



Substantive Change Proposal



Distance Education Program Imperial Valley College

IMPERIAL COMMUNITY COLLEGE DISTRICT
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IMPERIAL, CA 92251
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Imperial Valley College
Distance Education Program: Substantive Change Proposal

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Proposed Change

Brief Description of the Change

Imperial Valley College offered its first Distance Education class more than ten years ago: an online music appreciation course. That was the sole online offering until IVC was awarded a Title V grant in 2004. This multi-million-dollar grant allowed for the creation of the ACESSO program, which resulted in the creation of the Distance Education Program at IVC. In the spring 2012, IVC offered 66 online courses (a combination of hybrid and fully online classes) taught by 40 instructors (both full- and part-time faculty members). The growth pattern of IVC's Distance Education Program can be appreciated in the following table:

| Online Course Offerings: Fall 2008 to Spring 2013 | | |
|--|-----------------------------|----------------------------|
| Session and Year | Total Online Courses | |
| Fall 2008 | 51 | |
| Fall 2009 | 51 | |
| Fall 2010 | 72 | |
| Fall 2011 | 66 | |
| Fall 2012* | | |
| Spring 2009 | 56 | |
| Spring 2010 | 65 | |
| Spring 2011 | 75 | |
| Spring 2012 | 66 | |
| Spring 2013* | 0 | Post-Blackboard moratorium |
| Winter 2009 | 26 | |
| Winter 2010 | 16 | |
| Winter 2011 | Session cancelled | 0 |
| Winter 2012 | Session cancelled | 0 |
| Summer 2009 | 33 | |
| Summer 2010 | 35 | |
| Summer 2011 | Session cancelled | 0 |
| Summer 2012 | 5 | |

This list of 66 courses represents the culmination of seven years of steady effort, beginning with the ACCESO program in 2004. The Title V grant which funded ACCESO ran its course two years ago, and since then IVC has been in a transition phase, institutionalizing what had once been a \$700,000-a-year program. The state budget crisis has been bedeviling IVC ever since the end of the last decade, also. Consequently, these 66 online courses represent a leveling-off. The college also offered 66 sections the previous semester (Fall 2011). And recently, winter and summer sessions have been cancelled. Nonetheless, with the recent addition of a Psychology 101 course, IVC now offers a rich online General Education experience for students. And, since 2009, a complete set of core Fire Technology courses have been available online.

After ACCESO, IVC institutionalized the distance education effort and created the DE Coordinator position (6 hours reassigned time). The DE Coordinator originally worked under the Dean of Learning Services, but after a recent reorganization in the Instruction area, the DE Coordinator, along with the Instructional Media Designer (9 hours reassigned time) report directly to the Vice-President for Academic Services. The DE Coordinator heads up the DE Committee (a sub-committee of the Academic Senate), and DE Committee members represent all campus communities.

Originally, under ACCESO, faculty were trained to use the Etudes-NG Course Management System. Training was provided on campus, facilitated by the Instructional Media Designer, with support from the ACCESO program. Training was also provided, online, by the Etudes company. By spring 2012, 149 full-time and part-time faculty members had been trained in online instruction, and at its peak, 75 online or hybrid classes were scheduled—representing approximately 9% of total course offerings.

At this time, no certificates or degrees can be taken completely online. However, there are 10 majors (degree programs) that can be taken at least 50% online (see Appendix A: Graduation Requirements). Those majors are:

| | |
|---------------------------|----------------------------------|
| Administration of Justice | Human Relations |
| Behavioral Science | Liberal Studies (General option) |
| Business Management | Social Science |
| English | Spanish (Non-native) |
| Humanities | University Studies |

In addition, there are three certificate programs that can be taken at least 50% online. Those certificate programs are:

| | | |
|---------------------------|---------------------------|-----------------|
| Administration of Justice | Court Services Specialist | Fire Technology |
|---------------------------|---------------------------|-----------------|

Students at IVC are generally satisfied with their online courses. Of those students who responded to a 2011-2012 survey who had taken an online class, 76% strongly agreed or agreed that they were satisfied with their online classes. Survey results—note questions 13 through 15—can be found at this link: http://www.surveymonkey.com/sr.aspx?sm=0eakFWxeSbLnovog_2fQBSKWNn1o_2bmq4Nqb4nbOpDQ0js_3d.

Despite high levels of student satisfaction with online classes, another survey question revealed that 72% of all respondents preferred traditional face-to-face classes (see question 10 in the survey, above). This face, coupled with local data that showed success rates in online classes were significantly lower than traditional classes (reflecting national and state trends) led to a dialog within the DE Committee and among faculty about how to raise success and retention rates in online classes.

Dialog addressing methods to systematically evaluate and improve online courses via a separate process was taking place when two events occurred that compelled IVC to chart a new path for its DE program. In spring 2012, IVC submitted the first version of this Substantive Change Proposal (required since a number of programs at IVC offered 50% or more units available online).

| Imperial Valley College Programs with 50% or More Units Available Online | | | |
|---|-----------------------|-------------------------------|-----------------------------------|
| DEGREE PROGRAMS | UNITS REQUIRED | UNITS AVAILABLE ONLINE | MAXIMUM % AVAILABLE ONLINE |
| Administration of Justice | 60 | 39 | 65% |
| Behavioral Science | 60 | 36 | 60% |
| Business Management | 60 | 38 | 63% |
| English | 60 | 39 | 65% |
| Humanities | 60 | 51 | 85% |
| Human Relations | 60 | 39 | 65% |
| Liberal Studies (general) | 60 | 52 | 87% |
| Social Science | 60 | 42 | 70% |
| Spanish (non-native) | 60 | 50 | 83% |
| University Studies | 60 | 48 | 80% |
| | | | |
| CERTIFICATE PROGRAMS | UNITS REQUIRED | UNITS AVAILABLE ONLINE | MAXIMUM % AVAILABLE ONLINE |
| Administration of Justice | 21 | 12 | 57% |
| Court Services Specialist | 17 | 11 | 65% |
| Fire Technology | 33 | 18 | 55% |
| | | | |

Due to an ACCJC request for more information regarding support services for online classes, IVC decided in fall 2012 to convert all transfer-level online courses to a face-to-face format. The current plan is to continue in this manner for spring 2013. More specifically, the college has decided to pull down all online classes that are connected to a degree or certificate program.

Another major factor contributing to this decision to not offer the full slate of online classes in spring 2013: in May 2012, IVC made the decision to adopt Blackboard Learn 9.1 as the new Course Management System for the college. Now, every single class at IVC is provisioned with a course shell. Accordingly, there are over 300 instructors using Blackboard at this point, and there are over 6,000 active student Blackboard accounts.

Accordingly, the DE Committee initiated the process, advocating for the “moratorium” on online courses. The DE Committee felt that more time was needed to ensure that instructors were adequately trained in the utilization of Blackboard. Additionally, more time was needed to ensure the “new” online courses, converted to Blackboard, possessed the requisite academic rigor.

The current goal is to move judiciously, preparing the online classes for deployment in fall 2013, after sufficient time has been invested in training, new course creation, and evaluation of each course prior to deployment online.

The Academic Senate has put its support behind the decision of the DE Committee, and a resolution is pending that will be sent forward to the Board of Trustees. Department Chairs also support this decision, as does the Instruction Office. The majority opinion is in favor of this prudent move.

In light of these recent developments at IVC, then, this Substantive Change Proposal falls in line with the decision to hold back online courses. The following pages present a wide array of data and information that serves to justify the “reinstatement” of online classes at IVC for fall 2013.

Relationship to the College Mission

The mission of Imperial Valley College, as stated in the college's General Catalog, is as follows:

MISSION

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

The mission statement is followed by a statement outlining the college's institutional student learning outcomes, which are threaded through all courses taught at IVC:

INSTITUTIONAL STUDENT LEARNING OUTCOMES

The graduates of Imperial Valley College will demonstrate communication skills, critical thinking skills, personal responsibility, information literacy, and global awareness as a result of their educational experience at this institution.

Furthermore, the Imperial Valley College General Catalog includes pertinent information about the college's Strategic Plan, and about its Educational Master Plan:

STRATEGIC PLAN

In 2008, IVC formed a strategic planning committee that included representatives from all shared governance constituencies including faculty, classified staff, students, and administration. The purpose of the committee was to develop the IVC's Strategic Plan after receiving input from the Educational Master Plan on the prioritized short-term and long term goals of the college. The committee assessed the stated priorities and the college resources for achieving those priorities. In 2009, a Strategic Plan was developed which synchronized the goals of the Educational Master Plan. This all-inclusive framework enabled the college to identify the most critical and campus-wide priorities and strategic goals for the college as follows:

- Strengthen and expand support services to respond to changing student needs
- Increase access to continuing and higher education opportunities for all
- Enhance professional development
- Adapt to a changing fiscal environment with a sound fiscal strategy
- Strengthen internal and external organizational communications practices

The Strategic Plan addresses how the college can best implement 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 IVC's mission and vision. Specific objectives were also identified under each of the five goals listed above.

EDUCATIONAL MASTER PLAN

The Educational Master Plan was developed in collaboration with the members of the Imperial Community College District Board of Trustees, faculty, staff, students, and administration. This Plan provides a sense of vision and a guide for multi-year planning. A comprehensive analysis of both internal and external environments influencing future development of the College, and an examination of the present and anticipated development of both the instructional and support services areas is outlined in the Master Plan.

Some of those “internal and external environments,” as suggested by the aforementioned Educational Master Plan summary, include demands for online courses. Imperial Valley College strives to provide access to education for its students, in an ongoing effort to live up to the spirit of the college's mission statement. Even despite the current budget restraints, IVC makes every effort to provide an educational experience for students in this service area, seeking to create opportunities for those students to develop their intellect and achieve their career goals, while adapting to the needs of the community. Online courses are certainly part of this effort.

Imperial Valley College offers online courses to meet the demands of students who might not be able to attend college otherwise. These groups of students include those who have a full-time work schedule and find it extremely difficult to attend face-to-face courses on campus. (And, as a footnote, let it be stated that IVC has shut down two extended campus sites in the past few years: one in Brawley, 14 miles to the north; and one in El Centro, eight miles to the west. Additionally, IVC had struggled, in light of budget constraints, to maintain the remaining extended campus site in Calexico, 15 miles to the south, along the international border with Mexico; this year, the Calexico site was closed, after a transition effort to house the program at the campus of San Diego State University--Calexico.) A significant number of students also turn to online courses when they are responsible for childcare or eldercare and cannot otherwise afford to pay for qualified care-providers. And other students with disabilities who are unable to leave their homes can pursue their education online, with help from IVC.

By extending and expanding the number of courses available online, Imperial Valley College allows students who might not otherwise be able to access traditional face-to-face courses to still pursue an education—whether they are after a certificate, an associate's degree, a transfer to a four-year institution, or entrance to the workplace.

Enrollments in online courses at Imperial Valley College peaked in the academic year 2010-2011, but current enrollment levels are still much higher than they were back in 2008. The college very much desires to grow in this area, and the demand certainly exists. Despite the exigencies of the budget crisis, the college is making every effort to move forward, guided by the words in the mission statement, of course, and motivated by the demands of students, the changing dynamics of the workplace, and the fluctuating realities of California's four-year institutions (to include tuition increases and restricted enrollments).

Rationale for the Change

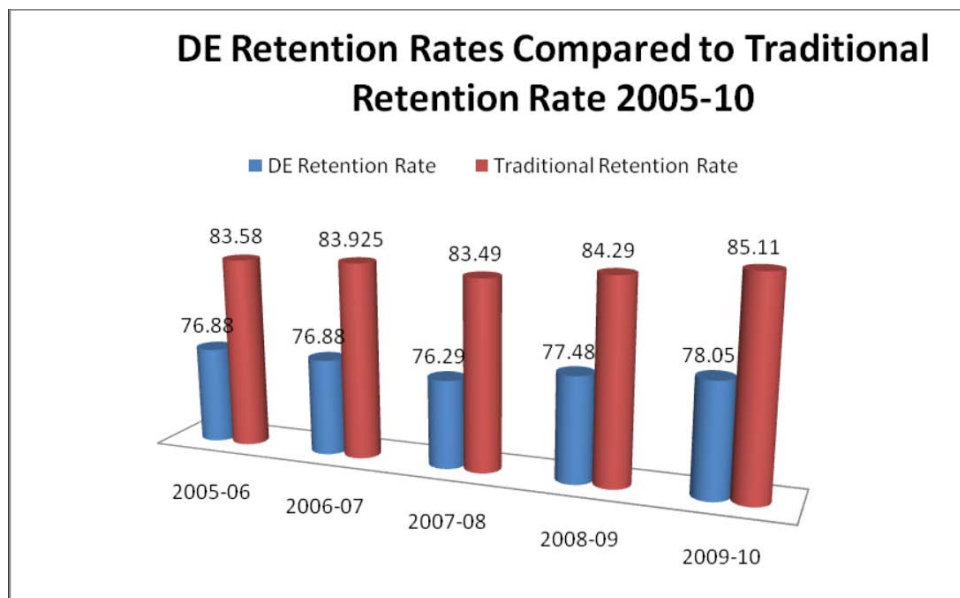
In April 2011, the California Community Colleges Chancellor’s Office released a lengthy Distance Education Report <http://www.cccco.edu/Portals/4/AA/Final%20DE%202011%20Report.pdf>.

This report included data on success and retention rates that will serve as a point of comparison for those same rates at Imperial Valley College. The following table is adapted from data that appears on page 24 of the Chancellor’s Office DE report:

| Credit Distance Education Sessions | | | | | |
|------------------------------------|------------|------------|------------|------------|------------|
| Student Outcome | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
| Completed | 339,541 | 392,145 | 500,142 | 649,997 | 696,088 |
| Not Completed | 289,005 | 346,551 | 425,762 | 525,136 | 5,247,233 |
| Total | 608,546 | 738,696 | 925,904 | 1,175,133 | 1,220,811 |
| Success Rate | 53% | 53% | 54% | 55% | 57% |

| Credit Traditional Education Sessions | | | | | |
|---------------------------------------|------------|------------|------------|------------|------------|
| Student Outcome | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
| Completed | 5,390,916 | 5,469,554 | 5,725,712 | 6,208,474 | 6,264,182 |
| Not Completed | 3,024,343 | 2,963,846 | 3,023,945 | 3,105,924 | 3,024,017 |
| Total | 8,415,259 | 8,433,400 | 8,749,657 | 9,314,398 | 9,288,199 |
| Success Rate | 64% | 65% | 65% | 67% | 67% |

For the most part, there is a consistent 10% differential between online courses and face-to-face courses over a stretch of five academic years. A similar differential (<10%) exists in the comparison of retention rates between online and face-to-face courses, system-wide, as seen in the following graphic (from page 30 of the Chancellor’s report):



As a point of reference, data from other Region X community colleges, in comparison, can help place IVC's numbers in perspective. Here are tables extracted from the San Diego Community College District's report, "Success and Retention Rates of Online Students: 2006/07 to 2010/11" [http://research.sdccd.edu/Include/Student%20Outcomes/Miscellaneous/Online%20Students%20Success%20&%20Retention%20Report%20\(2011\)_v2.pdf](http://research.sdccd.edu/Include/Student%20Outcomes/Miscellaneous/Online%20Students%20Success%20&%20Retention%20Report%20(2011)_v2.pdf) These tables present online course success and retention rates for the three colleges in the district: City College, Mesa College, and Miramar College:

Table 1. Overall City College Online Success Rates

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | % Change 2006-11 | College Average 2006-11 | All Colleges Average 2006-11 |
|----------------|---------|---------|---------|---------|---------|---------------------|----------------------------|---------------------------------|
| Average | 50% | 50% | 50% | 52% | 50% | 0% | 50% | 55% |

Source: SDCCD Information System

Table 2. Overall City College Online Retention Rates

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | % Change 2006-11 | College Average 2006-11 | All Colleges Average 2006-11 |
|----------------|---------|---------|---------|---------|---------|---------------------|----------------------------|---------------------------------|
| Average | 71% | 72% | 75% | 77% | 78% | 7% | 75% | 77% |

Source: SDCCD Information System

Table 7. Overall Mesa College Online Success Rates

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | % Change 2006-11 | College Average 2006-11 | All Colleges Average 2006-11 |
|----------------|---------|---------|---------|---------|---------|---------------------|----------------------------|---------------------------------|
| Average | 54% | 53% | 58% | 58% | 55% | 1% | 56% | 55% |

Source: SDCCD Information System

Table 8. Overall Mesa College Online Retention Rates

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | % Change 2006-11 | College Average 2006-11 | All Colleges Average 2006-11 |
|----------------|---------|---------|---------|---------|---------|---------------------|----------------------------|---------------------------------|
| Average | 76% | 76% | 78% | 80% | 80% | 4% | 78% | 77% |

Source: SDCCD Information System

Table 13. Overall Miramar College Online Success Rates

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | % Change 2006-11 | College Average 2006-11 | All Colleges Average 2006-11 |
|----------------|---------|---------|---------|---------|---------|---------------------|----------------------------|---------------------------------|
| Average | 57% | 58% | 61% | 61% | 58% | 0% | 59% | 55% |

Source: SDCCD Information System

Table 14. Overall Miramar College Online Retention Rates

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | % Change 2006-11 | College Average 2006-11 | All Colleges Average 2006-11 |
|----------------|---------|---------|---------|---------|---------|---------------------|----------------------------|---------------------------------|
| Average | 75% | 75% | 79% | 82% | 81% | 6% | 79% | 77% |

Source: SDCCD Information System

In general terms, the data for the past five years from Imperial Valley College tend to line up with state-level data and with data from the San Diego Community College District. In some aspects, IVC is doing better. In Winter and Summer sessions, for example, the success rates in online classes at IVC are 10% higher, or more, than the state averages. IVC also has better success rates, over the five-year period, than those at City College. And in other aspects, IVC is right in line with the state numbers, particularly with reference to the past five years of retention data. IVC's retention numbers for online courses practically mirror the retention pattern for the entire state.

The numbers make two points clear. First, IVC's success and retention rates are not dangerously out-of-line when compared to the entire state or when contrasted against the numbers from other Region X schools. However, the success and retention numbers are still lower than the same numbers for traditional (face-to-face) courses.

Other patterns are available through an analysis of IVC's full range of online courses. Some classes, such as AHP 100 and MATH 090, show a steady increase in success and retention rates, year after year. Other classes present varying patterns, rising and falling throughout the past five years. Part of this variation is due to the differences between the 16-week spring and fall semester versus the shorter 5- and 6-week winter and summer sessions (where the numbers are markedly higher in the shorter sessions).

The main point, however, is that there exists plenty of room for improvement. Online course success and retention rates at IVC need to be improved.

An excellent study was presented in the fall of 2011 at the annual Strengthening Student Success conference. Dr. Ray Kaupp, the Director of Workforce Development 2.0 at Cabrillo College, offered his research results and recommendations under the title, "The Gap between Latino and White Student Achievement in Online Classes." <http://www.research.fhda.edu/documents/Kaupp.pdf> He analyzed data from more than 200,000 California community-college students. His conclusions are particularly relevant for Imperial Valley College and can help direct future data-gathering and data-analysis efforts, not to mention program-improvement efforts. According to Dr. Kaupp, "There was an online penalty that varied based on ethnicity, gender, goal, and type of class." Additionally, he stated, "Because the online penalty was more severe for Latinos, online classes exacerbated the achievement gap."

Dr. Kaupp's concluding recommendations can serve as guides for future efforts toward improvement of the Distance Education program at Imperial Valley College. Kaupp declares: "Institutions must reframe program evaluation questions to explore equity implications." Here, he means that colleges must not focus on characteristics among students that make them fail, but rather, "What is it about our program that isn't working for these students?" He added that colleges also need to focus on improving "online instructor quality." And Kaupp also suggested that "online classes should be part of an integrated program."

The insights shared by Dr. Kaupp, as a result of his extensive evaluation of statewide data, need to be embraced at Imperial Valley College. All approaches toward program improvement at IVC need to be connected to these current and relevant research-driven conclusions. (In fall 2012, IVC hired a new Institutional Researcher. Already, strong and nuanced data is flowing in, and this situation portends an ability of the college to make more purposeful and accurate decisions in the near future.)

In light of these clarified realities, the Distance Education Program at Imperial Valley College is committed to moving forward, to meet student demand, and to grow the program. In embracing these concerns, and taking guidance from the college's Mission Statement and related Strategic Planning and Master Planning efforts, the DE Program has established working objectives for the immediate future:

1. Make an effective transition from a Title V grant-sponsored operation to an institutionalized operation funded through the college's General Fund;
2. Grow the Distance Education program through continued training and development of new online courses.
 - a. Work with Divisions and Departments to help facilitate development of new courses and programs,
 - b. Meet the goal of providing a complete General Education experience for students online.
3. Maintain academic rigor in online classes.
 - a. Stress the need for regular evaluation of online courses.
 - b. Provide purposeful training and staff development activities for DE faculty.
4. Address concerns with success and retention rates in online courses.

Distance Education and Imperial Valley College

Planning and Preparation

The Imperial Valley College student population is nearly 90% Hispanic, and almost 70% of the students can be classified as “low-income.” The success and retention rates of these students are below the state averages. To address the specific needs of the students at IVC, the college applied for and won a federal Title V grant in 2004. This grant sought to establish the Distance Education Program at IVC, but the grant provided for much more. Many areas of weakness were identified, and a project was created to address these weaknesses: Accessing Community College Education by Strengthening Student outreach (ACCESO).

The ACCESO project was designed to expand academic opportunities for IVC students, to strengthen access to programs and resources offered by the college, to enhance curriculum and faculty development, and to improve the technological infrastructure of the college.

By the fifth year of this project, 3,651 students enrolled in Distance Education courses at IVC, with a net generation of approximately 400 FTES for the 2009-2010 academic year.

Based on surveys conducted in fall 2008, spring 2009, and summer 2009, DE students stated that they were pleased with the online course offerings at Imperial Valley College. Eighty-one percent of all students surveyed saw their online class experiences as positive, and 81% said that taking online classes helped them achieve their educational goals. In addition, 79% of students surveyed expressed a desire to continue taking online courses in the future. (Surveys can be studied here: <http://accreditation.imperial.edu/docs/2010/evidence-documents/Doc%20S2.10%20DE%20Survey%20Summer-2009.pdf> and here: <http://accreditation.imperial.edu/docs/2010/evidence-documents/Doc%20S2.9%20DE%20Survey%20Spring-2009.pdf> .)

The most important development of the final year of ACCESO at IVC was the institutionalization of the Distance Education Program. When the Title V funding was exhausted, the college was obligated to institutionalize as much of the DE Program as possible (all the while taking into consideration the nagging fiscal constraints in an era of virtually perpetual budget crises). In a transition move, the staffing and technology needs for the DE Program for 2010-2011 were entered into the college budget. That included funding for the following positions:

- Distance Education Coordinator
- Student Support Technician
- Instructional Media Designer
- Distance Education Counselor

In addition, the ACCESO transition team worked to institutionalize the policies and procedures that were developed through the Title V grant. The Distance Education Committee began meeting in spring 2009 as a sub-committee of the Academic Senate.

The purpose of the Distance Education Committee is to advise the Academic Senate, its Curriculum sub-committee, and the Technology Planning Committee on designs, implementation strategies, resources needed, and policies for distance education; to provide a faculty overview of all distance education and distributed activities conducted at Imperial Valley College, and to work with all relevant faculty and administrators to foster innovation while maintaining, enhancing, and evaluating high standards of academic quality, at a level appropriate to the students for which the content is developed.

The DE Committee functions to develop and review policies and procedures necessary to the implementation and evaluation of the Distance Education Program at IVC.

Furthermore, the DE Committee shall be comprised of the following:

- Administrative representative (Co-Chair)
- Distance Education Coordinator (Co-Chair)
- Five faculty representatives (including at least one non-teaching faculty member)
- One Classified representative
- One IT representative
- One representative from Disabled Students Programs and Services (DSP&S)

All committee members need to have taken or taught an online class. The Academic Senate will approve all faculty positions; the remaining positions will be appointed by the bargaining unit representative or Division head in consultation with the Co-Chairs and the Vice-President of Academic Services.

Terms for all members shall be for two years with the exception of the DE Coordinator and the DSP&S representative.

Once established, the DE Committee developed a number of key policies and procedures that have gone through the shared governance process, to include the development of evaluation of new online classes. Through the DE Committee, a plan was developed to enhance the training program for online instructors. That plan allowed for instructors to work with qualified trainers through every step of the online course-development process. The DE Committee also developed several position papers (see Appendix C: Distance Education Committee Position Papers 2009-2010) covering key contract-related issues such as online course load for full-time faculty, online office hours, and the rights of first refusal for those instructors who initially created an online course (for example, for the instructor who created the first English 101 course, or for the first Math 090 course).

The ACCESO project, as well, was tuned in to the Mission Statement of Imperial Valley College, particularly the idea that the college's mission is "to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities to assist students in achieving their educational and career goals, and to be responsive to the greater community." Project ACCESO helped carry out this mission by increasing the tools available for faculty to help them develop online classes, thereby expanding the opportunities for students to take these classes; improving the level of technological and pedagogical knowledge among faculty, thereby helping faculty gain a better

understanding of how education is changing in the digital age; setting up technical and counseling support for students engaged in or interested in distance education, thereby ensuring that these students have assistance as they begin their educational journeys and as they move forward to meet larger goals; and, acting as an agent of hope and progress for a region (Imperial County) that has been slow to adapt to the contemporary digital world.

As the Title V-funded ACCESO project was being transitioned into an institutional entity, Imperial Valley College began a dramatic reorganization effort. Specifically, three new academic deans were added to the administrative hierarchy. This administrative change occurred at the beginning of the 2010-2011 academic year. At that point, the college appeared to be on its way toward much more growth, and the argument was made that more deans were needed to deal with an expanding college. (A new science building was completed, also—with bond money. And a new bond measure was subsequently approved, for the construction of even more buildings, to include a possible Technology Center.) All indicators pointed toward continued growth—until the budget crisis grew, instead.

Presently, the administrative reorganization has turned inside-out. One of the three new deans left for a position elsewhere, and the remaining two probationary deans are not going to be rehired for the 2012-2013 academic year. Classes have been cut, money is extremely tight, and where there were once six academic deans, there are now three (as of fall 2012).

Nonetheless, the Distance Education Program is determined to weather the storm. The ACCESO project built a strong foundation, and an effort needs to be made to sustain and expand the DE Program. Too many resources and too much money have been invested in Distance Education at IVC, and the show, as they say, must go on.

Anticipated Effect of the Change

Imperial Valley College, and more specifically, the Distance Education Program, anticipates that the over-all effect of this change will be minimal. In the section above, “Planning and Preparation,” the attempt was made to show that the initiation and development of online instruction has been, essentially, a slow and steady process. (And, at present, a “plateau effect” of sorts is evident; the number of online instructors and online courses taught is holding steady—due primarily to the vicissitudes of the current budget crisis.) The forces of technology, however, are strong, both inside and outside the college. Students, staff, and faculty will continue to expand their use of technology in spite of fiscal constraints. Teaching and learning online will continue to advance. To some extent, now that the ACCESO project has boosted the DE Program into orbit, the challenge is to hold a steady course. Sufficient staff and resources are available now to maintain the DE Program, and as soon as the fiscal situation brightens, the DE Program will move forward to add more resources to meet the ongoing needs of the students at Imperial Valley College. The DE Program is prepared to move forward!

Intended Benefits

Through the deliberate and purposeful—and steady—development of the Distance Education Program, Imperial Valley College will continue to serve the needs of students more completely and effectively and they pursue their educational goals in this age of dramatic technological change. Students with challenging work schedules or demanding life circumstances find it difficult to participate in traditional face-to-face classes—and they are provided an alternative mode of access through online courses. These online courses also provide added instructional flexibility. In addition, instructors teaching online (fully, hybrid, or even web-enhanced) can investigate a variety of new approaches to student-centered learning as they engage their students in the process of education utilizing new tools that are created in an exciting technological environment.

Description of the Preparation and Planning Process for the Change

The advent of distance learning at Imperial Valley College came through the Title V-funded ACCESO program. A core group of faculty initially began to develop online courses in English and Math beginning in 2004. This group of pioneers selected Etudes to serve as the first vehicle—that is, the first Course Management System (CMS)—for distance education courses at IVC. Accordingly, preparation and planning at this initial state was devoted to the most pressing concerns related to the deployment of the new CMS. The quality of distance learning instruction was definitely a priority. The need for purposeful training was also a major concern. Counseling and technical support were also key issues. And the group looked forward to issues that might eventually need to be handled by the CTA bargaining unit (for example: course quotas, online office hours, stipends for course creation).

As the number of online courses grew at IVC, and as the exigencies of the ongoing state-level fiscal situation continued to impact the college budget, the decision was made in the spring of 2012 to switch from the Etudes CMS to Blackboard Learn 9.1. Making this switch represented a technological sea change for IVC. By this time, the ACCESO grant had run its course and the distance education effort was institutionalized. And the entities involved in making the transition to Blackboard worked in concert, effectively, to facilitate the change.

Distance Education at IVC has evolved dramatically since the early days of ACCESO. Now, the Distance Education Coordinator is directly responsible to the Vice-President for Academic Services. The DE Committee is a sub-committee of the Academic Senate. The DE Coordinator also sits on the Curriculum Committee and the Instructional Council. DE also works smoothly with the Information Technology Department and the Technology Planning Committee. And there is a new Title V entity on campus: ATLAS (Access to Technology Leads to Advancement and Success). ATLAS focuses on the training of faculty to utilize technology in the classroom, and ATLAS has been helpful in providing Blackboard training and other pertinent technology support for DE at IVC. Ultimately, the DE Coordinator participates in the campus planning process following the prescribed steps in establishing a budget and producing Annual and Comprehensive Program Review reports.

Evidence of Preparations

Staffing and Training

Presently, the Distance Education program does not have any full-time employees. An English professor, who once served the college as the original “Academic Technology Coordinator” in 1999-2000, is granted six hours of reassigned time to serve as the Distance Education Coordinator. And another faculty member, the Instructional Media Designer, teaches in the Business Department for one-third his basic load and spends the other two-thirds working for the Distance Education Program. In terms of a “basic load” of 15 units at IVC, these two faculty members’ combined assignment to Distance Education is 15 units. The Distance Education program is now institutionalized; however, it began as a six-year multi-million-dollar Title V grant program.

The final ACCESO report—the “2009 Annual Performance Report”—detailed a number accomplishments that laid the groundwork for current Program Level Objectives. Link here:

<http://accreditation.imperial.edu/docs/2010/evidence-documents/Doc%20S2.7%20ACCESO%20Annual%20Performance%20Report.pdf>

These accomplishments were presented as “Activity Objectives,” and included the following objectives and evidence of completion:

- a. By fall 2009, there will be a 15% increase of Hispanic, minority, and low-income students over the 2003-2004 baselines. (Evidence of Completion: The baseline for 2003-2004 is 5,510 Hispanic, minority, and low-income students. In fall 2009, the number is 6,518, which is an increase of 18 %.)
- b. By fall 2009, there will be a 10% increase in student retention rates within a semester compared to the 2003-2004 baseline. (Evidence of Completion: The rate of students from fall 2003 to spring 2004 was 55.7%. From fall 2008 to spring 2009, the rate was 71.3%, which is a 28% increase over 2003-2004.)
- c. By fall 2009, the percentage of Limited English Proficient students successfully transitioning to college-level coursework will have increased by 15% over 2003-2004. (Evidence of Completion: Limited English Proficient students successfully transitioning to college-level coursework in 2003-2004 was 16.4%. In 2008-2009, the rate was 26.4%, an increase of 61.0%.)

Clearly, the Activity Objectives established by the ACCESO project were met quite successfully, as the evidence reveals. However, following the final ACCESO report, the Distance Education picture at IVC changed significantly. First of all, the Distance Education program no longer enjoyed the bountiful resources and support provided by the Title V grant. At one point, the ACCESO program staff was quite large, including a Project Director, an Institutional Researcher, a full-time Instructional Media Designer, a full-time counselor, a full-time clerical staff, and a number of faculty serving as trainers. Funds were also available for providing hardware, software, and regular training sessions. Now, two faculty members are allotted a combined 15 units of reassigned time to carry on where ACCESO left off.

Fortunately, Imperial Valley College was awarded a three-million-dollar grant in October 2011 to provide for the development of a comprehensive faculty training program that will focus on innovative approaches to teaching. This new Title V ATLAS grant provides for continued technology training at IVC, but it does not connect directly to the current Distance Education program. ATLAS sponsored a workshop in the winter of 2011-2012 which allowed the Distance Education faculty to provide training for faculty using the campus Course Management System, but for the most part the Distance Education program now is limited to the tight constraints of its budget provided from the General Fund.

The training of faculty continues apace. In order to begin teaching online courses, faculty members must successfully complete a training course in order to begin the process of becoming an online instructor. The Course Management System utilized by Imperial Valley College as a platform for all online courses was Etudes-NG, for about eight years. In the Etudes era, prospective online instructors began by taking Etudes 101 at IVC (the course is offered by the Distance Education Instructional Media Designer on a regular basis), or instructors took this course online (completing the introductory course directly from Etudes trainers). Now, the college is in the process of providing Blackboard training, following a similar approach.

All Distance Education courses at Imperial Valley College now must utilize the Blackboard Learn 9.1 CMS unless prior approval for alternative technologies is given by the faculty member's Department Chair, in consultation with the Dean of Instruction and the Distance Education Coordinator.

After successfully completing appropriate training, instructors may begin building their online courses upon approval of their Dean or Department Chair (see Appendix B: AP 4105 — Distance Education). Thereupon the instructor will continue working for one semester with the Instructional Media Designer, preparing the course for delivery.

When an instructor develops a course as hybrid or online for the first time, the Distance Education Coordinator—in conjunction with the area Dean and the instructor's Department Chair—will complete a DE Course Development—Peer Review form (see Appendix G). The goal of this review is to ensure that the online materials for this course are similar in scope, quality, and requirements to the same course taught in a traditional format. This evaluation must take place during the semester prior to the one in which the course is first offered and before the schedule is generated by the Instruction Office. The instructor cannot offer the course unless he or she is given a satisfactory Course Review.

As well, prior to offering the hybrid or online course for the first time, the DE Coordinator will work with the DSP&S specialist to complete the Distance Education Accessibility Review to ensure that the course materials are Section 508 compliant. If accessibility issues are identified, then the instructor will work with the DE Coordinator and the DSP&S specialist to rectify those problems prior to offering the class for the first time.

The DE Coordinator, in conjunction with the area Dean, may elect to formally review the same version of the instructor's online course or courses no more than once per academic year. These formal reviews have the same notification requirements as used for an in-class observation of a face-to-face class.

The college employs 140 full-time faculty and 210 part-time faculty. In spring 2012, the college offered 66 sections of online courses—this number represents 48 unique classes taught by 40 different instructors. Nine of those 40 instructors teach part-time. Since the advent of ACCESO, over 140 instructors have been trained in the use of Etudes-NG—and many of them used Etudes as a “shell” to web-enhance traditional face-to-face courses. The transformation to Blackboard continues, as Etudes has now faded into the past.

Organizationally, the Distance Education Program has been placed under the aegis of the Vice-President for Academic Affairs, but the DE Coordinator and the Instructional Media Designer consult regularly with the Vice-President of Information Technology. The IT Department provides support and backup in establishing Blackboard shells for all instructors, and one Microcomputer Technician assists students using Blackboard on a limited basis—particularly during the first few weeks of a new session when students tend to have the most issues with technology (for example, logging on to Blackboard, navigating the CMS, or viewing online videos).

Equipment and Facilities

The training sessions for Blackboard are offered in a computer-enhanced classroom in the Business Division. (The Instructional Media Designer splits his load 60/40 between the Distance Education Program and the Business Division where he teaches multimedia courses.) The DE Program office is housed in the campus Library/Media Center. The Instructional Media Designer also oversees the utilization and maintenance of the Mediasite server. In a dedicated space in the Library/Media Center, instructors can produce instructional videos for their online courses, under the supervision of the Instructional Media Designer. The Mediasite server also houses and streams videos which students access through their particular online courses via the Blackboard CMS.

Blackboard Learn 9.1 is the CMS currently used for deployment of online and hybrid courses at Imperial Valley College. Many instructors also use a Blackboard “shell” for web-enhancing face-to-face courses. The college also maintains a license for the Turnitin anti-plagiarism program (courtesy of the ATLAS technology training grant). When the Turnitin license expires, Blackboard’s SafeAssign will take over.

Students enrolled in online courses can also contact the college’s IT Department for assistance with technology issues. By calling IT (using a single point-of-contact phone number), students will be routed to the appropriate technician to help them resolve any technology issues. Also, students can initiate a “help ticket” through IT and their concerns will be dealt with in priority order. (More in “Support,” below.)

Most students who enroll in online classes have their own personal computers (desktop or laptop). Nonetheless, several computer labs around campus are available for students who do not possess a computer or who might lack Internet access. (Again, more details in “Support,” below.)

Student authentication is also handled from a number of different angles. First of all, the Blackboard Course Management System is password secured. Students log on with a username and password that

are keyed in to personal information (student identification number and birth date, as controlled by the college).

Also, established policy provided for three mandatory face-to-face class meetings in the initial design of IVC Distance Education program. Instructors would meet their classes in person during the first week of each new session (fall, spring, summer, or winter). Thereafter, the students would attend mandatory mid-term and final exam meetings, during which the instructor would take roll and could verify student identification.

Additionally, IVC offers test proctoring in the Assessment Center for online students (and a number of students in the IVC service area enrolled in online courses at out-of-state universities, for example, also take advantage of test proctoring in the IVC Assessment Center).

Furthermore, Blackboard allows for randomized questions and test-question pools, in addition to time limits on examinations.

The college also maintains a license for the use of the Turnitin anti-plagiarism program, which is used by many online instructors. (This license is set to expire in October 2012. However, the SafeAssign feature in Blackboard is available, also. SafeAssign provides the same anti-plagiarism functions as Turnitin.)

Online instructors also rely heavily on frequent written examinations, extensive online discussion forums, and face-to-face meetings with online students during office hours or virtual meetings in the “chat room.”

Finally, instructors take care to provide ethics and plagiarism mandates in course syllabuses, and in a number of courses a focused effort is made to discuss plagiarism issues when studying research-writing strategies. (Once again, more details are available in the “Support” section, below.)

Fiscal Resources

Both online and face-to-face courses at Imperial Valley College are developed, supported, and maintained through the college's strategic planning process. In particular, Deans and Department Chairs assess the need for course development or modification in course offerings through the Program Review process. In consideration of enrollment patterns and fiscal realities, resources are allocated in support of online courses.

Adequate funds are made available in the IVC budget to support the licensing and maintenance costs of both the Blackboard CMS and the Mediasite server. Adequate funds are also provided to support the day-to-day operation of the Distance Education Program (to include office supplies and travel monies). The salaries of all district employees directly connected to the DE Program are paid from district funds. (Technically, both the DE Coordinator and the Instructional Media Designer are full-time faculty members. The DE Coordinator receives 40% reassigned time, and the IMS receives 60 %.)

Monitoring of Achievements

The Distance Education Program is currently monitored by the DE Coordinator and the DE Committee in conjunction with area Deans and Department Chairs—all directly responsible to the Vice-President for Academic Affairs.

The success of the program is continually monitored and evaluated. In conjunction with area Deans and Department Chairs, the DE Coordinator helps coordinate the regular evaluation of online courses. Also, enrollment patterns are monitored to ensure an adequate number of online courses and sections are available. In addition, data on success and retention rates are monitored regularly (see Appendix E: Success and Completion Rate: Online vs. Face-to-Face Classes).

Also, courses and programs offered online follow the same guidelines for Student Learning Outcomes assessment and program review and do complementary face-to-face courses and programs. The SLO assessment and program review processes are coordinated by the SLO Coordinator working with area Deans, Department Chairs, and the DE Coordinator.

Evidence of Adequate Resources to Support Sustainable Quality

Accessible Student Support Services

Imperial Valley College is keenly aware of the need to comply with Section 508 of the 1973 Rehabilitation Act. This includes the current version of Blackboard Learn Release 9.1 presently used for the online course delivery method. The Disabled Students Programs and Services (DSP&S) High Tech Center Specialist is a member of the Distance Education Committee. Also, the IVC new course creation process requires a DE Addendum be attached to the Course Outline of Record, and the High Tech Center Specialist is responsible for assessing and signing off for accessibility.

In addition, students can access online class information that includes an orientation to Blackboard, instructions on how to apply and register for online classes, and a link to the Blackboard Learn OnDemand training center. This information is easily accessible via a series of tabs atop the IVC home page (to include <http://www.imperial.edu/category/878-blackboard>). Students also have access to a very useful Technology Support Page (<http://www.imperial.edu/students/technology-support>) where a variety of help avenues exist, to include the new “Technology Support Guide” (http://www.imperial.edu/index.php?option=com_docman&task=doc_view&gid=3104&Itemid=762). Telephone support is also available at (760) 355-6300.

Qualified Faculty, Management, and Support Staff

In accordance with Title V regulations on distance education, Imperial Valley College employs the same standards and procedures for hiring and evaluation of all faculty regardless of delivery modality (face-to-face or online). The college relies on state minimum qualifications for each discipline based on which subject matter the course most appropriately falls into. Online teaching assignments are supervised by the division dean with assistance from the department chairperson. Contractual faculty evaluations by peers, administrators, and students help maintain the integrity of the courses, and improve teaching strategies and effectiveness of individual instructors. At present, the process for faculty evaluations of online courses is no different than the process for in-person course evaluations. Evaluation forms are available in the faculty bargaining unit contract addenda, “Exhibit D: Faculty Evaluations” (http://www.imperial.edu/index.php?option=com_docman&task=doc_view&gid=2180&Itemid=762).

As of spring 2012, Imperial Valley College had 40 instructors teaching online courses. Faculty support is provided by members of the DE Committee, the Instructional Media Designer, the DE Coordinator, and the campus IT Department—including but not limited to the Vice-President for Information Technology, the Online Services Architect, the Director of Enterprise Systems, and the Enterprise System Specialists.

Web-related faculty support is available through the IVC web site (<http://www.imperial.edu/category/878-blackboard>). Here, faculty can access the Instructional Media Designer, ATLAS trainers, and links to key video and text-based information available through Blackboard OnDemand. In addition, the DE Committee promotes the information presented in the Chancellor’s Office report, “Distance Education Guidelines,” (http://extranet.cccco.edu/Portals/1/AA/DE/de_guidelines_081408.pdf) which provides information, strategies, and resources considered to be best practice when teaching online.

Faculty members also have access to a help desk telephone line through IVC Information Technology, (760) 355-6300, Monday through Friday from 8:00 am to 5:00 p.m.

Professional Development for Faculty and Staff

With the help and support of the ATLAS Title V grant program (<http://www.imperial.edu/about/grants/atlas-grant/>), Imperial Valley College has offered various workshops and training events for online instructors. These events have been offered regularly since the inception of ATLAS at IVC in 2010. Focused Blackboard training was also offered in the summer of 2012, for flex credit. Additional training, in July 2012, was provided by a Blackboard training

representative, for veteran online instructors. ATLAS later provided two days of extensive training in early August 2012, to introduce and familiarize more faculty to Blackboard. Also, additional Blackboard training was provided during convocation in fall 2012 and during orientation for part-time faculty, facilitated by the DE Coordinator and the Instructional Media Designer. Effective fall 2012, the Instructional Media Designer began a series of focused Blackboard training workshops (see Appendix F: Fall 2012—Blackboard Training Schedule).

In addition, IVC now offers a “Campus Hour,” twice each week at noon on Tuesdays and Thursdays. No classes are scheduled during these times, providing faculty an opportunity to make presentations demonstrating how they are using technology in the classroom and online. Through informal collaborations, focused workshops, and larger group presentations, the new “Campus Hour” provides further opportunities for faculty and staff to learn about emerging technologies that could support the college’s distance education efforts. (And the ATLAS trainers also offer an annual technology showcase, in collaboration with the Imperial County Office of Education.)

Appropriate Equipment and Facilities

The Imperial Valley College Information Technology department is responsible for the college’s technology, communications, and software. Also, IVC has signed a five-year contract with Blackboard e-Education to use Blackboard Learn version 9.1. All course sections at IVC, both face-to-face and online, have Blackboard course shells generated automatically from the course schedule through the Banner registration system. Safe Assign, which is a plagiarism prevention service integrated into Blackboard, is also provided for faculty. SafeAssign can also be used by faculty teaching only face-to-face courses.

Faculty, staff and students have access to wireless connectivity throughout the campus. Information and instructions for wireless access are available through the technology help pages on the IVC web site (<http://www.imperial.edu/category/879-wireless>).

Computer Labs

Although many of the students taking distance education classes have their own desktops computers or laptops, those wishing to do their work on campus have access to numerous on campus labs that are supported by Imperial Valley College staff and funded from general funds or categorical funding.

The Reading Lab has a Computer Lab with 42 student computers and two staff computers. The Reading Lab serves approximately 1,200 developmental reading students every semester. These students spend a minimum of 18 hours each semester in the Reading Lab to meet the required lab component to their reading classes.

The Writing Lab contains thirty-five student computers, one DSP&S student computer, and one staff computer.

The Language Lab has two rooms containing a combined 66 computers: 64 for student use (including 1 DSP&S work station) and two for staff use. Language Lab computers are multimedia, offering digital audio and video, and Internet access.

The Math Lab is housed in the 2500 building and offers a variety of services to students in lower math classes. Students may use the 46 computers (including one DSP&S work station) to work on homework assignments.

The Business Lab is housed in the 2600 building and is an open lab for all students to use. While business students use the Lab, it runs no specific business program for the Business Division. The Lab has thirty-two student computers; including one DSP&S work station, and one tech station. The computers have Internet access and are programmed with software that students need in order to do work for their classes.

The Library makes over 40 computers available for students who wish to work on their online classes, using the Blackboard CMS. These computers all have Internet access, and technical assistance is available courtesy of the Microcomputer Lab Technician.

Student Authentication

The college supports user login and password authentication to uniquely identify each student. Students each have a unique user ID and password for Blackboard that is tied into the Banner registration system. The college also provides physical proctoring for exams, writing-style software for anti-plagiarism (SafeAssign), and on-campus labs.

Student Services

The following online services to students enrolled in online courses can be found on the IVC web page by accessing the designated hyperlinks.

Apply for Admissions Online. Application to Imperial Valley College is conducted only for both on-campus and online students via this link: <http://www.imperial.edu/apply-now>.

Catalogs, Schedules, and Student Guides. A wealth of information is available for all students, online, via the following link: <http://www.imperial.edu/courses-and-programs/catalogs-and-schedules/>. Here, students can study the most recent college catalog, wherein important online course information is presented. Further information is provided on newly approved transfer degrees and apprenticeship programs. Informative student guides and schedule information is also offered. The most common student questions are answered here, to include answers about registration, payment of fees, adding and dropping classes, semester calendars, and checking grades.

Financial Aid and Scholarships. All students can find abundant information and resources on Financial Aid via this link: <http://www.imperial.edu/students/financial-aid-and-scholarships/>. This includes information on “The Dream Act” and “General Eligibility Requirements,” along with application procedures and checking financial aid status. And up-to-date information on a wide range of available scholarships can be found here: <http://www.imperial.edu/students/financial-aid-and-scholarships/scholarships/>. This includes both scholarships available through the Imperial Valley College Foundation and through off-campus sources.

Counseling for Online Students. One district counselor has been designated the “go-to” counselor for online students. Online students can secure access information here: <http://ralph-marquez.imperial.edu/>.

Campus Email. All students have been providing campus email addresses. These addresses are extremely important, and students are encouraged to check their campus email regularly for critical information. Details concerning campus email, to include the log-in procedure, are found through this link:

<https://my.imperial.edu/login?return=aHR0cDovL215LmltcGVyaWFsLmVkdS9zdHVkZW50LWVtYWls>.

Campus Bookstore. The Imperial Valley College Bookstore web page provides students with links to textbook information, to include textbooks rentals, here:

<http://www.imperial.edu/students/bookstore/>. Students can also order books online.

Disabled Student Programs and Services (DSP&S). Here, both online students and faculty can find relevant information, regarding the college’s disability outreach program, the utilization of alternative media, resources for disabilities, test proctoring, and web accessibility:

<https://www.imperial.edu/students/dsps>.

Library. The college’s library web site offers a full range of services, to include an online book search, a chat capability (to communicate online with a librarian), and access to online databases, all here:

<http://cms.imperial.edu/index.php?pid=790>.

Sustainable Fiscal Resources

a. Initial and long-term funding sources ([Adopted Budget 11-12](#))

As with face-to-face, on campus courses and programs, the distance learning program generates income through the production of Full-Time Equivalent Student (FTES) in accordance with the California Community Colleges Chancellor's Office Student Attendance Accounting Manual computation formula. In addition to the general fund, the College utilizes categorical funds obtained via Career and Technical Education (CTE) grants for program-specific items and VTEA-Perkins grants for qualified programs, some of which subsidize a small number of online offerings.

b. Analysis of fiscal impact on institution's budget

The Imperial Valley College distance education courses are supported by the same process as the traditional face-to-face courses. The effects to distance education mirror that of the overall course offerings the college is able to support when budget reductions occur. Yet in spite of cuts and reductions, in general, the number of online courses remained steady the past two full academic years (2009-2010 and 2010-2011). In light of current bond-funded construction activity at IVC, which would include the elimination of about one dozen "temporary" classrooms, there is the anticipation that the distance education offering could increase in the near future as the college grapples with a temporary classroom availability situation.

Comparative Analysis of Budget, Enrollment, and Resources

Fiscal and physical resources for distance education at Imperial Valley College are supported by the general fund. Financially, the budget for distance education is not contained in one location but spread out internally over several units, departments, divisions, and other operational entities. In addition, the ATLAS grant will be contributing to pay for the cost of the new Blackboard Learn CMS, to the tune of about \$10,000.00 per year for the next three years.

Some professional development activities are financially supported by Imperial Valley College in order to maintain the appropriate standard for teaching in the programs. A number of other activities are supported with the help of ATLAS monies. The college has a process in which each department, through program review, identifies specific needs which are submitted for prioritization and funding. Financial resources for distance education provide financial stability and support the mission of Imperial Valley College. As distance education and related activities continue to grow at the college, more fiscal resources will be allocated as needed through the College's integrated planning process.

Plan for Monitoring Achievement of Desired Outcomes

Student learning outcomes are measurable learning outcomes as defined by faculty and staff members in each discipline or program. Faculty and staff members design outcomes for their programs. Faculty and staff use the student learning outcomes for assessing the effectiveness of teaching and learning in the classroom to assist them in the program improvement process. Courses and programs offered online incorporate the same student learning outcomes (SLOs) assessment as their face-to-face counterparts.

The academic program review process is the vehicle that is utilized to provide program and department accountability for their student learning outcomes and as the avenue to explain what changes in their programs have developed from their disciplinary discussions on the SLO assessments. All academic departments/programs are reviewed once every year as part of the program review cycle. All program review reports (“Annual” or “Comprehensive”) contain detailed budget analyses and requests, also.

Evaluation and Assessment of Student Success, Retention, and Completion

Evaluations of student success, retention and completion is handled for distance learning programs in the same way they are handled for traditional face-to-face courses and programs, namely, by the institutional researcher or IT personal as assigned, for reports as required. Such reports would include program reviews, accreditation reports, grant progress reports, and special studies.

DEGREE PROGRAMS SUCCESS AND RETENTION DATA

| AJ Degree Program Success & Retention | | | | | | |
|--|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 252 | 46.43% | 72.22% | 2009 | 67.25% | 82.78% |
| Spring 2011 | 255 | 48.24% | 72.94% | 1824 | 62.61% | 83.50% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 224 | 50% | 75.45% | 1685 | 63.86% | 80.30% |
| Spring 2012 | 201 | 45.77% | 70.65% | 1448 | 64.99% | 83.15% |
| Summer 2012 | 25 | 60% | 88% | 157 | 82.80% | 92.99% |

| Behavioral Science Degree | | | | | | |
|----------------------------------|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 97 | 65.98% | 84.54% | 2857 | 67.87% | 89.32% |
| Spring 2011 | 91 | 76.92% | 84.62% | 2643 | 71.81% | 88.80% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 98 | 82.65% | 93.88% | 2558 | 69.82% | 87.92% |
| Spring 2012 | 138 | 66.67% | 88.41% | 2410 | 71.54% | 88.30% |
| Summer 2012 | 29 | 75.86% | 100% | 458 | 85.59% | 91.27% |

| Business Management Degree | | | | | | |
|-----------------------------------|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 213 | 48.83% | 76.53% | 925 | 64.11% | 85.84% |
| Spring 2011 | 184 | 54.35% | 82.07% | 968 | 62.50% | 84.71% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 213 | 57.75% | 79.34% | 802 | 63.22% | 83.04% |
| Spring 2012 | 184 | 57.07% | 84.24% | 719 | 63.42% | 87.34% |
| Summer 2012 | - | - | - | 110 | 86.36% | 91.82% |

| English Degree | | | | | | |
|-----------------------|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 154 | 46.75% | 62.99% | 658 | 56.69% | 73.25% |
| Spring 2011 | 134 | 48.51% | 64.93% | 561 | 57.93% | 72.37% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 211 | 54.03% | 76.30% | 655 | 53.28% | 67.02% |
| Spring 2012 | 166 | 53.01% | 75.90% | 608 | 52.80% | 69.41% |
| Summer 2012 | 25 | 60.00% | 88% | 123 | 80.49% | 91.87% |

| Humanities Degree | | | | | | |
|--------------------------|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 437 | 53.78% | 78.26% | 3118 | 73.96% | 89.19% |
| Spring 2011 | 346 | 57.80% | 76.30% | 2905 | 71.05% | 86.99% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 389 | 58.10% | 78.15% | 2515 | 79.01% | 90.06% |
| Spring 2012 | 331 | 64.05% | 85.50% | 2292 | 76.35% | 89.79% |
| Summer 2012 | - | - | - | 246 | 95.93% | 95.93% |

| Human Relations Degree | | | | | | |
|-------------------------------|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 202 | 52.97% | 77.72% | 2634 | 65.87% | 88.91% |
| Spring 2011 | 178 | 53.93% | 79.21% | 2286 | 67.89% | 88.15% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 214 | 63.08% | 84.11% | 2339 | 67.25% | 87.82% |
| Spring 2012 | 217 | 59.91% | 87.56% | 2102 | 66.37% | 87.30% |
| Summer 2012 | 29 | 75.86% | 100% | 490 | 89.80% | 94.69% |

| Liberal Studies (General Option) Degree | | | | | | |
|--|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 386 | 52.85% | 73.06% | 3606 | 71.38% | 88.71% |
| Spring 2011 | 389 | 56.81% | 75.06% | 3074 | 67.34% | 86.73% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 319 | 56.74% | 76.49% | 3155 | 71.47% | 87.96% |
| Spring 2012 | 374 | 55.88% | 79.95% | 2725 | 68.70% | 86.28% |
| Summer 2012 | - | - | - | 563 | 88.45% | 92.90% |

| Social Sciences Degree | | | | | | |
|-------------------------------|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 87 | 45.98% | 72.41% | 2919 | 56.18% | 83.86% |
| Spring 2011 | 189 | 47.62% | 65.61% | 2635 | 54.88% | 82.35% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 135 | 56.30% | 78.52% | 2694 | 58.91% | 82.52% |
| Spring 2012 | 169 | 47.93% | 79.88% | 2144 | 55.46% | 83.91% |
| Summer 2012 | 59 | 62.71% | 83% | 249 | 76.71% | 88.76% |

| Spanish (non-native) Degree | | | | | | |
|------------------------------------|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 71 | 56.34% | 74.65% | 288 | 66.67% | 86.11% |
| Spring 2011 | 39 | 43.59% | 61.54% | 251 | 62.95% | 82.47% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 72 | 41.67% | 62.50% | 219 | 68.04% | 83.56% |
| Spring 2012 | 45 | 60.00% | 68.89% | 218 | 67.43% | 85.78% |
| Summer 2012 | - | - | - | - | - | - |

| University Studies Degree | | | | | | |
|----------------------------------|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 787 | 54.76% | 80.69% | 8119 | 66.13% | 87.56% |
| Spring 2011 | 792 | 56.82% | 75.51% | 7744 | 63.91% | 85.96% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 718 | 54.74% | 77.02% | 7148 | 68.61% | 87.00% |
| Spring 2012 | 724 | 58.15% | 82.32% | 6106 | 66.89% | 87.36% |
| Summer 2012 | 59 | 62.71% | 83% | 793 | 89.41% | 94.33% |

For the two academic years, 2010-2011 and 2011-2012, it is estimated that the Distance Education program accounted for approximately 9% of the FTES generated by the college. The hope is that DE can continue to generate similar if not greater numbers in the near future, beginning in the academic year 2013-2014. The exigencies of the current bond-funded construction on campus will see the college facing a bit of a classroom shortage, beginning in spring 2013. While the Blackboard transition continues, and when more online classes are returned to the schedule, the hope is that these distance education offerings can help offset the classroom-space situation.

The tables above show the most recent success and retention rates for the ten programs at IVC that offer more than 50% of their required courses online. For six of these ten programs, the numbers are fairly consistent with statewide trends within the California Community College system: a 5% to 10% differential, with lower numbers for the online courses. All in all, in terms of this differential, the numbers are not excessive.

It is interesting to note, also, that for four of the ten degree programs (Behavioral Science, Business Management, English, and Human Relations) there is essentially no significant different in the success and retention numbers (online course compared to face-to-face courses). In Human Relations, for example, the numbers are virtually identical in the academic year 2011-2012. And in English, from fall 2011 to spring 2012, the numbers for the online classes were significantly higher than those for the face-to-face classes! (Perhaps Dr. Kaupp was on to something, after all.) English faculty has been teaching online longer than the other areas represented in these ten programs, and that might say something about the high numbers from last year. And the Behavioral Science area boasts some of the strongest online instructors on campus, as indicated in the online numbers from the past two years which eclipse the face-to-face statistics.

Overall, these numbers tend to indicate that the online effort at IVC is growing stronger.

CERTIFICATE PROGRAMS SUCCESS AND RETENTION DATA

| AJ Certificate Success & Retention | | | | | | |
|---|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 223 | 47.09% | 73.09% | 1646 | 64.82% | 81.59% |
| Spring 2011 | 234 | 45.30% | 71.37% | 1505 | 60.86% | 82.26% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 224 | 50% | 75.45% | 1474 | 62.35% | 80.39% |
| Spring 2012 | 201 | 45.77% | 70.65% | 1216 | 61.76% | 81.25% |
| Summer 2012 | 25 | 60% | 88% | 118 | 78.81% | 91.53% |

| Court Services Specialist Certificate | | | | | | |
|--|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 415 | 50.12% | 82.17% | 1582 | 63.46% | 87.80% |
| Spring 2011 | 361 | 56.79% | 82.27% | 1675 | 62.45% | 86.03% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 281 | 53.74% | 77.58% | 1331 | 66.64% | 87.83% |
| Spring 2012 | 289 | 56.06% | 80.97% | 1043 | 63.09% | 88.49% |
| Summer 2012 | - | - | - | 172 | 90.12% | 96.51% |

| Fire Technology Certificate | | | | | | |
|------------------------------------|--------|---------|-----------|--------------|---------|-----------|
| | Online | | | Face-to-Face | | |
| Term | Census | Success | Retention | Census | Success | Retention |
| Fall 2010 | 237 | 38.40% | 68.78% | 311 | 63.99% | 86.82% |
| Spring 2011 | 239 | 47.70% | 83.26% | 284 | 65.14% | 86.97% |
| Summer 2011 | - | - | - | - | - | - |
| Fall 2011 | 273 | 37.73% | 72.53% | 269 | 63.57% | 85.50% |
| Spring 2012 | 180 | 35.00% | 81.11% | 250 | 62.80% | 89.20% |
| Summer 2012 | | | | 76 | 85.53% | 97.37% |

The certificate numbers fall with the standard ranges, also. Certainly, there is room for improvement. But there is also no cause for alarm. After the Blackboard “moratorium” in 2012-2013, the college will move forward and will make a concerted effort to raise these percentages.

Evidence of Necessary Internal or External Approvals

Any proposed Distance Education course at Imperial Valley College must go through an extensive approval process of its new or revised Course Outline of Record (as per Sect. 55002 of the California Code of Regulations) through the college's Curriculum Committee.

Distance Education courses require a separate DE Addendum to be included with the Course Outline of Record (see Appendix D). Pursuant to Title V of the California Code of Regulations, Sect. 55206, "If any portion of the instruction of a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between the instructor and student, the course shall be separately approved according to the district's adopted course approval procedures."

Each DE course is then approved by the Academic Senate and the Imperial Valley College District Board of Trustees before it can be listed in the college catalog and scheduled for enrollment.

Furthermore, specific degree or certificate programs, regardless of the mode of instruction, must be separately approved by the California Community College Chancellor's Office before being offered to students at IVC, pursuant to the California Code of Regulations, Sect. 55100(b) and 55160.

Evidence that Each Eligibility Requirement Will Still Be Fulfilled

1. Authority

Imperial Valley College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Imperial Community College District. Imperial Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This organization is recognized by the Commission on Postsecondary Accreditation and the U. S. Department of Education. The College is also accredited by the American Welding Society, California Association of Alcohol and Drug Educators, California Board of Registered Nursing, California Board of Vocational Nurse and Psychiatric Examiners, Commission on Accreditation of Allied Health Education Programs, Commission on Peace Officers Standards and Training, California State Department of Education, and National Academy of Early Childhood Programs. (Imperial Valley College Catalog 2011-2012, Pg. 2; WASC/ACCJA Accreditation Certification).

2. Mission

The current mission statement is reviewed regularly, updated, and approved by the Board of Trustees. It is published in the General Catalog, Program Review and Planning documents, and on our college web site. The mission statement is considered a living document and defines the commitment of the College to achieving student learning. (Board Policy 1200 Board Resolution 12426)

3. Governing Board

A seven-member Board of Trustees is elected by district, and each Board member represents one of seven high school districts within the Imperial Community College District which governs Imperial Valley College.

The board is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. The board members have no employment, family, or personal financial interest in the institution. A conflict of interest policy assures that any interests are disclosed and that they do not interfere with the impartiality of the governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of

the institution. (Board Policies 2710; Administrative Procedures 2710) (Imperial Valley College Catalog 2011-2012, Pg. 4)¹ (Board Members Profiles)²

4. Chief Executive Officer

The Board selects and employs a chief executive officer through a broad-based hiring committee which screens and interviews candidates and recommends to the Board. The chief executive officer, whose primary responsibility is to the institution, possesses the authority to administer board policies. (Board Policy 2430; Administrative Procedures 2430; Resolution 12628; CEO Resume)

5. Administrative Capacity

Imperial Valley College, in its policies and procedures, has always maintained that hiring of qualified staff with appropriate preparation and experience is of prime importance. The institution has sufficient staff to provide the administrative services necessary to support its mission and purpose. (See organizational charts) (Administrators' Profiles)

6. Operational Status

Students are enrolled in a variety of courses that lead to certificates, associate degrees, and transfer.

The majority of courses are transferable and the curriculum is comprehensive. (See Background and Demographic data) (Imperial Valley College Fall 2011 Class Schedule, Pg. 3; Imperial Valley College 2011-2012 College Catalog, Pp. 6-7)³

7. Degrees

A significant number of educational offerings at Imperial Valley College are programs that lead to degrees. Imperial Valley College awarded 842 degrees and certificates to students completing programs of study during 2010-2011. (Chancellor's Data Mart)

¹ IVC General Catalog 2011-12 <http://www.imperial.edu/courses-and-programs/catalogs-and-schedules/>

² Board Members Profiles <http://www.imperial.edu/about/college-governance/board-of-trustees/board-members/>

³ IVC Schedule of Classes Fall 2011 <http://viewer.zmags.com/publication/9d6a83fc#/9d6a83fc/72>

Students attending fall 2011 indicated the following educational goals on their admissions applications:

| | |
|---|-------------|
| • Transfer | 43% |
| • Associate degree or Applied Science degree without transfer | 14% |
| • Career or employment | 9% |
| • Basic skills/Education Development | 5% |
| • Other goals, including self-improvement | 1% |
| • Undecided | 28% |
| | 100% |

8. Educational Programs

Imperial Valley College's degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered. Every course outline contains course objectives that are achieved through class content, assignments, and activities. A regular and systematic assessment is being developed that will demonstrate that students who complete programs achieve these outcomes. (Imperial Valley College Catalog 2011-2012, Pg. 17, Pgs. 130-157; Course Outlines of Record--CurricuNet)⁴

⁴ CurricuNet <http://www.curricunet.com/imperial/>

9. Academic Credit

IVC awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Academic credit is based on Title 5. Education, Section 6. California Community Colleges, Chapter 6. Curriculum, Subchapter 1. Programs, Courses and Classes, Article 1. Program, Course and Class Classification and Standards, Sections 55000-55202 (Imperial Valley College Catalog 2011-2012).

10. Student Learning Achievement

Every course outline of record (COR) currently includes learning objectives and student learning outcomes that are assessed by a variety of methods. The department faculty, department chairperson, and division dean assure that the course outline is followed regardless of the location or delivery system of the course. Review of course outlines also takes place through the Program Review and Planning process, the Curriculum Committee, and the articulation process. In addition, a systematic plan for continuous program quality improvement to assess student learning outcomes for courses and programs and service areas has been developed by the College. (SLO Committee Minutes; Comprehensive Program Review) Board Action on Institutional Student Learning Outcomes, Resolution 13537).

11. General Education

Programs are designed to incorporate a substantial component (30 – 35 units) of general education to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education, and is scrutinized for rigor and quality by the Curriculum Committee and the Academic Senate. (Imperial Valley College 2011-2012 College Catalog, Pp. 27-28; Course Outlines of Record)

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community. The institution maintains an atmosphere in which intellectual freedom and independence exist.

(Board Policy 4030; Administrative Procedures 4030; Imperial Valley College 2011-2012 College Catalog, Pg. 7)⁵

13. Faculty

Imperial Valley College employs 140 full-time faculty and 210 part-time faculty (Fall 2010) who are qualified under state-mandated minimum qualifications to conduct the institution's programs. Part-time faculty members also meet the state-mandated minimum qualifications. (Chancellor's Data Mart) Faculty responsibilities are stated in the Board Policy Manual and in the Agreement between the Imperial Community College District and the Imperial Valley College Chapter of the California Community College Teachers Association/National Education Association. (Board Policy 7210)

14. Student Services

Student services are comprehensive and accessible to all students. Student needs are met through services directed by the Vice President for Student Services. Imperial Valley College acknowledges the importance of providing appropriate student services and development programs to its diverse student populations in order to facilitate student success. A significant element of the College's program development process is the anticipation of special needs of the target student population and the development of a plan to respond appropriately. These programs typically are designed based on applicable student development theory to include evaluation of program effectiveness. (See Background and Demographic Data) (Imperial Valley College 2011-2012 College Catalog, Pp. 8-10; Imperial Valley College Fall 2011 Class Schedule, P. 68)⁶

15. Admissions

Admission to IVC is governed by the laws of the State and such supplementary regulations as prescribed by the Board of Trustees. Every effort is made to ensure that access is facilitated in

⁵ Board Policies <http://www.boarddocs.com/ca/caiccd/Board.nsf/Public>

a fair and equitable manner. The admissions policies that have been adopted at Imperial Valley College are consistent with its mission and specify the qualifications of students appropriate for its programs. (Imperial Valley College 2011-2012 College Catalog, Pg. 13; Imperial Valley College Fall 2011 Class Schedule, Pg. 8; IVC Online Enrollment Application; Admissions Personnel Job Descriptions)

16. Information and Learning Resources

Imperial Valley College provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs. Established budget procedures support the continuation of these information and learning resources. (Imperial Valley College 2011-2012 College Catalog, pages 11-19) (Imperial Valley College Fall 2011 Class Schedule, Pg. 5)

17. Financial Resources

Financial planning supports institutional goals by reflecting the goals set in Program Review and Planning documents. The Planning and Budget Committee, which is a shared governance group, emphasizes that resource allocation be tied to the Program Review and Planning process. An annual budget is developed which reflects realistic assessments of resources available and accurate expenditure requirements. The District maintains adequate reserve levels for contingencies. The College is presently coping with the statewide financial crisis; however, prudent measures are being taken to maintain financial stability. (Trans document)

18. Financial Accountability

Every year, the District's financial records are subjected to an independent audit by a certified public accountant. The audit covers all funds under the jurisdiction of the District, including such funds as Trust, and the Associated Student Body funds. The audit is certified and all exceptions are explained.

The audit firm employs as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. A copy of the budget and a copy of the audited financial statement are submitted to the Imperial County Office of Education and to the Chancellor's Office. (District Budget Audit Information, which includes Financial Aid Audit Information)

19. Institutional Planning and Evaluation

Imperial Valley College conducts a major program review and planning process every three years, and the results are published in the Program Review and Planning documents. The planning cycle begins with a visioning process in the community and institutional goals are based on this broad based outreach effort. All members of the college community participate in this process which documents intended improvements through stated institutional goals and objectives. Resource allocation is tied to the Program Review and Planning process. All areas of the college community assess progress toward achieving the stated goals and objectives through an annual assessment process. (Program Review and Planning Documents, Timeline, Matrix, and Templates)

20. Public Information

Imperial Valley College publishes the following in the General Catalog:

- Official name, address(es), telephone number(s), and Web site address
- Educational mission
- Course, program, and degree offerings
- Academic calendar and program length
- Academic freedom statement
- Available financial aid
- Available learning resources
- Names and degrees of administrators and faculty
- Admissions requirements
- Student fees and other financial obligations
- Degree, certificates, graduation and transfer requirements
- Academic regulations, including academic honesty
- Nondiscrimination policy
- Acceptance of transfer credits policy
- Grievance and complaint procedures
- Sexual harassment policy
- Fee refund policy
- Other items relative to attending and withdrawing
- Up-to-date and precise public information is also published in the class schedule on the College Website.
- Students and the community are also kept informed of special projects and building programs through the visioning process and local print and media organizations.
- As of fall 2011, all students were assigned an Imperial Valley College (imperial.edu) e-mail address and access to Live Outlook, by which the College and its staff can communicate directly to students.

(Imperial Valley College 2011-2012 College Catalog) (Board Policy 2340/2345; Administrative Procedures 2340/2345; News Clippings; Public Relations Plan) (Documentation regarding Live Outlook.)

21. Relations with the Accrediting Commission

The governing board provides assurance that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission. Imperial Community College District describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. (Board Policy 3200; Imperial Valley College Catalog 2011-2012, Page 7)

Evidence that Each Accreditation Standard Will Still Be Fulfilled

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Mission Statement: Imperial Valley College's mission statement clearly demonstrates the purpose of inclusivity across all levels of academic programs. The Distance Education Program offers students another avenue of access, allowing more students to complete courses of study in a timely manner. In addition, our society is becoming increasingly driven by technology. Despite budget exigencies, IVC is determined to keep up with the latest developments in educational technology. Students, accordingly, will be adequately prepared, partially through online learning, to adapt to the realities of the technologically enhanced workplace. And, those students will also gain skills with technology that will serve them well if they transfer to a four-year institution.

Improving Institutional Effectiveness: The Distance Education program spans disciplines across campus, from Fire Science to Administration of Justice to Biology to English Composition. The prevailing measure of effectiveness a present is an examination of the success and retention rates. Baseline measures exist, and general patterns have been observed and noted. Now, the challenge is to work toward improvement. This effort will be generated from the DE Program, in coordination with all divisions and departments. More consistent and regular dialog will be maintained among the DE Program leaders and the various instructional leaders (Vice-President, Deans, and Chairs). And the common goal will be to increase the quality and rigor of the academic offerings online, striving for continually improvement and steady improvement in the success and retention numbers.

The program is also on a cycle of comprehensive program review with the next one due in 2013. Annual program reviews are conducted related to evaluations and prioritization of resources.

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports

learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Instructional Programs

The college has identified SLOs at the institutional levels and program levels. Each academic area is responsible for the maintenance of these SLOs. The collection of the SLO data to drive instructional progress will begin in 2012-2013 and will be used for improvement in core contents, objectives, and methodology. Advisory committees are also essential components for instructional improvement to ensure that the curriculum is consistent with industry and business needs.

Student Support Services:

The Spencer Library Media Center is an integral part of the instructional goals of the College as described in its Mission Statement. Learning resources and tutoring, research instruction, and reference services are available to both students and faculty. The Library provides learning resources, research instruction, and reference services to all students. The librarians, the Library technicians, and other staff are scheduled to provide maximum availability for students and faculty.

Library resources consist of print, electronic, audiovisual, and microform resources. There are 65,411 books, 17,000 electronic books, 80 print periodical subscriptions, 27,427 electronic full-text periodicals, and 2108 units of the New York Times on microfilm, in addition to a growing collection of videos and DVDs. In the four fiscal years 2007-2010, the Library collected 4,230 books and other information resources, which represents a 6.4% increase in the size of the collection, not including electronic full-text periodicals. A complete inventory of the entire book collection was conducted in the summer of 2011. The Library's Technical Processing Department is currently in the process of evaluating the results of that inventory. All resources may be located through the online catalog (OPAC).

The Library provides approximately sixty research computers, with Internet and database access, and one computer for students at the Circulation Desk dedicated to the catalog.

Handicapped access is provided in the assistive technology lab in the Health Sciences Building. The library instruction room, Room 1502, currently provides twenty-two computers, a teaching computer, and an overhead projector.

The Study Skills Center was constructed as an addition to the Library (1500 building) in 1999/2000. The Study Skills Center has 32 tables and various group study and audiovisual viewing rooms. The Center also offers free tutoring and a series of study skills workshops every semester. Workshop topics range from time management and organizational skills to test taking techniques and library research skills, and vary by semester. (II C spring 11 classes' tutored.xls) The Study Skills Center has adopted TutorTrac (II C <http://www.tutortrac.com/> and Certificate of Authenticity) , a web-based tutor and student log-in system, enabling the Center to keep accurate records of tutor and student time and to generate a variety of reports related to Center usage.

The Reading/Writing/Language Lab is housed in the 2600 Building. The Reading Lab has a Computer Lab with 42 student computers and two staff computers. The Reading Lab serves approximately 1200 developmental reading students every semester. The Writing Lab contains thirty-five student computers. The Lab is designed to help instructors across campus make greater use of our writing tutoring services. The Language Lab has two rooms containing a combined 66 computers: 64 for student use (including 1 DSP&S work station) and two for staff use. Language Lab computers are multimedia, offering digital audio and video, and internet access. Orientations are provided for all classes that use the lab as a classroom.

The Math Lab is housed in the 2500 building and offers a variety of services to students in lower math classes. Students may use the 46 computers (including one DSP&S work station) to work on homework assignments. Tutors are available to assist them, as well as to tutor students who come to the Lab individually for help with their various math classes. Teachers also use the Lab to conduct classes when the lesson requires access to a computer.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Human Resources: The Human Resources office has facilitated a number of strategic, operational, and organizational changes aimed at increasing institutional effectiveness and planning processes. From the top down, the college has changed the way it looks at human capital needs. There is a more collective lens used to make personnel decisions and considerations for the Educational Master Plan. In fact, the staffing planning component of the Educational Master Planning Committee was seen as so critical to the district's planning that a new shared governance committee (*Staffing Committee*) has been established. The committee affords the campus community a chance to provide input and make recommendations about staffing-related issues. The charge of the Staffing Committee includes four broad categories within its purview:

- Analysis and Planning of District Staffing Needs.
- Equal Employment Opportunity/Diversity Policies and Procedures.

- Classification and Reclassification of District staff.
- Organizational Structure and Function.

The college is also in the process of evaluating the organizational restructuring which began in 2010. Shared governance committees (College Council and Academic Senate) are both providing recommendations to the Executive Council. The Executive Council will review those recommendations and present suggested modifications to the Board of Trustees in early 2012. Concurrently, there have been continuous efforts to realign and organize to make the most efficient use of resources, within the constraints of a reduced budget.

Professional operational recommendations were received from a requested Financial Crisis and Management Assistance Team (FCMAT) visit. One of the key suggestions included the integration of an operational data store (ODS) to allow the compilation of a variety of “ready-made” human capital reports. Examples of reports include: evaluations listed by supervisor and dates; Department/Division staffing levels (by FTE); Staffing FTES to FTE ratios by division; Turnover; Salary information; Leave balances; etc. These easily accessed data reports will help the campus track staffing-related trends, forecasts future human capital needs, and focus on alignment with other established institutional plans (Strategic Plan, Facilities Plan, Educational Master Plan, Technology Plan, etc.).

Technology Resources: Technology support for college-wide communications is on-going and evident in a wide variety of applications. The college web site is a continually changing and expanding source of information for employees, students, and community members. The self-service access to information, WEBSTAR, has become a primary source of information for students and faculty. Registration, class schedules, financial aid status, student account information, and student grades are accessible through the Web 24/7. In addition, instructors can print class rosters, post end-of-term grades, and create schedules, while students can add/drop classes, access transcripts, or pay fees online.

The Technology Planning Committee will be key to continued assurances that technology support does indeed meet the needs of all areas of the college. An active committee which meets regularly with a knowledgeable and involved membership is vital to the identification of college technology needs, the appropriate use of technology resources, and the on-going support of all aspects of student, staff and community access to the college's information technology. The 2010-2015 Technology Plan will determine the growth and direction of technology at IVC over the next five years.

Physical Resources: Facilities and programs that support learning, teaching, and research through technology include online library services and student lab infrastructure. The Spencer Library Media Center offers an online catalog that is accessible to students from both on-campus and off-campus. In addition, students and faculty have access to multiple databases for searching periodicals and research related materials, a small computer/training lab, and OCLC, the inter-library loan system. The library and tutoring center also make use of technology through their automated student activity tracking program. The college supports a number of different student labs across campus including the Math Lab, Language Lab, Business Labs, the Reading and Writing Lab, and a mobile computer lab with thirty stations for use in classrooms without computer access.

Financial Resources: The college has maintained short-term fiscal stability despite the State financial crisis of 2009-2011 with the assistance of a TRANS and reducing the college reserves to approximately 6%. The college does have a long-term fiscal stability issue due to the demands of the GASB 45 and the long-term State financial crisis.

Effort has gone into the program review process and has linked the process to the budget through an electronic automated system. Budget and Fiscal Planning Committee, a shared governance committee, continues to provide oversight and input into the budget planning process.

The college has reviewed all programs to optimize the resources available for student learning as evidenced by the state financial report CCFS 311, budgets, and services to students during the State fiscal crisis of 2009-2011. The audits and the Community Colleges Fiscal Services 311 Form indicate financial integrity in handling the finances of the college. Discussions have begun regarding budget allocation options as California and the College are faced with a new financial environment.

The college has implemented a program review process that addresses the needs of the entire campus in a systematic manner; program review is done in each department, results are shared with Educational Master Plan committee and Budget and Fiscal Planning Committee, and with commentary and recommendations forwarded to the Board of Trustees. The college is in the final stages of acquiring a new Data Store system and is seeking an opinion from FCMAT to ensure more data is accessible for data in day to day management, data analysis, and in formulating plans to improve fiscal processes.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IVC utilizes a variety of processes to empower stakeholders to assist in the identification of core values, to help articulate goals and the tactics to achieve them, and to continually learn and improve. The creation of an environment that encourages innovation with the aim of improving pedagogic and support programs has been an important aspect in setting strategic perspective and in furthering institutional strategy via creation and implementation follow-up of specific policies and practices. As individuals within and without the institution come up with ideas to improve IVC, opportunities exist for participation in discussion, planning, and implementation. Though the college is a complex institution with diverse stakeholders who harbor sometimes competing and contentious viewpoints, evidence exists that the college provides for participatory governance as behooves a public college, particularly a community college.

IVC utilizes shared governance to address its mission to enhance student learning. That is one of the primary missions of the institution. All of the above discussed processes are designed, ultimately, to tie into that mission. As the ideas regarding the enhancement of student learning move both vertically and horizontally through the organization, communication occurs. For example, if in a Division meeting, faculty discuss and determine that a change of prerequisites would improve student success, the matter is posed to the Curriculum Committee for approval. The Academic Senate, through the Curriculum sub-committee, takes these matters under deliberation and makes recommendations to the Board. During the process, the Counseling Department has input and reaches to the students to advise them as to appropriate pathways to success through the curriculum set forth through the shared governance process. Similarly with issues such as enhancement of the physical plant of the school, an example would be the new Science and Technology building, input and deliberation from the public helped determine the final decision. It is clear that the College has in place institutional mechanisms of shared governance that help advance the mission of enhanced student learning.