



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

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2015 Annual Report
Final Submission
 03/27/2015

Imperial Valley College
 P.O. Box 158
 Imperial, CA 92251

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Nicholas O. Akinkuoye
3.	Phone number of person preparing report:	(760) 355-6213
4.	E-mail of person preparing report:	nicholas.akinkuoye@imperial.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.imperial.edu/courses-and-programs/catalogs-and-schedules/#catalogs_section
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://accreditation.imperial.edu/docs/accrediting_and_licensing_agencies.pdf?2015-03-05
6.	Total unduplicated headcount enrollment:	Fall 2014: 7,861 Fall 2013: 7,964 Fall 2012: 7,797
7.	Total unduplicated headcount enrollment in degree applicable	7,091

	credit courses for fall 2014:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,803
9.	Number of courses offered via distance education:	Fall 2014: 24 Fall 2013: 12 Fall 2012: 6
10.	Number of programs which may be completed via distance education:	20
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 1,056 Fall 2013: 587 Fall 2012: 324
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	70%
14b.	Successful student course completion rate for the fall 2014 semester:	86%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? N/A
	b.	55

	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?																																					
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	39																																				
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	808																																				
16b.	Number of students who received a degree in the 2013-2014 academic year:	689																																				
16c.	Number of students who received a certificate in the 2013-2014 academic year:	364																																				
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	37 %																																				
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	360																																				
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes																																				
18b.	If yes, please identify them:	CSU-GE B and IGETC																																				
19a.	Number of career-technical education (CTE) certificates and degrees:	96																																				
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	43																																				
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3																																				
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	3																																				
20.	<p>2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.###)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Nursing - R.N. (Associate Degree)</td> <td>51.3801</td> <td>state</td> <td>75 %</td> <td>93.02 %</td> </tr> <tr> <td>Nursing - V.N. (Vocational)</td> <td>51.3901</td> <td>state</td> <td>72 %</td> <td>94 %</td> </tr> <tr> <td>Emergency Medical Services (Paramedic)</td> <td>51.0904</td> <td>state</td> <td>60 %</td> <td>67 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.###)	Examination	Institution set standard (%)	Pass Rate (%)	Nursing - R.N. (Associate Degree)	51.3801	state	75 %	93.02 %	Nursing - V.N. (Vocational)	51.3901	state	72 %	94 %	Emergency Medical Services (Paramedic)	51.0904	state	60 %	67 %																
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21.	<p>2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.###)</th> <th>Institution set standard (%)</th> <th>Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Nursing - R.N. (Associate Degree)</td> <td>51.3801</td> <td>0 %</td> <td>90 %</td> </tr> <tr> <td>Nursing - V.N. (Vocational)</td> <td>51.3901</td> <td>0 %</td> <td>80 %</td> </tr> <tr> <td>Emergency Medical Services (Paramedic)</td> <td>51.0904</td> <td>0 %</td> <td>100 %</td> </tr> <tr> <td>Firefighter 1</td> <td>43.0203</td> <td>0 %</td> <td>100 %</td> </tr> <tr> <td>Medical Assistant</td> <td>51.0801</td> <td>0 %</td> <td>70 %</td> </tr> <tr> <td>Pharmacy Technician</td> <td>51.0805</td> <td>0 %</td> <td>50 %</td> </tr> <tr> <td>Agriculture Science</td> <td>01.0000</td> <td>75 %</td> <td>100 %</td> </tr> <tr> <td>Computer Information Systems</td> <td>11.0103</td> <td>75 %</td> <td>100 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.###)	Institution set standard (%)	Job Placement Rate (%)	Nursing - R.N. (Associate Degree)	51.3801	0 %	90 %	Nursing - V.N. (Vocational)	51.3901	0 %	80 %	Emergency Medical Services (Paramedic)	51.0904	0 %	100 %	Firefighter 1	43.0203	0 %	100 %	Medical Assistant	51.0801	0 %	70 %	Pharmacy Technician	51.0805	0 %	50 %	Agriculture Science	01.0000	75 %	100 %	Computer Information Systems	11.0103	75 %	100 %
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	Air Conditioning and Refrigeration Technology	15.0501	75 %	100 %
	Automotive Technology	47.0604	75 %	100 %
	Building Construction	46.0415	75 %	100 %
	Welding Technology	48.0508	75 %	100 %
	Water Treatment Systems	15.0506	75 %	100 %
	Child Development	19.0101	75 %	100 %
	Administration of Justice	43.0107	75 %	100 %
	Agricultural Business Management Major/Agriculture Business Management	01.0102	75 %	100 %
	Agricultural Crop Science	01.0304	75 %	100 %

22.	Please list any other institution set standards at your college:		
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
	Technical Skill Attainment	successful course completion	89.2%
	Completion	student program completion	75.84%
	Persistence	persistence in higher education	80.79%
	Non-traditional Participation	participation in non-traditional training	20.33%
	Non-traditional Completion	completion of non-traditional training	24.50%

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).
	<p>A workshop on reading apprenticeships has led to a development of reading apprenticeship plans for a variety of disciplines. These efforts are being led by our SLO and Basic Skills committees, which will also provide funding for additional training. Along with this, the SLO committee has worked with departments to incorporate a reading comprehension element into SLOs. Our Title V grant, ATLAS, developed a class for a select group of faculty to enhance their classes with cultural awareness and contextualized learning. This class has led to transformations in classes across the campus. The next step is to spread these trainings out across the campus.</p>

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 729
	b.	Number of college courses with ongoing assessment of learning outcomes: 729
	Auto-calculated field: percentage of total: 100	
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 128
	b.	Number of college programs with ongoing assessment of learning outcomes: 128
	Auto-calculated field: percentage of total: 100	
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 13
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 13
	Auto-calculated field: percentage of total: 100	

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.imperial.edu/faculty-and-staff/campus-committees/student-learning-outcomes/
28.	Number of courses identified as part of the general education (GE) program:	164
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	164
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>This past year, the Academic Senate and College Council approved revisions that faculty and the Student Learning Outcome Committee completed in the AY 2013-14. The institution is in the process of implementing an online Strategic Planning Management Tool, SPOL (Strategic Planning Online). We have completed a cycle; however, we need to work out some challenges. In this program, Institutional Learning Outcomes are linked to various programs reviews, including Academic, non-instructional Academic and Service Area Outcomes. In an effort to assess our Information Literacy Institutional Learning Outcome, faculty are invited to bring their classes to the library. One of the librarians offers an assessment of students' knowledge base Information Literacy. Because this past year we focused on the implementation of SPOL, we are just beginning to determine ways to effectively measure Institutional Learning Outcomes campus wide beyond mapping. The SLO committee has asked both instructional and non-instructional faculty and staff to come together to brainstorm ways to assess ILO's. One such example is through focus groups. Our goal is to have another assessment method implemented by AY 15-16.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>IVC is in the process of implementing SPOL (Strategic Planning Online), a strategic planning management tool. A cycle has been completed, but there are some challenges to address. In SPOL, Learning Outcomes (SLOs, PLOs, ILOs) will be linked to Academic and non-Instructional and Service Area program reviews. Courses directly linked to a program have associated PLOs and ILOs. Courses not directly linked to a program will be mapped to "non-degree or non-certificated programs." E.g., an analysis of learning outcomes in Basic Skills mathematics, Basic Skills English or English as a Second Language courses will be completed and learning outcomes incorporated into the Basic Skills program review. Almost all Learning Outcomes are now in SPOL and many courses have been assessed, which makes assessment data transparent to course level outcomes. This enables divisions and departments to analyze assessments and begin dialogue regarding pedagogical content knowledge of a particular outcome. One such example is solving equations in mathematics: Students struggle with</p> </div>	

	<p>solving equations at all levels. Mathematics department faculty has been appointed to begin discussion about incorporating different instructional methods on how to solve equations. The math department website will be updated to include resources for part-time faculty.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>In past years, internal communication of assessment results was primarily discussed amongst departments or divisions. Reports on the number of SLOs written and SLOs assessed campus-wide were received. The SLO Committee received all assessment results and they were housed in an SLO email. Since the implementation of SPOL, assessment results are transparent; however, one needs access to SPOL to view them. Once all data is in for the year, the SLO Committee will create a global picture of assessment results and incorporate them into our SLO website, which is easily available to all students and community at large. During campus-wide discussion regarding student learning, reading comprehension was identified as problematic on campus. In response, 3CSN was invited to present an Introductory to Reading Apprenticeship (RA) workshop. Campus wide, the RA ideology will be a challenge to implement. But there is already discussion among divisions and small groups that an aspect of Reading Comprehension should be one SLO in each course. Also, to address the perception by some faculty that assessment results are meaningless, the institution would like to work towards meaningful assessment, which may include reducing the number of SLOs per course. Many innovative ideas are circulating regarding transparency of assessment data.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Since we are in the process of implementing SPOL this Academic Year, the dialogue was predominantly how to get the data into SPOL and how does the data link within the system. IVC is working with Strategic Planning Online on creating a direct link from Student Learning Outcomes to Program Review. As a consequence of campus-wide dialogue about student learning, it seems reading comprehension and language acquisition are both challenging for students, and hence we invited 3CSN to introduce reading apprenticeship to roughly 1/3 of our full-time faculty. The Basic Skills Committee will be funding faculty training in Reading Apprenticeship. If there are student learning outcomes linked to reading comprehension and/or language acquisition in any course, then we could assess whether there is measurable improvement in a reading comprehension assessment. There are some departments with minimal full-time faculty. Although new faculty positions of some departments was not solely due to assessment results, the results did have an impact of some departments being given growth positions for next year.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>In past academic years, there have been success stories of departments modifying their Student Learning Outcomes based on student learning and achievement. For example, one department had nearly a 100% success rate on a particular learning outcome. This indicated to the department that the assessment chosen for the learning outcome may not be difficult enough. The next time the outcome was assessed, the department modified the assessment to be a more difficult conceptual task. The assessment results dropped to roughly 68% of students that were successful on the particular SLO. At that point, dialogue occurred as to how to more effectively teach particular concepts. Another success story is the beginnings of professional development activities being offered campus wide, such as Reading Apprenticeship. Campus dialogue is beginning to include how to incorporate Reading Apprenticeship in our classes, and perhaps embedded within a Student Learning Outcome as well.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 6 2011-12: 0

41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	<p>Mission/Objectives Nature of constituents served Courses and/or Programs (additions and deletions) Change in sites offering 50% or more of a program, certificate, or degree</p>
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	<p>MISSION/OBJECTIVES: The Strategic Educational Master Planning Committee will be looking at the college vision and mission for the future.</p> <p>NATURE OF CONSTITUENTS SERVED: The college piloted an inmate education program involving inmates incarcerated at the Imperial County jail (Inside/Out Program). Discussions have begun to consider expanding the program to the Centinela and Calipatria prisons.</p> <p>COURSES AND/OR PROGRAMS (ADDITIONS AND DELETIONS): Addition of CTE Certificate Program - Diesel Farm Machinery and Heavy Equipment Certificate (submission of substantive change proposal is pending ACCJC action on the 2015 Follow-Up Report).</p> <p>Deletion of Eight (8) Programs: Disability Services Technician A.A. and Certificate; Journalism A.S.; Legal Assistant A.A and Certificate (suspended effective 2015-2016); Communication Arts A.A. (replaced by Communication Studies AA-T); Human Relations A.A. and Certificate (suspended effective 2014-2015); Business Financial Services A.S. and Certificate; Business Management A.S. and Certificate; Court Services Specialist Certificate.</p> <p>CHANGE IN SITES OFFERING 50% OR MORE OF A PROGRAM, CERTIFICATE, OR DEGREE: The college no longer offers 50% or more of a program, certificate, or degree at instructional sites other than the home campus. Fire Technology Program courses previously offered at the Heber Fire Station are now offered at the main campus, in one of two new CTE buildings effective Fall 2014.</p>

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

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

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