

Imperial Valley College

380 E. Aten Rd., P.O. Box 158, Imperial, CA 92251

Substantive Change Proposal

CISCO CCNA DISCOVERY MAJOR -AS

October 15, 2012

Submitted by: Kathy Berry, Vice-President for Academic Services

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

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A. Description of Change

Imperial Valley is a rural agrarian community with a population of around 180,000 people. Geographically, however, Imperial County is one of the largest counties in California. As the only community college in the region, Imperial Valley College bears the responsibility of providing educational and career opportunities to its residents. No other community college is within commuting distance; the closest is the College of the Desert, which is 90 miles away and does not offer the CISCO CCNA Discovery Major - AS. San Diego State University, Imperial Valley Campus, offers upper division coursework only.

The CIS department has been in the process of planning the improvement and expansion of the CIS Department curriculum for many years. The goal of securing funds to designate and equip a network lab in order to develop networking programs was written into the 2005 CIS Program Review. The 2010 Comprehensive Program Review completed by the CIS department reiterated that goal and specifically indicated we should move forward with the CISCO curriculum **(See Attachment A)**.

On January 15, 2010, administrators and CIS faculty participated in a “Web – Presentation” regarding the possibility of hosting a CISCO Network Training program on campus. On February 4, a face-to-face meeting took place with the CISCO Networking Academy team. The District made a commitment to go forward with the program. The 25-unit major was approved at the District level in on November 16, 2012 **(See Attachment B)**.

Relationship with Mission Statement

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 entire community,” **(See Attachment C)**. The development of the CISCO CCNA Discovery Major – AS is consistent with the mission statement. Career Technical Education is a core purpose of community colleges in California and provides opportunities students who may not be ready for university work or are employed and interested in improving their skills. It is a vital component of the overall needs of the community to hire qualified people in specific areas of expertise.

Need for a New Program

The CISCO CCNA Discovery curriculum is primarily designed for students who are seeking entry-level information and communication technology skills for positions such as network administrator, network engineer, network technician, computer technicians, network installer, and help desk technician.

CCNA Discovery will provide general networking theory, practical experience, and opportunities for career exploration and soft-skills development. The curriculum emphasizes critical thinking, problem-solving, collaboration, and the practical application of skills in real world environment. All courses include embedded, highly interactive activities that stimulate learning and improve knowledge retention, hands-on labs, simulation-based learning activities, and online assessments (**Attachment D**).

The goals and objectives of CCNA Discovery are as follow:

- Help students recognize the significant impact of networking on their lives
- Teach students how to build and support a home or small business network with wireless equipment
- Instill a sense of awe in students and encourage them to learn more about how things work and to pursue careers in networking
- Prepare students for entry-level jobs in the industry by employing interactive and engaging instructional approaches that help them understand general theory and gain practical experience
- Teach students the fundamental concepts of networking
- Provide opportunities for extensive hands-on interaction with PC and networking equipment to prepare students for careers and certification exams
- Establish the relevancy of networking in our everyday lives

This program meets the CCC mission as it is vocational instruction at the lower division level for both younger and older students, including those persons returning to school (**Attachment E**).

B. Description of Educational Program to be offered

The CISCO CCNA Discovery program helps prepare students for entry-level career opportunities, continuing education, and globally-recognized CISCO certifications. It provides the experience needed to help meet the growing demand for ICT professionals. The Internet is changing life as we know it—bringing new economic and social opportunities to communities throughout the world, and increasing the global demand for information and communication technology (ICT) skills. Innovations such as social networking, cloud computing, e-commerce, web conferencing, and desktop virtualization are changing the way we live, work, play, and learn. These capabilities are all powered by networks, and organizations around the world are experiencing a shortage of qualified ICT candidates to design, install, and manage these networks.

Upon completion of the courses, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to perform the following tasks:

IT Essentials Course

- Perform advanced installation of a desktop computer tower; select components based on customer needs and perform preventive maintenance and troubleshooting
- Describe, remove, and replace select components of a printer/scanner; perform preventive maintenance and troubleshooting
- Describe and install a network; upgrade components based on customer needs and perform preventive maintenance and troubleshooting
- Upgrade security components based on customer needs and perform preventive maintenance and troubleshooting.
- Apply good communication skills and professional behavior while working with customers.

Networking for Home and Small Businesses Course

- Set up a personal computer system, including the operating system, interface cards, and peripheral devices
- Plan and install a home or small business network and connect it to the Internet
- Verify and troubleshoot network and Internet connectivity
- Share resources such as files and printers among multiple computers
- Recognize and mitigate security threats to a home network
- Configure and verify common Internet applications
- Configure basic IP services through a GUI

Working at a Small-to-Medium Business or ISP Course

- Describe the structure of the Internet and how Internet communications occur between hosts
- Install, configure, and troubleshoot CISCO IOS® devices for Internet and server connectivity
- Plan a basic wired infrastructure to support network traffic
- Implement basic WAN connectivity using Telco services
- Demonstrate proper disaster recovery procedures and perform server backups
- Monitor network performance and isolate failures
- Troubleshoot problems using an organized, layered procedure
- Describe the OSI model and the process of encapsulation

Introducing Routing and Switching in the Enterprise Course

- Implement a LAN for an approved network design
- Configure a switch with VLANs and inter-switch communication
- Implement access lists to permit or deny specified traffic
- Implement WAN links
- Configure routing protocols on CISCO devices
- Perform LAN, WAN, and VLAN troubleshooting using a structured methodology and the OSI model

Designing and Supporting Computer Networks Course

- Gather customer requirements
- Design a simple Internetwork using CISCO technology
- Design an IP addressing scheme to meet LAN requirements
- Create an equipment list to meet LAN design requirements
- Create and present a proposal to a customer
- Install and configure a prototype Internetwork
- Obtain and upgrade CISCO IOS Software in CISCO devices

Work Experience Courses

- Develop skills in areas of job search, employer contact, resume writing, and application and interviewing
- Develop job-holding practices.
- Complete at least 63 hours of supervised employment extending classroom-based learning at an on-the-job learning site that relates to the program.

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Program Requirements

Twenty-two to twenty-five (22 - 25) units required for the major and/or certificate

Required courses for the major and/or certificate

- CIS 160 CISCO IT Essentials: Hardware and Software (4)
- CIS 162 CISCO CCNA Discovery 1: Networking for Home and Small Businesses (4)
- CIS 163 CISCO CCNA Discovery 2: Working at a Small-to-Medium Bus or ISP (4)
- CIS 164 CISCO CCNA Discovery 3: Intro Routing/Switching in the Enterprise (4)
- CIS 165 CISCO CCNA Discovery 4: Designing & Supporting Computer Networks (4)
- WE 201 Employment Readiness (1)
- WE 220 Internship (1 – 4)

Total Units 22 – 25

Prerequisite skills for CIS 160 CISCO IT Essentials

Before entering CIS 160 IT Essentials, the student should be able to:

1.	Describe the 5 key components of a computer in relation to the overall objective of utilizing computer systems (going from data input to information output).
2.	Distinguish between system software, utility programs, and application software.
3.	Demonstrate an ability to search on the Internet.
4.	Demonstrate an ability to use the Graphical user interface and pointing devices.
5.	Identify computer components.
6.	Explain the relationships between bits, bytes, and data codes.
7.	Understand, in principle, plug-and-play.
8.	Identify major computer components in the system case as well as common peripherals.
9.	Demonstrate an ability to use portable storage devices.
10.	Summarize the startup process (booting) a computer.
11.	Explain the overall purpose of using a computer network.
12.	Recognize issues relating to ethical computer usage.

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Prerequisite course in which these skills are learned:

CIS 101 Introduction to Information Systems (**Attachment F**).

Prerequisite skills for CIS 162 CISCO CCNA Discovery 1: Networking for Home and Small Business (**See Attachment G**)

Prerequisite skills for CIS 163 CISCO CCNA Discovery 2: Working at a Small-to-Medium Business of ISP (**See Attachment H**)

Prerequisite skills for CIS 164 CISCO CCNA Discovery 3: Intro Routing/Switching in the Enterprise (**See Attachment I**)

Prerequisite skills for CIS 165 CISCO CCNA Discovery 4: Designing & Supporting Computer Networks (**See Attachment J**)

To graduate with an Associate of Science Degree, students must take the major courses and the following institutional/general education requirements:

Institutional Requirements:

- Sixty degree applicable units with a grade point average of 2.0 or better for all degree applicable college work
- American institutions (American government and politics, American history) 6 units
- Health education, 3 units
- Physical education (lifetime exercise science and one activity course) 3 units
- Math competency
- Reading Competency

General Education Requirements in the following areas:

- Language and rationality, 6 units
- Natural science, 3 units
- Humanities, 3 units
- Social and behavioral science, 3 units
- Elective, 3 units

The CISCO CCNA Discovery Major will be offered on main campus during both day and night classes to reach the entire population. The course outlines of record were developed with academic rigor, objectives, and student learning outcomes (**See Attachment K**). Faculty teaching this program meet the CCNA certification requirement to teach in this discipline.

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The chart below outlines the number of sections taught by faculty.

Number of sections of core courses to be offered annually: 7 sections Year 1; 8 sections Year 2; 8 sections Year 3.

Course #	Title	Projected Sections Year 1	Projected Sections Year 2	Projected Sections Year 3
CIS 160	IT Essentials	2	2	2
CIS 162	CISCO CCNA Discovery 1: Networking for Home and Small Businesses	1		1
CIS 163	CISCO CCNA Discovery 2: Working at a Small-to-Medium Bus or ISP		1	
CIS 164	CISCO CCNA Discovery 3: Introducing Routing and Switching in the Enterprise		1	
CIS 165	CISCO CCNA Discovery 4: Designing and Supporting Computer Networks			1
WE 201	Employment Readiness	2	2	2
WE 220	Internship	2	2	2

Projected annual enrollment: 96

Estimated completers per year when program is fully established are 5; and at the end of the fifth year, 15.

C. Planning Process

The CIS department has been in the process of planning the improvement and expansion of the CIS Department curriculum for many years. The goal of securing funds to designate and equip a network lab in order to develop a networking program was written into the 2005 CIS Program Review. The 2010 comprehensive program review completed by the CIS department reiterated that goal and specifically indicated we should move forward with the CISCO curriculum.

On January 15, 2010, administrators and CIS faculty participated in a "Web - Presentation" regarding the possibility of hosting a CISCO Network Training program on campus. On February 4, 2010, they met face-to-face with the CISCO Networking Academy team. The District made a commitment to go forward with the program. After that meeting the following was identified:

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- A lead instructor
- Worked with staff at the new San Diego Community College CISCO Regional Academy which provides instructor training and support to begin the process of meeting requirements to become a CISCO school
- Began the process of securing space and funds for the CCNA equipment
- Visited other colleges with CISCO training.

A timeline was developed starting June 2010 which covers from remodeling an existing classroom to course implementation of CISCO Networking Academy to start Fall 2011 (**Attachment L**).

The concept for a CISCO program was approved by our CIS Advisory Committee in November 2010 (**Attachment M**). The District allocated space for the program and through Perkins funding the infrastructure was approved to develop curriculum, prepare the classroom/labs and purchase equipment (**Attachment N**). The CISCO networking lab was completed in January 2011. The rooms that were remodeled can be used for other classes as well. Perkins funding was approved for instructor training, and the Curriculum Lead attended training for the CISCO IT Essentials course. (**Attachment O**) Internally the program was reviewed by the college's curriculum committee, Academic Senate, the Board of Trustees, and the State Chancellor's office (**Attachment P**).

Imperial Valley is an area with some of the highest unemployment and poverty rates in California. The new CISCO CCNA Discovery program will offer much needed training that will give students an opportunity to work in information technology not only in Imperial County but also in the region. No other agency in Imperial County provides this training. CISCO is the world standard for networking; and once students have CISCO certification, they will have the skill to work on any networking configuration.

Consistent with the CTE programs on campus, the CISCO CCNA Discovery Major – A.S., will need to have two advisory committee meetings annually. The fall semester will include a certification that the curriculum either maintains currency with business needs and CISCO requirements. Curriculum modifications will be processed through the Curriculum Committee. The spring advisory meeting will include a performance review of the program in terms of success rates, employments, completions, and other performance data.

Students in this program will have access to the full spectrum of student support services available to all students including: tutoring services, library support, counseling, financial aid, and disabled student services where applicable. Faculty will have administrative support through Dean of Economic and Workforce Development, Department Chair and Staff Secretary for the Business Department.

The proposed format of the program focuses on content areas specific to the CISCO certification requirements, addressing the need to improve professional and personal skill of employed or future employed employees. The program will be taught by part-time faculty since first-hand knowledge is recommended for students' full-exposure to network and internet. This major has been institutionalized and is funded out of general fund which ensures continuity. Consistent with all CTE programs, the program will be subjected to bi-annual evaluations of performance by the Curriculum Committee, the Academic Senate, and the Board of Trustees.

D. Evidence of Institutional Support to Demonstrate the Continuance of Quality Standards

The courses required within the new program are being offered with existing faculty, facilities, and equipment. The facilities and equipment will be shared by other programs in the CIS Department including CIS transfer and Web development courses. Other programs on campus will also use the facilities to offer courses when the computer classroom is not in use for the CISCO program. In addition, it will be available as a training facility for faculty and staff when not in use as a classroom.

Within the Science, Math, and Engineering Division our program inventory includes approval for a Computer Science Transfer program which provides lower division coursework for advanced degrees in the area of science. Within the Economic and Workforce Development Division, the Computer Information Systems Department includes approval for a CIS Transfer program which also provides the lower division coursework for advanced degrees in the area of business. The inventory also includes the Multimedia and Web Development program, which is an interdisciplinary program that combines technical knowledge with design, communication, and problem solving skills. Students learn how to process information and then make this information available to audiences via electronic media. The new CISCO CCNA Discovery program does not modify or remove any existing program; it improves and expands the CIS Department and provides students the experience needed to help meet the growing demand for skills related to networking. It also gives them the opportunity for career exploration and soft-skills development.

Faculty is evaluated by the Dean of Economic and Workforce Development, administrator for the program. They will receive support by the Business Department Chair and clerical support provided by business secretary.

Consistent to all CTE programs, the program will be subjected to bi-annual evaluations of performance by the Curriculum Committee, the Academic Senate and the Board of Trustees. These performance benchmarks include success, retention, completions, and placements.

E. 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, and the California State Department of Education. (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)ⁱ (Board Members Profiles)ⁱⁱ

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, Pg. 6-7)ⁱⁱⁱ

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)

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.)^{iv}

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)^v

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)^{vi}

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 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)

F. Evidence that each Accreditation Standard Will Still Be Fulfilled Specifically Related to the Change and that all Relevant Commission Policies are Addressed

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 and career technical programs. Professional in trades are an essential component of our economy. Electricians and electrical workers are necessary in construction, remodeling, commercial and manufacturing projects, and renewable energy projects.

Improving Institutional Effectiveness: This program, consistent with all institutional CTE programs, is required to host two advisory committee meetings per year. At the fall meeting, the committee reviews curriculum needs. At the spring meeting, the committee reviews performance. The program is also subject to a bi-annual performance review pursuant to Ed Code, where completion and success rates are reviewed and placement rates, which provide a tangible benefit to students are also reviewed. Based on this information, the Board of Trustees must approve the continuation of the program or move towards discontinuance.

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 program has identified SLOs at the institutional levels and program levels. 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 Curriculum and Instruction for approval. The Academic Senate, through the sub-committee C&I, 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.

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

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

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

iv CurricUNET <http://www.curricunet.com/imperial/>

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