



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

| [Help](#) | [Logout](#)

**2014 Annual Report
 Final Submission**
 03/31/2014

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Kathy Berry
3.	Phone number of person preparing report:	(760) 355-6213
4.	E-mail of person preparing report:	kathy.berry@imperial.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=5177&Itemid=762
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://accreditation.imperial.edu/docs/accrediting_and_licensing_agencies.pdf
6.	Total unduplicated headcount enrollment:	Fall 2013: 7,944 Fall 2012: 7,797 Fall 2011: 8,198
7.	Total unduplicated headcount enrollment in degree applicable	7,727

	credit courses for fall 2013:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	5,057
9.	Number of courses offered via distance education:	Fall 2013: 24 Fall 2012: 6 Fall 2011: 67
10.	Number of programs offered via distance education:	20
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 587 Fall 2012: 324 Fall 2011: 1,384
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	69%
14b.	Successful student course completion rate for the fall 2013 semester:	70%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a. If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	N/A
	b.	55

	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?																																	
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	39																																
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	720																																
16b.	Number of students who received a degree in the 2012-2013 academic year:	580																																
16c.	Number of students who received a certificate in the 2012-2013 academic year:	363																																
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a																																
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	339																																
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes																																
18b.	If yes, please identify them:	California State University General Education Breadth (CSU GE-B) and Intersegmental General Education Transfer Curriculum (IGETC)																																
19a.	Number of career-technical education (CTE) certificates and degrees:	102																																
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	21																																
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2																																
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0																																
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Nursing - R.N. (Associate Degree)</td> <td>51.3801</td> <td>state</td> <td>75 %</td> <td>86.4 %</td> </tr> <tr> <td>Nursing - V.N. (Vocational)</td> <td>51.3901</td> <td>state</td> <td>75 %</td> <td>94 %</td> </tr> <tr> <td>Emergency Medical Services</td> <td>51.0904</td> <td>state</td> <td>75 %</td> <td>94 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	Nursing - R.N. (Associate Degree)	51.3801	state	75 %	86.4 %	Nursing - V.N. (Vocational)	51.3901	state	75 %	94 %	Emergency Medical Services	51.0904	state	75 %	94 %												
Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate																														
Nursing - R.N. (Associate Degree)	51.3801	state	75 %	86.4 %																														
Nursing - V.N. (Vocational)	51.3901	state	75 %	94 %																														
Emergency Medical Services	51.0904	state	75 %	94 %																														
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Institution set standard</th> <th>Job Placement Rate</th> </tr> </thead> <tbody> <tr> <td>Nursing - R.N. (Associate Degree)</td> <td>51.3801</td> <td>0 %</td> <td>90 %</td> </tr> <tr> <td>Nursing - V.N. (Vocational)</td> <td>51.3901</td> <td>0 %</td> <td>80 %</td> </tr> <tr> <td>Agriculture Science</td> <td>01.0000</td> <td>75 %</td> <td>100 %</td> </tr> <tr> <td>Comptuer Information Systems</td> <td>11.0103</td> <td>75 %</td> <td>100 %</td> </tr> <tr> <td>Air Condititoning and Refrigeration Technology</td> <td>15.0501</td> <td>75 %</td> <td>100 %</td> </tr> <tr> <td>Automotive Technology</td> <td>47.0604</td> <td>75 %</td> <td>100 %</td> </tr> <tr> <td>Building Construction Technology</td> <td>46.0415</td> <td>75 %</td> <td>100 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	Nursing - R.N. (Associate Degree)	51.3801	0 %	90 %	Nursing - V.N. (Vocational)	51.3901	0 %	80 %	Agriculture Science	01.0000	75 %	100 %	Comptuer Information Systems	11.0103	75 %	100 %	Air Condititoning and Refrigeration Technology	15.0501	75 %	100 %	Automotive Technology	47.0604	75 %	100 %	Building Construction Technology	46.0415	75 %	100 %
Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate																															
Nursing - R.N. (Associate Degree)	51.3801	0 %	90 %																															
Nursing - V.N. (Vocational)	51.3901	0 %	80 %																															
Agriculture Science	01.0000	75 %	100 %																															
Comptuer Information Systems	11.0103	75 %	100 %																															
Air Condititoning and Refrigeration Technology	15.0501	75 %	100 %																															
Automotive Technology	47.0604	75 %	100 %																															
Building Construction Technology	46.0415	75 %	100 %																															

	<table border="1"> <tr> <td>Welding Technology</td> <td>48.0508</td> <td>75 %</td> <td>100 %</td> </tr> <tr> <td>Water Treatment Systems</td> <td>15.0506</td> <td>75 %</td> <td>100 %</td> </tr> <tr> <td>Child Development</td> <td>19.0101</td> <td>75 %</td> <td>100 %</td> </tr> <tr> <td>Administration of Justice</td> <td>43.0107</td> <td>75 %</td> <td>100 %</td> </tr> <tr> <td>Fire Technology</td> <td>43.0201</td> <td>75 %</td> <td>100 %</td> </tr> </table>	Welding Technology	48.0508	75 %	100 %	Water Treatment Systems	15.0506	75 %	100 %	Child Development	19.0101	75 %	100 %	Administration of Justice	43.0107	75 %	100 %	Fire Technology	43.0201	75 %	100 %
Welding Technology	48.0508	75 %	100 %																		
Water Treatment Systems	15.0506	75 %	100 %																		
Child Development	19.0101	75 %	100 %																		
Administration of Justice	43.0107	75 %	100 %																		
Fire Technology	43.0201	75 %	100 %																		
22.	<p>Please list any other instituon set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td>Technical Skill Attainment</td> <td>successful course completion</td> <td>86.6%</td> </tr> <tr> <td>Completion</td> <td>studentn program completion</td> <td>77.35%</td> </tr> <tr> <td>Persistence</td> <td>persistence in higher education</td> <td>85.80%</td> </tr> <tr> <td>Non-Traditional Participation</td> <td>participation in non-traditional training</td> <td>19.42%</td> </tr> <tr> <td>Non-Traditional Completion</td> <td>completion of non-traditional training</td> <td>22.0%</td> </tr> </tbody> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	Technical Skill Attainment	successful course completion	86.6%	Completion	studentn program completion	77.35%	Persistence	persistence in higher education	85.80%	Non-Traditional Participation	participation in non-traditional training	19.42%	Non-Traditional Completion	completion of non-traditional training	22.0%		
Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard																			
Technical Skill Attainment	successful course completion	86.6%																			
Completion	studentn program completion	77.35%																			
Persistence	persistence in higher education	85.80%																			
Non-Traditional Participation	participation in non-traditional training	19.42%																			
Non-Traditional Completion	completion of non-traditional training	22.0%																			
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The ATLAS grant has encouraged cultural awareness and has provided the opportunity for innovative practices, including paired-class pilots linking disciplines together, contextualized learning, and collaborative learning. Currently, the shift has been towards technology due to the move to Blackboard. ATLAS training is voluntary; there was never a campus-wide push to institutionalize innovative teaching modalities. The college continues to work towards professional development to encourage a culture of innovative practices. The English and Math depts. have restructured Basic Skills Courses. The accelerated self-placed English course had 81% of students beginning one-level below transfer succeeding in transfer level English. Students assessed and placed two levels below transfer succeeded at 22%; those assessed one level below transfer succeeded at a rate of 47%. Two short-term Basic Skills math courses taught by full-time faculty showed a significant improvement on success and completion. The English and Math depts. are also offering embedded tutors in some courses. IVC purchased Strategic Planning Online, which will be effective in how the college monitors program goals and objectives, including SLO/PLOs.</p> </div>																				

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 732
	b.	Number of college courses with ongoing assessment of learning outcomes: 732
		Auto-calculated field: percentage of total: 100
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 128
	b.	Number of college programs with ongoing assessment of learning outcomes: 128
		Auto-calculated field: percentage of total: 100
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 13
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 13
		Auto-calculated field: percentage of total: 100

27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	N/A
28.	Number of courses identified as part of the GE program:	189
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	189
32.	Number of Institutional Student Learning Outcomes defined:	5
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>This year we have taken steps to assure that all of our learning outcomes are aligned. Part of this process has been re-examining our Institutional Learning Outcomes and their definitions in an effort to more succinctly articulate the outcomes. Faculty has been involved in this process and will continue to provide input and feedback. We also re-evaluated non-instructional areas of the college to ensure that there was correct and appropriate alignment between non-instructional departments and the types of reports (program review, academic program review, or Service Area Outcome) that needed to be filed. This is helping to streamline the process of data collection and provide a more accurate picture of what the college - across campus - is doing to ensure ILOs are being met.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>With the implementation of Strategic Planning Online, the College has undertaken an in-depth look at learning outcomes at all levels (institutional, program, and course) and is now in the process of creating detailed curriculum maps. Building on our previous work, this mapping project has begun to result in better alignment of outcomes and better assessment overall. For example, it was discovered that one of the SLOs in one level of the reading courses in English as a Second Language was not in alignment with the SLOs in the other levels. However, once identified, the situation was very easily - and quickly - remedied resulting in a more accurate reflection of what ESL faculty feel is important for students to achieve across the ESL curriculum. In addition, by examining when concepts are introduced, reinforced, and mastered, we are also able to more clearly see deficiencies in the curriculum which is allowing faculty to more quickly take corrective action through curriculum planning. This project is extensive and encompasses all instructional programs at the College.</p> </div>	
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 6 2011-12: n/a 2010-11: n/a
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions) Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Courses and /or Programs (additions and deletions): Addition of CTE Certificate Program - Diesel Farm Machinery and Heavy Equipment Certificate (Note: This program was referenced in the Follow-Up Report submitted to the Commission on March 15, 2014.) Deletion of two programs - English A.A. (replaced by English ADT) Library Technician A.S. and Certificate (program was last offered in the 2009-2010 Catalog; was suspended for 3 years (2010-2011, 2011-2012, 2012-2013); and removed from Catalog effective 2013-2014). Delivery Mode (Distance Education or Correspondence Education): To offer the following transfer degree programs through Distance Education: Administration of Justice AS-T English AA-T Communication Studies AA-T Political Science AA-T

Other Information

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

		The college offers a Fire Technology Certificate in which more than 50% of the coursework is offered at the Heber Fire Station located in Heber, California.
43.	List all of the institution's instructional sites out of state and outside the United States:	N/A

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

[Click to Print This Page](#)

[ACCJC | Contact Us](#)

© 2010 ACCJC