

Program Name:

Extended Campus

A. PAST: Review of Program Performance, Objectives, and Outcomes for the Three Previous Academic Years: 2006-07, 2007-08, 2008-09

1. List the objectives developed for this program during the last comprehensive program review.

- a. To ensure that technology and equipment are available at each center to access/deliver distance learning courses.
- b. To explore the possibilities of coordinating on-line courses through Extended Campus.
- c. To expand the current level of community services and noncredit offering through distance learning. Accomplished in community services.
- d. The program will be an active participant with local chambers of commerce to solidify communication channels. Accomplished.
- e. The program will partner with local unions to develop joint programs that are consistent with local business and employer needs. Accomplished.
- f. The coordinator of noncredit will develop new programs and courses to meet the needs of the community.
- g. Develop long-range facilities plan. Not accomplished.
- h. The program will expand its network of satellite centers. Not accomplished.

2. Present program performance data in tabular form for the previous three years that demonstrates the program's performance toward meeting the previous objectives. Include the following standard program performance metrics as well additional program specific metrics, if any.

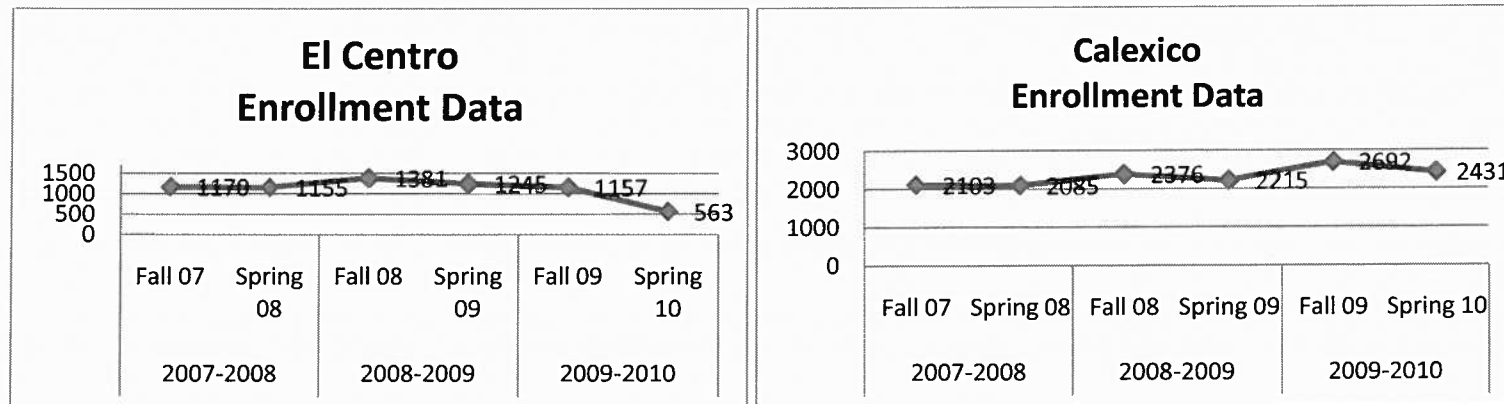
- a. **For teaching programs this data should include at least the following: Enrollment at census, number of sections, fill rate, retention rate, success rate, and grade distribution for each course in the program, during each semester and session of the previous three academic years. In addition, the Full Time Equivalent Faculty (FTEF) and Full Time Equivalent Students (FTES) and the ratio of FTES per FTEF should be presented for the program for each semester and session.**
 - a. The closure of the El Centro and Brawley centers reduced the availability of community computer labs; however, through a HUD grant, the college has small community and business centers in El Centro, Calexico and Brawley that provides computer accessibility for the public. New business centers have also been opened in the communities of Westmorland and Niland where Internet accessibility was noted by their residents during the community forums last year. In Calexico new computers were installed 3 years ago and new computer equipment that resulted in a better equipped lab. The college is also in the process of upgrading internet accessibility through a wireless fiber optic connection. Goal partially accomplished.
 - b. Not accomplished.
 - c. Accomplished. The College partnered with "Ed to Go" for the provision of on-line community service classes. An entire catalog of courses is available through this partnership.
 - d. Accomplished. The Extended Campus continues to be very active in a variety of community organizations and forums including the chambers of commerce, IVROP, the Workforce Development Board, and other community organizations.
 - e. Partially accomplished. The college offered a Pipe Welding program funded by the WDB and taught by the Union. Additional funding is being requested to offer the same program again.
 - f. Partially accomplished. Although the noncredit catalog now has 47 courses approved by the CCCCO, funding for the program has significantly reduced due to enrollment management efforts to maximize credit FTES apportionment.
 - g. Not accomplished. Funding reductions forced the closure of two of its campus and a full time administrator.
 - h. Not accomplished.

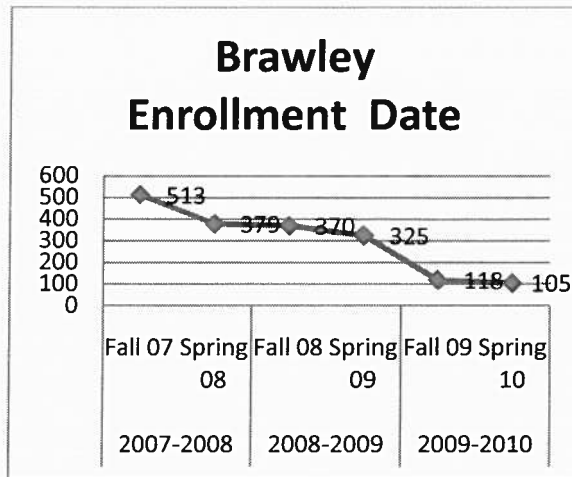
3. **Present student learning or service area outcomes data that demonstrate the program’s continuous educational and/or service quality improvement. Include the following standard information and metrics as well as additional program specific metrics, if any. List the program level outcomes, goals or objectives and show how these support the Institutional Student Learning Outcomes. Identify the method(s) of assessment used for each of the program level outcomes. Provide a summary of the outcome data for the program, including course and program level data as appropriate.**

SLOs for academic programs are monitored and evaluated by individual departments and programs. The program will continue to support the Institutional Student Learning Outcomes by providing academic and administrative support to faculty and community.

Service area outcomes will be developed in support of the Institutional student learning outcomes. Student and faculty satisfaction will be assessed with surveys to understand why students take classes at extended campus; to understand the satisfaction and accessibility of student services; and understand faculty satisfaction. Surveys will be done every fall semester at each extended campus. Fall 2011 will serve as a baseline to set improvement benchmarks.

4. **Analyze the data presented visually (graphs, diagrams, etc.) and verbally (text) as appropriate, present any trends, anomalies, and conclusions. Explain the program’s success or failure in meeting the objectives presented above in item one. Explain the ways that the program utilized the student learning or service area outcome data presented in item three to improve the program (changes to curriculum, instructional methodology, support services, etc.)**





The enrollment information for the El Centro and Brawley campuses show a decline in enrollment due to the closure of the off-campus centers and an overall reduction of classes offered by the college. The Calexico Center still continues to experience increases in students due to a heavy presence of ESL classes and the continued partnership with Calexico High School for evening classes.

A review of courses taught at Extended campus shows a diverse scope of courses but ESL still being the predominant discipline offered. The Legal Assistant Academy is taught from the El Centro Extended Campus. (See attachment)

B. PRESENT: Snapshot of the State of the Program in the Current Semester:

- 1. Give a verbal description of the program as it exists at the present time. Include information on current staffing levels, current student enrollments, student learning or service are outcome implementation, number of majors, and/or other data as appropriate.**
The Extended Campus program at Imperial Valley College is a vital component the mission of the college to increase educational opportunities for all the residents of the Valley. The Extended Campus provides accessibility to residents by providing services in each of the three major population centers in the Valley.

El Centro

Evening courses are currently provided at Central Union High School. Courses are scheduled by individual academic divisions with a ½ time Student Services Representative (SSR) present to provide student and faculty support. Faculty has access to a copy machine, mail, and computer accessibility. Courses are offered in fall and spring semesters only. No summer courses are offered.

Brawley

Limited evening courses are currently provided at Desert Valley High School. No student or faculty support is provided. Courses are scheduled with faculty that teaches on main campus or other off-campus locations where faculty support is provided.

Calexico

Calexico remains as a comprehensive off-campus operation with day and evening classes and academic counseling. Courses are offered across most disciplines but day classes focus on English as a Language (ESL). Noncredit courses in ESL, basic computers, and citizenship are also provided. Evening courses are also provided in Calexico at Calexico High School. Currently 2 ½ Student Services Representatives

(SSR) staff the Calexico Center. The center operates from a leased facility that has been in operation for over 20 years and includes 9 classrooms and a computer lab.

The operation of the Extended Campus underwent a significant transformation in 2009, driven primarily by budget reductions. The off-campus centers in El Centro and Brawley were closed at the end of 2009 as cost cutting measures. Administrative support is provided by the Dean of Economic and Workforce Development from main campus. Community services and contract education were shifted to main campus through the new Division of Economic and Workforce Development.

2. Verbally describe any outside factors that are currently affecting the program. (For example: changes in job market, changing technologies, changes in transfer destinations, etc.)

Funding reductions from the State have forced the college to reduce funding levels for Extended Campus resulting in the closure of two of its comprehensive centers. The demographics from Imperial Valley which includes a large Spanish monolingual and immigrant population also increase the need for basic ESL and citizenship classes.

3. List any significant issues or problems that the program is immediately facing.

- The Calexico Center needs basic infrastructure repairs, off-street parking, and capacity.
- The staffing levels at each site are minimal and create challenges when staff is out on leave or furloughs.
- The closing of the Brawley and El Centro centers have created a gap in the delivery of services to the community by reducing accessibility.
- The computer lab in Calexico is used extensively by students for lab instruction or assignments but does not have the technical support to resolve immediate problems.
- The lack of an on-site administrator creates issues for staff to resolve immediate problems and the overall supervision of staff and faculty oversight.
- Limited evening maintenance staff has an impact on general facilities.
- Communication and coordination with main campus across the different disciplines and departments needs improvement.
- Staff and lab computers are outdated.
- Conflicts with high schools arise due to territorialism.

C. FUTURE: Program Objectives for the Next Three Academic Years: 2009-10, 2010-11, 2011-12

1. Identify the program objectives for the next three academic years, making sure these objectives are consistent with the college's Educational Master Plan goals. Include how accomplishment is to be identified or measured and identify the planned completion dates. If any objectives are anticipated to extend beyond this three-year period, identify how much is to be accomplished by the end of this review period and performance measures.

- A. The Calexico Center is close to the FTES benchmarks established by the State for the designation as an "Educational Center". The College should consider the development of an overall master plan for Calexico to include adequate short and long-term facilities.
- B. The Calexico Center should become an educational center.
- C. Staffing levels for administrative and support staff should be adequate and commensurate with the levels FTES and activities.
- D. Equipment for staff and instruction should be updated.
- E. Better coordination efforts between main campus and extended campus need to be developed.

2. Identify how student learning or service area outcomes will be expanded and fully implemented into the program. Include a progress timeline for implementation and program improvement.

Student Learning Outcomes for courses taught at Extended campus are developed by their own individual academic disciplines and departments. Faculty and students will be surveyed in the Fall 2011 and every fall semester to assess how extended campus serves the needs of faculty and students and in support of institutional SLOs. 2011 results will be the baseline to assess program improvements.

3. Identify any resources needed to accomplish these objectives. Identify any obstacles toward accomplishment and the plan to surmount these obstacles.

Resources needed for the next three years have been outlined in the table below.

Three-year resource projection for facilities, equipment, and personnel

FACILITIES	2011-12	2012-13	2013-14
Upgrade of existing building and facilities	X		
Development of facilities for Educational Center designation		X	X
Coordination with high schools	X	X	X
EQUIPMENT/TECHNOLOGY	2011-12	2012-13	2013-14
Computer equipment for computer lab	X	X	X
Computer equipment for staff	X	X	X
Instructional equipment for high school classes	X	X	X
Upgrade to fiber optic lines	X		
PERSONNEL			
One FTE Student Services Representative	X		
One Director of Extended Campus	x		
One Computer Lab Assistant	x		
One part-time day custodian in Calexico	X		

4. Identify any outside factors that might influence your program during the next three years.

The new format for the Extended Campus with each discipline coordinating classes creates a communication and scheduling challenge. The lack of an on-site administrator exacerbates the issue and requires a greater degree of coordination with main campus. The development of an Educational Center with dedicated funding and academic programs will create a greater sense of identity and value.

D. Program Data

Brawley Extended Campus Number of Sections

2007-2008

FALL 2007	AG	2
	ART	1
	CIS	5
	ENVS	2
	MATH	5
	PD	1
	POLS	1
	PSY	1
	SPAN	1
	SPCH	1
SPRING 2008	AG	2
	CIS	5
	ENVS	2
	MATH	5
	PD	1
	POLS	1
	SPAN	1
	SPCH	1

2008-2009

FALL 2008	AG	1
	CIS	5
	ENVS	1
	MATH	3
	PD	1
	POLS	1
	SPAN	1
	SPCH	1
SPRING 2009	AG	1
	CIS	5
	ENVS	1
	MATH	3
	PD	2
	POLS	1
	SPAN	1
	SPCH	1

2009-2010

FALL 2009	MATH	2
	POLS	1
SPRING 2010	CDEV	1
	MATH	2
	POLS	1

El Centro Extended Campus Number of Sections

2007-2008

FALL 2007	AHP	2
	BUS	2
	CIS	10
	ESL	17
	FREN	8
	HIST	1
	LEGL	2
	MATH	4
	MUS	3
	PD	1
	PHSC	1
	POLS	1
	SPAN	2
	SPCH	6
	SPRING 2008	AHP
AMSL		2
BUS		2
CIS		11
ESL		17
HIST		1
LEGL		2
MATH		4
MUS		2
PD		1
PE		1
PHI		2
PHSC		1
POLS		2
PSY		1
SPAN	3	
SPCH	5	

2008-2009

FALL 2008	AHP	2
	AMSL	2
	BUS	1
	CIS	9
	ESL	19
	FREN	3
	HIST	1
	LEGL	2
	MATH	4
	MUS	1
	PD	1
	PHSC	1
	POLS	2
	PSY	1
	SPAN	3
SPCH	4	
SPRING 2009	AHP	2
	AMSL	2
	BUS	1
	CIS	9
	ESL	19
	FREN	3
	HIST	1
	LEGL	2
	MATH	4
	PD	1
	PE	1
	PHSC	1
	POLS	1
	PSY	1
	SPAN	2
SPCH	6	

2009-2010

FALL 2009	AHP	2	
	AMSL	2	
	BUS	1	
	CIS	5	
	ESL	13	
	FREN	3	
	HIST	1	
	GEO	1	
	LEGL	2	
	MATH	4	
	POLS	1	
	SPAN	1	
	SPCH	7	
	SPRING 2010	AMSL	3
		ESL	4
LEGL		3	
MATH		4	
MUS		1	
POLS		1	
PSY		1	
SPAN	2		
SPCH	1		

Calexico Extended Campus Number of Sections

2007-2008

FALL 2007	AJ	1
	CIS	14
	ESL	52
	HIST	1
	MATH	9
	PD	1
	POLS	1
	SPAN	5
	SPCH	2
	THEA	3
SPRING 2008	AJ	1
	CIS	12
	ESL	56
	HIST	1
	MATH	9
	PD	1
	POLS	1
	SPAN	3
	SPCH	2
	THEA	1

2009-2010

FALL 2009	AJ	1	
	CIS	8	
	ESL	71	
	HIST	1	
	MATH	8	
	PD	3	
	SPAN	4	
	SPCH	3	
	SPRING 2010	CIS	8
		ESL	69
HIST		1	
MATH		6	
PD		2	
SPAN		3	
SPCH		3	

2008-2009

FALL 2008	AJ	1	
	CIS	13	
	ESL	62	
	HIST	1	
	MATH	9	
	PD	1	
	SPAN	5	
	SPCH	2	
	SPRING 2009	AJ	1
		CIS	12
ESL		61	
HIST		1	
MATH		8	
PD		1	
POLS		1	
SPAN		3	
SPCH	2		