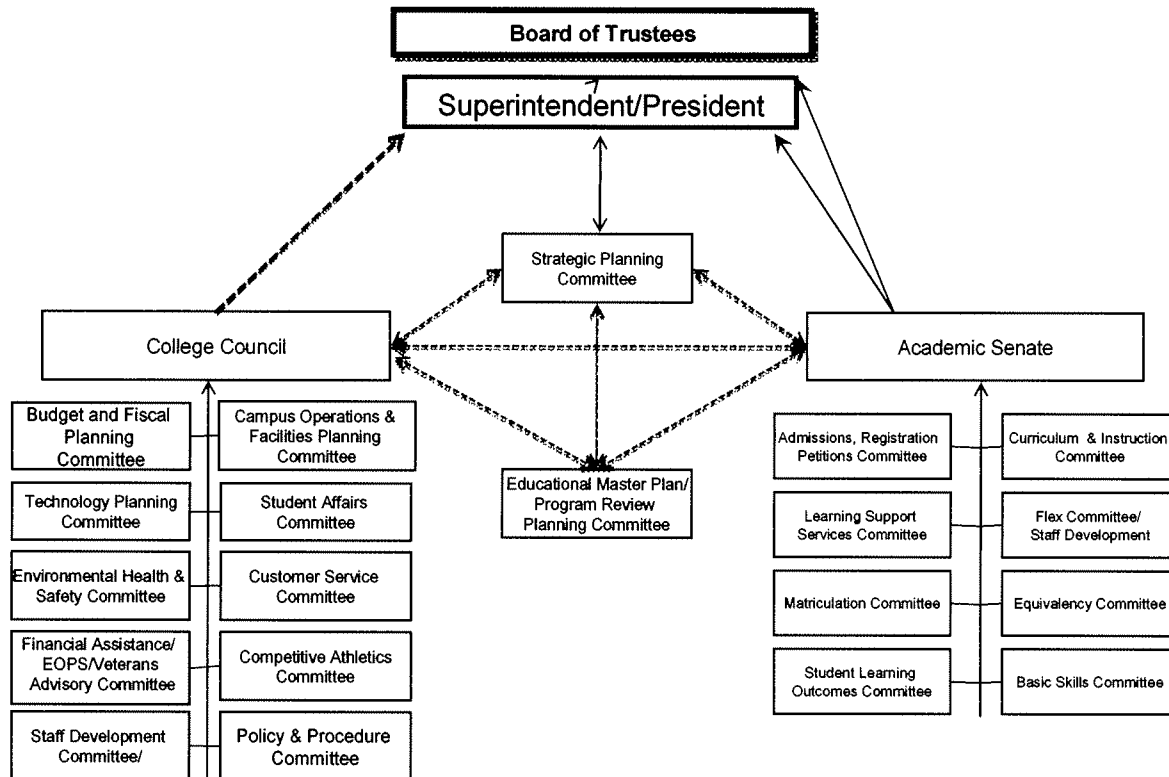
In order to complete a district-wide educational master plan, the college is undertaking a two-phase review process. Phase I requires an annual review of program objectives, student learning outcomes, technology, staffing and other resource needs. In addition, Phase II consists of a comprehensive review of external and internal trend data, course curricula and goals, objectives and strategies. The comprehensive reviews will be completed every three (3) years on a staggered basis.

Both the annual and comprehensive program reviews will be completed by each department and/or division each fall and will be reviewed by a newly formed Educational Master Planning Committee (EMPC) each January. Program reviews and annual resource need/evaluation reports will serve as the basis for the Educational Master Plan (EMP). The EMP will be submitted to the Superintendent/President in March and approved by the Board of Trustees in April. The Educational Master Plan is incorporated into the District's Strategic Plan. (See Doc. 3)

Realignment of Shared Governance Planning Process

The college community embraces the concept of a shared vision. After a lengthy review of the college's planning process, the Strategic Planning Steering Committee has recommended that the committee structure be realigned to provide an avenue for formal reporting and information sharing in the planning process. The College has established shared governance committees that will be realigned under both the Academic Senate and College Council for the purpose of reporting or sharing information. Information sharing lines will be formulated between the Academic Senate and College Council. This will improve formal communication and inform comprehensive planning. The planning process will be utilized in strategic planning development. Imperial Valley College's Shared Governance Planning Process is reflected in the following diagram:

Shared Governance Planning Process

Board of Trustees

Superintendent/President

Strategic Planning Committee

College Council

Academic Senate

Educational Master Plan/ Program Review Planning Committee

Budget and Fiscal Planning Committee	Campus Operations & Facilities Planning Committee
Technology Planning Committee	Student Affairs Committee
Environmental Health & Safety Committee	Customer Service Committee
Financial Assistance/ EOPS/Veterans Advisory Committee	Competitive Athletics Committee
Staff Development Committee/	Policy & Procedure Committee

Admissions, Registration Petitions Committee	Curriculum & Instruction Committee
Learning Support Services Committee	Flex Committee/ Staff Development
Matriculation Committee	Equivalency Committee
Student Learning Outcomes Committee	Basic Skills Committee

Solid line – reporting process
Dotted Line – Information sharing

Created: September 12, 2008

The Role of the Program Review Process

Program reviews begin at the program level and incorporate information from both internal and external data, community input, and program data. Using the strategies and goals and objectives from the Institutional Planning Goals referred to earlier, an Administrative Services Program Review Summary, a Student Services Program Review Summary, an Academic Services Program Review Summary, and an Institutional Services (President's Office) Program Review Summary are generated and provided to the Educational Master Plan and Program Review Steering Committee. The Educational Master Plan and Program Review Steering Committee, while being guided by IVC's mission and the desire for improvement, set goals which are prioritized. These goals are divided into subsets: The Facilities Plan, the Fiscal Plan, the Technology Plan, and the Staffing Plan. This goal setting and prioritization is assessed and updated annually. The goals and priorities are then disseminated to the Strategic

Planning Committee, which makes recommendations as to how and in what sequence those goals and priorities can be addressed within the constraints of available resources. All recommendations of this committee are submitted to the Superintendent/President for his or her consideration, who reports on them to the Board of Trustees.

District Wide Program Reviews

The Program Review Committee was formed to create a program review process that would help to identify the college's most pressing program needs as the college pursues its goals. The committee first generated three Institutional Planning Goals (2008 - 2009), basing these goals on the District's mission, purpose and values. Goal One focuses on student success and student learning outcomes; Goal Two focuses on student retention; and Goal Three focuses on institutional effectiveness.

Working from the Institutional Planning Goals, a two-phase program review process and program review forms were created. The first phase is an annual review by all departments and programs identifying budgetary needs, staff (personnel) needs, facility needs (new or modified), technology needs, professional development needs, and percentage of SLO completion. All needs are to be justified, based on data analysis, and are to have budgetary estimates. In the second phase, a Comprehensive Program Review will be completed by one-third of all departments each year over a three-year cycle, so that all departments will have reviewed their programs every three years. The Comprehensive Program Review requires analysis of assessed progress based on various forms of evidence, and a review and revision as needed of program objectives. (See Doc. 4)

Annual Planning Timeline

The following timeline shows the deadlines for comprehensive master planning at Imperial Valley College:

October

- Research data delivered to Programs/Departments scheduled to complete Comprehensive (Phase II) Program Review

November

- Programs/Departments develop Comprehensive Program Review
- Annual (Phase I) Program Review completed by all Programs/Departments

December

- Programs/Departments develop Comprehensive Program Review
- Area Vice Presidents review Annual Program Review and submit to Educational Master Plan and Program Review Steering Committee (EMP/PRSC)

January

- Comprehensive Program Review Submitted to EMP/PRSC
- Educational Master Plan developed/updated

February

- Educational Master Plan submitted to Superintendent/President and to Strategic Planning Committee
- Technology and Facilities Plan reviewed and updated based on input from EMP/PRSC
- Strategic Plan reviewed and updated based on input from EMP/PRSC
- Budget and Fiscal Planning Committee sets budget parameters (state budget restraints, etc.)

March

- Educational Master Plan submitted to Board of Trustees for adoption
- Strategic Plan submitted to Superintendent/President by Strategic Planning Committee
- Budget development begins

April

- Strategic Plan submitted to Board of Trustees for adoption

May

- Budget adopted by Budget and Fiscal Planning Committee

June

- Tentative budget approved by Board of Trustees

RESPONSE TO RECOMMENDATION THREE

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

DISTRICT RESPONSE

IVC's 2007 – 2008 General Catalog was reviewed upon receipt of the findings of the Commission. Although the catalog does include information on Financial Aid and the District's Nondiscrimination and Sexual Harassment policy, the formatting of the table of contents page makes the information hard to locate. While the Catalog includes information regarding transfer of course credits earned at Imperial Valley College, it does not include information regarding the acceptance of transfer credits from other colleges. The Curriculum and Instruction Committee reviewed the catalog language and has worked to clarify language and provide vital information to students in the Catalog, Website and Class Schedules. The Catalog is currently being revised and updated and will include all of the information in the 2009 - 2010 publication.

Specifically, the "Table of Contents" for the Imperial Valley College 2008-2009 General Catalog provides a plethora of student information, including direct reference to the following: (See Doc. 5; http://www.imperial.edu/admin/Media/File_Upload/19-Files/Catalog%2008-09.pdf)

Financial Aid information (page 18). The home web page for IVC has a direct link to Financial Aid information where in-depth information regarding Financial Aid may be found. (See http://www.imperial.edu/index.php?pid=360)

Nondiscrimination and Sexual Harassment Policy (page 20). The IVC web page also includes a link from the home page to the Human Resources page where the College's Nondiscrimination and Sexual Harassment Policy may be found. (See http://www.imperial.edu/index.php?pid=178)

The 2009 Winter and Spring Class Schedules will include information regarding transfer credit from other colleges. Additionally, information may be found by following the "Student" link on the IVC Website. (See Doc. 6; http://www.imperial.edu/index.php?pid=3; http://www.imperial.edu/admin/Media/File_Upload/126-Files/Transfer%20Credit%20Policies%20and%20Procedures.pdf)

RESPONSE TO RECOMMENDATION FIVE

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

DISTRICT RESPONSE

The Technology Master Plan assesses the role and reality of technology at Imperial Valley College, reviewing where the college has been and where it is headed. The vision of the Technology Master Plan is three-fold:

- serve instruction,
- support expansion,
- maintain day-to-day operations.

There are six fundamental goals in the Technology Master Plan: Provide the best possible computing environment and classroom technology solutions—within reasonable budgetary limits—for all faculty members, staff, and students; provide distance education support; ensure the best effective use of the Banner ERP system; ensure comprehensive faculty and staff training; provide campus technology modernization; and develop, review, and revise technology related policies and procedures on a regular basis. Most of these goals have been met for the present and will continue to be reviewed in the future. The Technology Master Plan also contains a revision process.

As part of the development of the new planning process, the former Technology council is now the Technology Planning Committee, one of a group of committees that report directly to the College Council. Comprised of eleven voting members, the new Technology Planning Committee includes:

> The Vice-President of Academic Services
> The Dean of Technology
> The Dean of Admissions and Records
> A CMCA Representative
> Three faculty representatives (appointed by the Academic Senate)
> The ASG President
> Three classified representatives (appointed by CSEA)

The Technology Planning Committee is responsible for developing the Technology Master Plan and maintaining its currency, but this committee takes its direction primarily from the Educational Master Plan (EMP). Technology goals and objectives are derived from the fundamental three-fold vision of the college: to serve instruction, to support expansion, and to maintain day-to-day campus operations. In concert with other planning committees, the Technology Planning Committee provides strategic guidance for technology implementation at IVC.

Among the group of committees that report to the College Council, the Budget and Fiscal Planning Committee and the Campus Operations and Facilities Planning Committee are key players in the planning process. The Technology Planning Committee works directly with these two groups in devising plans that connect purposefully to the Educational Master Plan. The goals and priorities in the EMP are assessed and updated annually, and this process is facilitated by input from College Council after receiving information, data, proposals, and assessments from the ten committees (including the Technology Planning Committee) who report to College Council.

Members of the Technology Planning Committee also serve on many of the ten committees that report to College Council. This rich cross-membership facilitates communication between and among the key planning entities on campus. Technology Planning Committee members can appropriately inform the Budget and Fiscal Planning Committee of the need for resources that are required to carry out the Technology Master Plan. Also, the Technology Planning Committee can inform the Campus Operations and Facilities Planning Committee about the design and implementation of new or remodeled facilities in addition to technology standards for instructional and non-instructional spaces. Enhancements to the campus computer network and requisite replacement plans for new equipment and resources can also be directly conveyed by the Technology Planning Committee to those groups responsible for the college budget and for the utilization and development of facilities.

The Educational Master Plan is also developed using input from Department Program Review documents. The EMP receives program-review input primarily from four areas: Administrative Services; Student Services; Academic Services; and, Institutional Services (President's Office). All this information, in turn, flows to the Technology Planning Committee via the Educational Master Plan planning process, where it can be reviewed and analyzed by the Technology Planning Committee as part of the annual assessment and updating process of the EMP.

The Technology Master Plan contains goals and objectives targeted for a three year time frame which began in the 2006 - 2007 academic calendar year. As described

earlier, an annual review and assessment of goals and objectives is required, in concert with other planning entities on campus.

Through this planning process, IVC identifies long-term goals and objectives and then determines how best to realize those objectives. This process must be continual. Performance is compared against identified goals and objectives, and adjustments then need to be made to ensure desired results. In the face of cyclical budget constraints, it is particularly important to devise a realistic Technology Master Plan that also allows for accommodation of the constantly changing and evolving dynamics of technology. Funding, commitment, and flexibility are required, and a purposeful technology plan is vital for the continued realization of IVC's strategic goals and objectives. Due to recent organizational changes, many of them reflections of input from Accreditation Team recommendations, Imperial Valley College has developed a new focused and integrated planning process that links together key committees and entities on campus. And this new process creates meaningful connections to the budgeting process, allowing the technology efforts on campus to sustain a new reality at IVC, with Instruction truly driving the budget process. (See Doc. 7)

RESPONSE TO RECOMMENDATION SIX

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

DISTRICT RESPONSE

Imperial Valley College is composed of a multifaceted shared governance committee structure to assist in making and implementing decisions; therefore, a college-wide approach is critical for encouraging wide participation.

The college is committed to an open process that includes representatives from all major stake-holder groups. At the Faculty and Staff Orientation in August, all staff (faculty, classified, administrators, and adjunct instructors) is given a Standing Committees List and memo encouraging them to participate in the shared governance process. (See Doc. 8) The list is distributed by the President's Office and all full-time faculty are required by contract to sign up for a committee, college club, or college organization. The preference sheet that is given to staff is sent back to the President's Office and updated as needed throughout the academic year.

The "Standing Committee Assignments for 2008 - 2009" lists the purpose and composition of each standing committee at Imperial Valley College. Since the addendum of March 12, 2007, two committees, Student Learning Outcomes and Basic Skills Committee, have been formed under Academic Senate.

Standing Committee Reporting Structure

The diagram below represents the standing committee reporting structure and the role of the committees in the shared governing planning process.

Shared Governance Planning Process
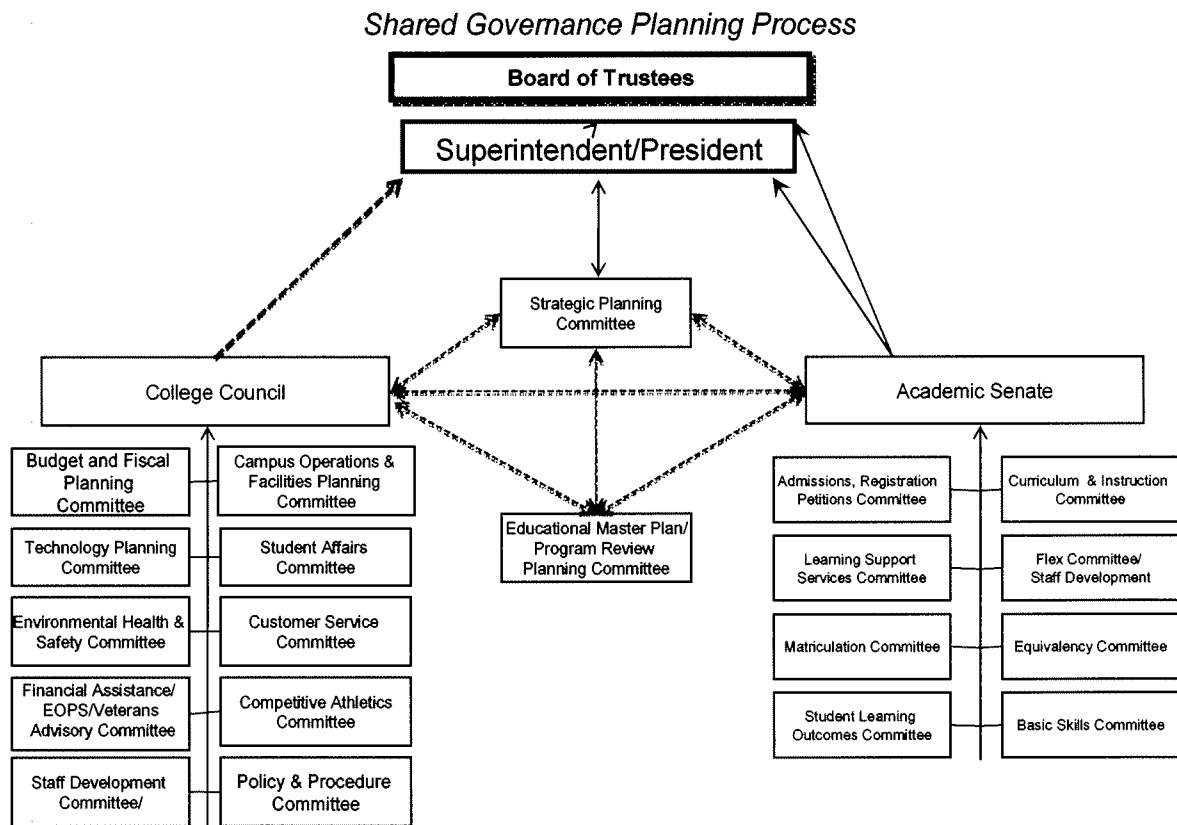
Solid line – reporting process
Dotted Line – Information sharing

Created: September 12, 2008

Standing Committees

The standing committees currently existing at Imperial Valley College are shown below. Included is a brief description of each committee's purpose and membership composition.

- Academic Senate
- Admissions, Registration and Petitions Committee
- Learning Support Services Committee
- Matriculation Committee
- Student Learning Outcomes Committee
- Curriculum and Instruction Committee
- Flex Committee
- Equivalency Committee
- Basic Skills Committee

Academic Senate (Elected)

Purpose

It shall be the purpose of the Academic Senate to:

- Represent the faculty of Imperial Valley College to ensure a formal and effective procedure for participating in the formation of policies and procedures on academic and professional matters.
- Promote and preserve the integrity of the educational program.
- Facilitate communication between the faculty, the Board of Trustees, and the administration.
- Develop policies and procedures related to Academic and Professional matters and to promote their implementation.
- Assist the members of the faculty of Imperial Valley College in exercising their voice on Academic and Professional matters.
- Develop, communicate, and encourage ethical and professional conduct.
- Advise the Board of Trustees and administration on Academic and Professional matters.
- Represent Imperial Valley College to other faculties and to the Academic Senate of California Community Colleges.
- Reach mutual agreement with the College President on matters relating to equivalency, hiring procedures, administrative retreat rights, and Academic and Professional matters pursuant to the provisions of the Education Code.

Composition

A.   The Academic Senate shall consist of nineteen (19) members.

B.   The Academic Senate shall be composed as follows:

1.   Academic Senate President, elected at large.
2.   Nine (9) senators, elected at large.
3.   Division senators, elected by the members of each respective division.

For the purpose of this document, divisions include:

Behavioral and Social Sciences

Exercise Science, Wellness and Sports

English

Humanities

Science/Mathematics/Engineering

Business

Nursing

Counseling

Learning Services

C.   Ex officio participants:

1.   Immediate Past President
2.   Chief Instructional office
3.   Student Representative
4.   Two Part-time Faculty Members, elected by part-time faculty.

For the purpose of this document, ex officio participants are non-voting members of the Academic Senate.

Admissions, Registration, Petitions Committee

This committee falls under the purview of the Academic Senate.

Purpose

The function of the Admissions, Registration and Petitions Committee is to interpret and administer state regulations and college policies on admission, registration, graduation,

and student records. Action is taken on student petitions for exceptions to policies and procedures.

Composition

The chairperson shall be the Chief Admissions and Records Officer with an indefinite number of faculty and classified personnel appointed by the Superintendent/President. Two student members shall be appointed by the Associated Student Government.

Learning Support Services Committee

Purpose

The purpose of the Learning Support Services Committee is to communicate about, and provide support for, the various aspects and programs of the learning services area.

The function of the Learning Support Services and Library/Media Center Committee is to evaluate and make recommendations concerning the various aspects and programs of the current library and learning support services program and to be instrumental in developing new programs and expansion.

Composition

The chairperson of this Committee shall be the Dean of Learning Services, and the following members shall be appointed by the Superintendent/ President: one student, and an indefinite number of faculty representing the various divisions.

Matriculation Committee

Purpose

The purpose of the committee is to act as an Advisory Panel to the Matriculation Director. The Matriculation Director shall deal primarily with student services, but shall also be involved with academic matters (prerequisites) and fiscal matters relating to Matriculation funds.

The function of the Matriculation Committee is to develop policies necessary for the implementation of Matriculation.

Composition

The Chairperson of this Committee shall be the Vice-President of Counseling Services and Student Services, and the following members shall be appointed by the Superintendent/President: Representatives from the English and Math Divisions, persons from Admissions, Counseling, Data Processing, EOPS, Disabled Students Programs and Services, Transfer Center, Financial Aid, Extended Campus, and an indefinite number of faculty shall make up the composition of this committee.

Student Learning Outcomes (SLO) Committee

Purpose

The vision of Imperial Valley College's Student Learning Outcomes Committee is to nurture a culture of improvement by measuring student learning across the institution; facilitating ongoing collegiality; promoting self-reflective dialog; and celebrating diversity.

Composition

The Chairperson of this Committee shall be the Student Learning Outcomes Coordinator. Representatives from a cross-section of instructional division and/or programs and support departments will make up the composition of the committee.

Curriculum and Instruction Committee

Purpose

The Curriculum and Instruction Committee shall serve in an advisory capacity to the Academic Senate by developing policy recommendations and procedures on academic and professional matters. The three areas which the Board of Trustees have elected to "rely primarily" on the advice and judgment of the Academic Senate, and for which the Curriculum and Instruction Committee shall provide policy recommendations and procedures are:

1. Curriculum, including establishing prerequisites and placing courses with disciplines;
2. Degree and certificate requirements.
3. Grading policies.

In addition, graduation requirements, general education requirements, transfer requirements, articulation agreements and other matters relating to the curriculum may

be reviewed by the Curriculum and Instruction Committee for formulating policy recommendations and procedures to the Academic Senate.

The Curriculum and Instruction Committee shall also serve in an advisory capacity to the Academic Senate and the Chief Executive Officer, as the Board of Trustees designee, on academic and professional matters on areas where mutual agreement must be reached before being submitted to the Board of Trustees. The eight areas that the Curriculum and Instruction Committee shall provide policy recommendations procedures to the Academic Senate and the Chief Executive Officer are:

1. Educational Program development
2. Standards of policies regarding student preparation and success
3. College governance structures, as related to faculty roles
4. Faculty roles and development in accreditation processes
5. Policies for faculty professional development activities
6. Processes for program review
7. Processes for institutional planning and budget development
8. Other academic and professional matters as mutually agreed upon

In addition, community needs assessments, instructional methodologies, catalog and schedule development, and other matters relating to programs and instruction may also be reviewed by the Curriculum and Instruction Committee for formulating policy recommendations and procedures to the Academic Senate and the Chief Executive Officer.

Composition

The voting members shall be the Chief Instructional Officer (CIO), Academic Senate representative, division chairpersons, Dean of Applied Science, Dean of Learning Services, Associate Dean of Disabled Students Programs and Services, Associate Dean of Nursing Education and Health Technologies, Vice President for Student Services, and the Associated Student Government representative.

The consulting members shall be the Dean of Admissions, Matriculation Coordinator, Dean of Extended Campus Programs, and the Transfer Center Director.

The Curriculum and Instruction committee members shall attend all Curriculum and Instruction meetings or send their representative.

Flex Committee

This committee is currently inactive, but there are plans to revive the committee in the near future.

Equivalency Committee

Purpose

The goal of the Imperial Community College District is to provide a faculty of highly qualified professional educators who are experts in their fields, skilled in teaching, and serve the needs of a varied student population. The District also seeks those who can promote overall college effectiveness and who are sensitive to the diversity of the district community.

As specified in California Education Code (§ 87359) and Title 5 of the California Code of Regulations (§53430), equivalency committees at the various California Community Colleges shall have the primary responsibility to approve or deny petitions for equivalency submitted by potential full-time or part-time faculty members who do not hold the degrees specified in the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook.

Composition

The administration and the faculty, with their professional expertise, are best able to determine whether a candidate's qualifications are the equivalent of the minimum qualifications. Accordingly, the Equivalency Committee shall consist of the following:

1. Three faculty members, appointed by the Academic Senate President, two full-time faculty members from the division or department in which the candidate shall be employed, and the Chief Instructional Officer or Chief Student Services Officer or their designee.

2. The chair of the Equivalency Committee shall be selected by the members of the committee.

3. Up to two additional full-time faculty members or appropriate administrators with expertise in the academic area in which the applicant is to work may serve on the Equivalency Committee. When a full-time faculty member is not available from the academic area, a faculty member from a related academic area may substitute

<u>Basic Skills Committee</u>

Purpose

The purpose of the committee is to build students' skills and confidence in order to prepare them for college-level coursework. Faculty and staff shall provide this foundation for success through the development of innovative programs, the integration of basic skills courses and support services, the training of faculty to better teach basic skills, and the use of the best practices of developmental education. The committee shall also be responsible to write state mandated reports, and to develop, monitor and report on the Basic Skills budget to the state.

The committee shall be responsible for developing policies necessary to the implementation of the Basic Skills Initiative mandated by the state.

Composition

The Committee shall be composed of Basic Skills Coordinator, English chair, Math Coordinator, ESL Coordinator, Matriculation Director, Lead Counselor, Reading Coordinator, Writing Coordinator, Industrial Technology Coordinator, Researcher, Academic Services Administrative Assistant, and Vice President for Academic Services and any other faculty who wishes to participate.

Evaluation Process

IVC shall annually review the progress and success of its standing committees. This review is a formalized activity that assesses the effectiveness of the various college committees by looking at the following elements: committee composition, meeting schedule; defined committee goals and function; committee meeting structure (agenda, minutes, recommendations); and meaningful contribution to the development of the college as demonstrated in policies or procedures. At the end of each academic year, the chair of each committee shall prepare a report not exceeding one double spaced page that provides an assessment of the success of the committee, using the identified elements for each committee as criteria for determining the level of success. This report shall be submitted either to the Academic Senate or College Council as appropriate for information and review, and shall then be forwarded to the Superintendent/President to assist with the development of an annual report.

DOCUMENTS

Document 1   Progress Report Preparation Timeline Activities Binder

Document 2   IVC Strategic Plan

Document 3   IVC Educational Master Plan

Document 4   Program Review Narrative Summaries; Division and Department
                  Program Reviews

Document 5   2008 – 2009 General Catalog

Document 6   Winter/Spring 2009 Class Schedule

Document 7   IVC Technology Plan

Document 8   Standing Committees Assignments 2008 – 2009 Memo to Faculty
                  and Staff, 8/11/08