

**IMPERIAL VALLEY COLLEGE
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC SERVICES**

MEMORANDUM

TO: Deans of Instruction, Chairs, Coordinators

FROM: Kathy Berry, Vice President for Academic Services

DATE: June 28, 2012

SUBJECT: Academic Program Evaluation

As you are aware the college has contracted with FCMAT and the College Brain Trust to review college finances, structures and enrollment management. The FCMAT team will be on campus on July 17, 2012 and will meet with the Instructional Council at 9:30 a.m.

The team has asked that the attached Academic Program Evaluation forms be completed in draft format prior to their visit on July 17. Please submit the completed forms electronically to the Instruction Office by noon on Thursday, July 12, 2012 (send to linda.amidon@imperial.edu). The data has been compiled and completed by Instruction Office staff and IT and has been inserted in the top of the forms. You may refer to the comprehensive program reviews for information to complete the remaining areas of the forms (located on the College's Accreditation web page or in the Instruction Office). The areas that need your attention are as follows:

Projection for Future Demand: Growing, Stable, Declining. (Look at the data supplied by Dawn Chun for program review – is this a growing, stable or declining program based on FTES numbers.)

Opportunity Analysis: Are there any opportunities that will improve the program, make it more popular, meet an industry need, etc. (Please use your best judgment – remember this is a draft but look at the program review for this program to complete this section.)

Summary of Program "Health" Evaluation: Is this a viable program – if the enrollments are stable or increasing then the program is probably healthy; if enrollments are declining, why? Is the program no longer meaningful to students? If this is an applied science program, are students gaining employment after completing the certificate or degree? If the program is a transfer program - are students completing degrees and transferring?

If you have any questions regarding the completion of the forms, please contact Tina Aguirre at extension 6347 or Linda Amidon at extension 6215.

Thank you.

KB:eja

Academic Program Evaluation Project Legend

Program Scope

CORE: Defined as courses that are required for the program; excluding general education courses that are not part of discipline and optional courses. Example: ENGL 101 was not counted for the LEGAL program core (although a requirement of the program), but is listed under the ENGLISH core.

Programs determined to be highly multi-discipline and therefore non-participatory in this project (sheet still included to show number of certificates and degrees awarded):

General Science – ANTH, ASTR, BIOL, CHEM, CS, ENVS, GEOG, GEOL, MATH, PHSC

Humanities – ART, MUS, HIST, PHIL, RELS, AMSL, ENGL, FREN, SPAN, SPCH, THEA

Liberal Studies – SPCH, ENGL, PHIL, BIOL, GEOL, MATH, HIST, MUS, GEOG, CDEV, PSY, POLS, PE, HE

Life Science – ANTH, BIOL, CHEM, ENVS, GEOL, MATH

Social Science – AIS, ANTH, ECON, GEOG, HIST, LAS, POLS, SOC, RELS

Chart Field Definitions

Program: Name of Certificate/Degree Program

Enrollment: Total number of students enrolled in core courses for Spring 2012.

Max Enrollment: Total seats available in the core courses for Spring 2012.

Fill Rate: Average percentage of enrolled students versus cap in the core courses for Spring 2012.

of Sections: Total number of core courses offered in Spring 2012

of Students per Class: Total average cap of core classes in Spring 2012.

Avg. max. # of Students per Class: Total average of students in core courses for Spring 2012.

FTEs: See Next Page

FTEF: FTEF is based on faculty load, where 15 hours of load = 1 FTEF.

Productivity: The total FTES # divided by the total FTEF #

of Certificates in 6 Years: Certificates awarded Fall 2005 – Spring 2011

of Degrees in 6 Years: Degrees awarded Fall 2005 – Spring 2011

Completion Rate: Avg. percentage of students who completed the core courses.

Success Rate: Avg. percentage of students who received grades of A, B, C, or P in core courses.

F.T. Faculty: Total unique number of full-time faculty that taught core courses in Spring 2012.

Recent Enrollment Demand: Average fill rate of core courses over 3 years (trend data).

Academic Program Evaluation Project Legend

FTES Explanation:

All FTES included in this report is an estimate of the actual FTES. Comparing this FTES to the actual reported FTES has historically been accurate to within plus or minus 1.5% of the FTES as submitted in the 320 report.

The FTES for WSCH sections is calculated as:

$(\text{Weekly Contact Hours} * \text{Term Length Multiplier} * \text{Census Enrollment})/525$

The FTES for DSCH sections is calculated as:

$(\text{Dailey Contact Hours} * \text{Number of Meeting Days} * \text{Census Enrollment})/525$

The FTES for Independent Study sections is calculated as:

$(\text{Units} * \text{Term Length Multiplier} * \text{Census Enrollment})/525$

The FTES for Positive Attendance sections is calculated as:

$(\text{Total Hours Required to Pass} * 50\% * \text{Census Enrollment})/525$

Notes:

1. IVC's Term Length Multiplier is 16.
2. Historically, positive attendance classes, on average, generate approximately 50% of their theoretical maximum.

Completed by Melody Chronister 6/28/2012

Academic Program Evaluation For Redesign Project

Program	Enrollment (spring 2012)	Max. Enrollment	Fill Rate	# of sections	# of students per class	Avg. max. # of students per class	FTES	FTEF	Productivity (FTES/FTEF)	# of Certificates in 6 years	# of Degrees in 6 years	Completion Rate	Success Rate	# F.T. faculty
Admin. of Justice	481 2.1%	490	99%	14	35	34.36	49.11 1.7%	2.8 1.3%	17.54	48	262	86.69%	65.49%	2
Recent Enrollment Demand: High <u> X </u> 99% Medium <u> </u> Low <u> </u>														
Projection for Future Demand: Growing <u> </u> Stable <u> </u> Declining <u> </u> (Labor market data required for career-technical programs)														
Opportunity Analysis: (successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.) 														
Summary of Program "Health" Evaluation: (including consideration of size, scope, productivity, and quality of outcomes) 														

CORE: AJ100, AJ102, AJ104, AJ106, AJ110, AJ120, and AJ123

Some Factors to Consider in Evaluating the Strength or “Health” of an Academic Program

A. Instructional Productivity and Efficiency

1. FTES generated
 - a. May include FTES generated in related (prerequisite) disciplines (e.g. nursing—biology)
2. Class size
3. Fill rate
4. FTES/FTEF (or WSCH/FTEF)
5. Cost per FTES (total dollars needed to generate one FTES, including instructor’s salary, equipment, supplies)

B. Student Productivity and Efficiency

1. Student Success (% of students who passed courses with an A, B, or C)
2. Student Retention (% of students who completed courses)
3. Persistence (% of students who continued the following semester)
4. Completion (number and/or percentage of students who earned a degree or certificate)
5. Employment [for CTE programs] (number and/or % of students who found a job in a related field)
 - a. Full-time jobs paying a “living wage”
 - b. Full-time jobs at or slightly above the minimum wage
 - c. Part-time jobs
6. Transfer Success (for non-CTE programs)
 - a. Successfully transitioned to a four-year college
 - b. GPA in courses in the related discipline(s)

C. Fulfillment of College Mission

1. One or more courses fulfills a college graduation requirement
 - a. Uniquely
 - b. One of several options
2. Gatekeeper to other courses
 - a. English and math
 - b. Science courses for health fields
3. Responds to verified local job market needs
 - a. Ongoing full-time living-wage jobs
 - b. Ongoing full-time slightly-above-minimum wage jobs
 - i. Part of career ladder
 - ii. Terminal
 - c. Short-term and part-time jobs
4. Responds to community needs not directly related to employment
 - a. For example, ESL

Program Evaluation

For this study, academic programs were evaluated using one common process, and for nonacademic (administrative, business, and student services) programs, a separate approach was created and used. After FCMAT reviewed the college's educational master plan, program review reports, and other materials, the college research department and academic program staff provided the requested statistical information on 14 measures for each of 60 academic programs. Deans and department chairs, working under the direction of the vice president for academic services, then developed their own conclusions about the following for each program:

- Enrollment demand
- The projection for future enrollment demand and opportunities for future advancement
- A summary of each program's health, using criteria suggested

FCMAT then reviewed the information and developed recommendations specifically for academic programs.

For student services and other nonacademic programs, FCMAT found little data or evidence to demonstrate that evaluation and improvement were routinely conducted at the college. Because of the study's time constraints, the priority of FCMAT's program evaluation for these departments was to implement a continuing process improvement activity. Two administrative members of the college's executive council volunteered to lead the effort, and a cross-functional team process was developed with every department participating. The cross-functional team facilitators first met for an orientation on July 17, 2012. Each department identified one process for evaluation by August 17, 2012, considering opportunities for cost reduction, efficiency enhancement, and contribution to student success and enrollment. By the end of 2012-13, every department will have three processes assessed by cross-functional teams.

Overall, the college's vision and mission, described in the educational master plan, are regularly reviewed and linked to annual expenditure requests via a committee process. However, they were not used during the serious fiscal downturn during the last four years and therefore did not guide prioritization for expenditure reductions. Further, adequate structures and mechanisms for broad communication, coordination of processes, and problem-solving among department leadership staff, both academic and nonacademic, appeared to be lacking or severely limited at best. These will be essential in the college's efforts to regain its fiscal health.

Summary

Imperial Valley College is confronted with fiscal problems caused by external and internal decisions. Solving these problems will not be easy. The analysis and recommendations contained in this report, along with the tools provided to staff, will help the college maintain financial solvency.

The college plays an important role in the community, along with employees and others who are committed to the institution and students. That commitment is essential to the success of the organization and its overall financial viability. If these various parties work together for the greater health of the organization, everyone will benefit in the long run. Some recommendations in this report will be difficult to implement and accept, but their implementation will be necessary to remain fiscally solvent.

**IMPERIAL VALLEY COLLEGE
PROGRAM REVIEW COMPLIANCE FORM AND REQUEST FOR RESOURCES**

PROGRAM/DEPARTMENT Administration of Justice

ACADEMIC YR. 2012 - 2013

- Comprehensive Program Review Annual Assessment Request for Resources (check all that apply)

Please analyze your Program Review data as well as your SLO/SAO assessment findings in order to update to your Comprehensive Program Review report as needed. All changes to area needs and subsequent requests for additional resources must be reported at this time.

If your program is scheduled for a Comprehensive Program Review all forms are to be completed and submitted to the appropriate Dean/VP. If you are completing the annual Program Review Assessment only and have no changes to area needs, sign below and submit this form to appropriate Dean/VP. If your needs have changed as a result of your annual assessment of program review data, please complete the appropriate Request for Resources form(s) and submit to appropriate Dean/VP.

 _____ Signature of Program Chair/Director	02/14/2013 _____ Date	 _____ Signature of Area Dean	2/15/13 _____ Date
 _____ Signature of Area Vice President	02/21/2013 _____ Date	_____	

Please attach the following documents to this Program Review Compliance form if you are requesting additional resources:

- ✓ Comprehensive Program Review
- ✓ Data Analysis Form
- ✓ SLO/SAO Assessments
- ✓ Request for Resources Forms

**Academic Program Evaluation – Administration of Justice
Division – EWD
Department - PBSF**

TERM	Enrollment	Fill Rate	# of Sections	Mass Cap	Avg. Class Cap	Avg. Class Size	FTEs	FTEF	PRODUCTIVITY	Completion	Success Rate
Fall 2009	888	108.16%	24	821	34.21	37	103.09	5.13	20.1	90%	72%
Spring 2010	1061	105.57%	29	1005	34.66	36.59	131.79	6.41	20.56	85%	67%
Fall 2010	1106	101.10%	32	1094	34.19	34.56	134.92	7.31	18.46	88%	71%
Spring 2011	1170	96.30%	35	1215	34.71	33.43	142.4	8.23	17.3	89%	69%
Fall 2011	763	101.73%	22	750	34.09	34.68	96.18	5.63	17.08	87%	73%
Spring 2012	695	97.20%	21	715	34.05	33.1	89.2	5.43	16.43	89%	74%
% Change Fall Semesters 09 - 11	-14.08%	-5.94%	-8.33%	-8.65%	-0.35%	-6.27%	-6.70%	9.75%	-15.02%	-3.33%	1.39%
% Change Spring Semesters 10 - 12	-34.50%	-7.93%	-27.59%	-28.86%	-1.76%	-9.54%	-32.32%	-15.29%	-20.09%	4.71%	10.45%

Program Completion

Number of certificates completed Between Fall 2009 and Spring 2012	Number of Associate Degrees Completed Between Fall 2009 and Spring 2012
23	142

Administration of Justice- Major Courses

COURSES	Enrollment/# Sections						FTES						Fill Rate						Wait Lists		
	F 09	S 10	F 10	S 11	F 11	S 12	F 09	S 10	F 10	S 11	F 11	S 12	F 09	S 10	F 10	S 11	F 11	S 12	S 12	F 12	S 13
100	230 - 6	291 - 8	208 - 6	240 - 7	196 - 4	109 - 3	23.66	29.94	21.39	24.69	13.99	11.21	109.5%	118.8%	100.5%	117.1%	97.1%	103.8%	n/a	n/a	2
102	92 - 3	89 - 3	92 - 3	105 - 3	112 - 3	61 - 2	9.47	9.16	9.36	10.80	11.52	6.27	104.8%	137.1%	91.4%	100.0%	106.7%	87.4%	n/a	n/a	7
104	108 - 3	103 - 3	116 - 3	106 - 3	113 - 3	76 - 2	11.11	10.59	11.93	10.90	11.62	7.81	102.9%	98.1%	110.5%	101.0%	107.6%	108.6%	n/a	n/a	4
106	77 - 2	69 - 2	105 - 3	115 - 4	108 - 3	67 - 2	7.72	7.10	10.80	11.83	11.10	6.89	107.1%	98.6%	102.9%	109.5%	102.9%	95.7%	n/a	n/a	6
108																					
110	37 - 1	39 - 1	120 - 3	100 - 3	79 - 2	62 - 2	3.81	4.01	12.34	10.29	8.13	6.38	105.7%	111.4%	114.3%	100.0%	112.9%	88.6%	n/a	n/a	4
120	69 - 2	96 - 3	98 - 3	84 - 3	83 - 2	67 - 2	7.10	9.88	10.07	8.64	8.54	6.89	104.3%	158.6%	100.0%	125.7%	118.6%	95.7%	n/a	n/a	
121		43 - 1		69 - 2		39 - 1		4.42		7.10		4.01				98.6%		111.4%	n/a	n/a	
122	35 - 1	34 - 1	37 - 1	71 - 2		85 - 1	3.60	3.50	3.81	7.30		3.60	100.0%	97.1%	105.7%	101.4%		100.0%	n/a	n/a	
123	37 - 1	75 - 2	74 - 2	75 - 2	37 - 1	39 - 1	3.81	7.71	7.62	7.72	3.81	4.01	105.7%	107.1%	105.7%	107.1%	105.7%	111.4%	n/a	n/a	
124	38 - 1	42 - 1	36 - 1	80 - 2		52 - 1	3.91	4.32	3.70	8.23		5.35	151.4%	151.4%	102.9%	114.3%		148.6%	n/a	n/a	
141	88 - 3	76 - 2	143 - 5	43 - 2	35 - 2	30 - 2	10.70	9.25	17.40	5.23	4.26	3.65	102.3%	126.7%	136.2%	61.4%	70.0%	60.0%	n/a	n/a	
142	42 - 1	36 - 1	44 - 1	42 - 1	38 - 1	31 - 1	14.40	12.34	15.09	14.40	13.03	10.63	120.0%	102.9%	125.7%	120.0%	108.6%	88.6%	n/a	n/a	
144		35 - 1	22 - 1	31 - 1	22 - 1	27 - 1		16.20	10.18	14.35	10.18	12.50	100.0%	62.9%	88.6%	62.9%	77.1%	n/a	n/a		
222																					
223																					
CSI 100			30 - 1	29 - 1	33 - 1				3.09	2.98	3.39				85.71%	82.56%	94.00%	71.43%			
CSI 104				27 - 1		25 - 1				2.78		2.57				77.14%					
AJ/SOC 224																					1
ENGL 101	493 - 21	472 - 22	585 - 25	493 - 20	634 - 24	602 - 23	50.59	48.55	60.17	50.70	65.21	61.90	117.14%	138.82%	117.00%	131.47%	105.67%	104.70%			94

Required/acceptable courses for A.S. Degree: AJ 100, 102, 104, 106, 108, 110, 121, 141, 222 (Formerly AJ 122), 223 (Formally AJ 123), AJ/SOC 224 (Formally AJ 124)
 CSI 100, CSI 104

Required/Acceptable courses for Certificate: AJ 100, 102, 104, 106, 110, 223 (Formally AJ 123), ENGL 101

Completion: A, B, C, D, F out of A, B, C, D, F, W, I (MW excluded)

Success: A, B, C out of A, B, C, D, F, W, I (MW excluded)

Administration of Justice – Completion and Success

AJ	COURSE	Completion Rate						Success Rate					
		F 09	S 10	F 10	S 11	F 11	S 12	F 09	S 10	F 10	S 11	F 11	S 12
	100	89.6%	83.8%	89.4%	88.3%	86.8%	85.3%	60.4%	56.4%	62.0%	65.0%	64.7%	52.3%
	102	79.4%	76.4%	84.6%	84.8%	86.6%	72.1%	63.0%	51.7%	55.0%	64.8%	74.1%	59.0%
	104	92.6%	88.3%	82.8%	83.0%	79.6%	85.5%	68.5%	68.0%	59.5%	59.8%	59.3%	61.8%
	106	92.2%	84.1%	94.3%	85.2%	90.7%	85.1%	77.9%	73.9%	80.0%	59.1%	62.0%	70.1%
	108												
	110	94.6%	94.9%	89.2%	85.5%	93.4%	95.2%	86.5%	89.7%	81.7%	75.5%	91.1%	88.7%
	120	97.1%	85.4%	85.7%	90.1%	85.5%	92.5%	87.0%	61.5%	74.5%	71.4%	77.1%	64.2%
	121		83.7%		97.1%		100.0%		81.4%		94.2%		94.9%
	122	77.1%	82.4%	83.8%	88.7%		91.4%	62.9%	44.1%	64.9%	66.2%		85.7%
	123	94.6%	93.3%	91.9%	93.3%	75.7%	94.9%	75.6%	76.0%	71.6%	61.3%	62.2%	76.9%
	124	94.7%	92.9%	91.7%	92.5%		100.0%	76.3%	90.5%	66.7%	63.8%		96.2%
	141	94.3%	86.0%	88.8%	81.4%	100.0%	86.7%	89.8%	79.0%	82.5%	69.8%	100.0%	86.7%
	142	88.1%	77.8%	86.4%	83.9%	86.8%	90.3%	88.1%	77.8%	84.1%	81.0%	86.8%	90.3%
	144		88.6%	90.9%	100.0%	100.0%	92.6%		88.6%	90.9%	100.0%	100.0%	92.6%
	222												
	223												
	CSI 100			70.00%	75.86%	21.21%				40.00%	34.48%	9.09%	
	CSI 104				92.59%		92.00%				96.30%		72.00%
	AJ/SOC 224												
	ENGL 101	58.78%	71.19%	70.84%	70.59%	68.77%	71.76%	40.84%	57.63%	51.97%	55.98%	52.37%	54.65%

Recent Enrollment Demand: High XX Medium _____ Low _____

Suggestion: Consider Fill Rates and Enrollment; Wait Lists; Determine which sections close quickly as well as those with long wait lists

In the 2011-2012 academic years we were asked to cut our available classes by 16%. This was due to a statewide reduction in funding. Since then we have been requested to increase our classes beyond pre-2011 offerings. We were able to maximize our class offerings and have seen a marked increase in the number of students we are able to serve as a result. These numbers do not reflect on the charts above, but our increase in the number of classes has shown a stable and healthy fill rate as well as success rate, up to this point. Our average enrollment was down very slightly at 1.1% because of the changes in financial aid to our student base and the lower number of classes offered. We have exercised aggressive enrollment management to maximize our class offerings for our student population and this has proven to be very successful for both Fall 2012 and Spring 2013. If we had stayed at the lower number of classes being offered, we would have had to turn students away, which did occur in our most popular classes the year before. This increase in the number of classes offered has allowed us to accommodate the students' needs and requests.

Opportunity Analysis: (Successes, new curriculum development, alternative delivery mechanisms, interdisciplinary strategies, etc.)

We have seen a marked increase in the number of students that will be graduating and/or transferring by the end of the semester. We have also gone through an evaluation cycle that yielded a change in some of our instructors. This change has proven to be a benefit to our student population. We have seen an increase in fill rate as well as success rate since this reorganization. The expansion of our Distance Education courses will also allow us to reach a larger number of students. Once those classes are being offered again, we should also see increases in their fill rates. The continued development of classes for our future Specialization program has invigorated the instructors I have working on that project. These new classes will developed slowly, to allow us to partner with other organizations and institutions, in order to offer a viable and state-of-the-art program for our students.

I have also incorporated an Instructor Development Program within my Department. Teaming up with Napa Valley College and P.O.S.T. to have the members of the Instructor Development Institute come to Imperial Valley and present their Basic Course (40 hours) to our instructors. This course is required for all P.O.S.T. instructors under section 1070 and is state mandated for those instructors. But the course is designed for instructors of Adult Education and provides the instructor student methodology to improve upon their skill set in the classroom. I have encouraged my academic instructors to utilize this training and it has yielded tremendous results. I have currently been able to arrange for two classes to be presented here in Imperial Valley over the last three years. I have a third presentation scheduled for August of this year. We have also made this course available to instructors outside of our department and it has generated a great deal of interest.

Summary of Program "Health" Evaluation: (Including consideration of size, score, productivity and quality of outcomes)

Taking into account all the data available, we see the program as being very healthy. We have increased the overall number of classes being offered. We have eliminated sections that were underperforming and consolidated those students into sections with a higher enrollment level. This increased the overall enrollment and allowed us to tailor the offerings to the students. Our enrollment management has allowed us to identify what is needed and offer those courses accordingly. We have also worked with other departments to coordinate our class scheduling for days and times that best serve our students.

Future Goals of Program

We are working on modernizing the electives for the core major to include courses in Homeland Security, Corrections, Law Enforcement and Forensics. These would be Specializations and would allow our students to gain knowledge and usable information to make them more viable in the job market and to expand their horizons in the Criminal Justice field. Some of these courses are already in place and just need to be formalized into a rubric for the course. The other courses have been suggested by our Advisory Committee and have generated a great deal of interest within our student population.

Resource requests from annual program review

Primarily, I need full-time faculty. I am the only full-time faculty member in the department at this time. The department once had three full-time faculty members and offered fewer classes than are being offered now. With the future expansion of the P.O.S.T. training program I must have at least one more full-time instructor that is P.O.S.T. qualified to be able to meet this expansion. The addition of two full-time instructors over the next three years would allow us to petition P.O.S.T. for the creation and inclusion of a Level I program at the college. This would give us the ability to offer a complete training program for law enforcement cadets here at the Imperial Valley College. This would bring us back up to the staffing levels we once had when the college had a law enforcement academy. It would provide the core instructors necessary for offer those courses and would bring us within P.O.S.T. guidelines for such a program. Our advisory committee has also made this recommendation and has expressed the desire to bring a Level 1 program back to the college. P.O.S.T. has also expressed the desire to increase the number of Level 1 programs in the southern California region, below the Los Angeles region. We have also been approached by other schools to explore the possibility of partnering with them for this program. Because of conflicting political regions this may not be feasible. But the need is there. The Imperial Valley has no other training program available, with the next closest facility being over 140 miles away. The new Public Safety training center is under construction and will be completed by Fall 2014. The program and the facility will need full-time faculty in order to make this a reality. If we can get one full-time faculty member now, with the ability to explore the possibility of getting another full-time faculty member a year or two later, I can continue to make this program grow and we can reach the goal that was set in 2009 of having a full training program here at Imperial Valley College.

The next item that is very essential to the overall safety of our students is a golf cart or other mobile vehicle. This would allow us to have a vehicle to follow and monitor our students as we do physical training around the campus. It would also allow us to utilize it in various other training scenarios and Learning Domains in the program. Currently we have a golf cart from Parking Control that will follow our students while they are training or doing physical training and running in the evening hours. The campus is dark at this time and there is no other area for us to do this training when these classes are offered. On most evenings when the students are conducting physical training we are not able to get a golf cart from Parking Control or Campus Safety, because they are just not available. This puts our students at risk if they suffer an injury or an emergency occurs. We have safety vests, hand talkie radios, and medical supplies with trained personnel to assist, but due to the actual distance around campus and the nature of training at night, the availability of a golf cart or other mobile vehicle would greatly enhance our students' safety. The ability to get a student to a safe area or even

delivering emergency medical supplies in a timely manner can greatly improve upon the overall safety of our students as well as reducing the potential liability exposure to the school.

Another resource that must be addressed in the near future is a dedicated range for firearms training. Currently we utilize the firearms ranges at the Calipatria State Prison and the range at the Imperial Valley Shooting Club at Huff and Wheeler. These organizations have allowed us to utilize their facilities at no cost, but they are not dedicated to our use. We must coordinate the time we are able to use their facilities and we can be "bumped" at the discretion of the parent organization, if a greater need arises. The use of a dedicated firearms range would provide us with unimpeded access to the training facility and is a P.O.S.T. requirement for a Level 1 program. Solutions to this have been explored and two have shown promise. The first is to expand on the Warehouse structure that will be built on campus in the near future. An expansion of that facility could enable us to build an Indoor Range. The engineering is already available and could be incorporated relatively easily. The walls could be reinforced and a baffling system could be incorporated to "catch" the expended rounds. This would increase the overall safety of the facility and allow us to sell the recovered metal as scrap, providing funding for maintenance of the facility. The air filtration system used in the science labs could be the same type of system used in this facility. Once the facility is operational, it could be rented by area law enforcement agencies, further generating revenue for upkeep and maintenance of the range facility.

The second is to lease an area at the Shooting Club and build an impact area on that location. This area would have to be improved before it could be used for class training. The creation of impact "berms" on the front and sides would have to be done. We would need to obtain at least two heavy duty conex boxes with reinforced lock covers for equipment and storage of training equipment. We would have to contract with a port a potty company for the necessary restroom facilities, and we would have to establish a contract with the Imperial Irrigation District for electrical power to be run up to this section from the existing power lines. The lease for the area would have to be negotiated, along with mining provisions for the expended brass in the berms. This is necessary because after a year or more of firing ammunition into the impact area, the expended brass and lead projectiles would have to be dug out of the berms and removed. This recovered metal could be sold as scrap and is often how the mining of a range is paid for. There will have to be an on-going budget allocation to provide for the electric bill, port a potty and berm maintenance at the outdoor facility. The initial costs of an outdoor range are lower than an indoor range, but the overall ease and yearly revenue recovery potential will make an indoor range a less expensive facility to operate in the long run.

Another needed resource would be to improve the training area around the new building. This would involve moving the chain link wall and solid wooden wall from the area of the sports field to a location nearer to our new Public Safety Training Center. By moving the walls to this location it would make them far easier to access for training and allow us to create an obstacle course that can be used for P.O.S.T. training and testing. We would also like to add two additional obstacles to the course. These would be a low hurdle or barrier and an open window obstacle. These are standard training and testing items used by other academies throughout the state. These items allow the student to train in a more realistic manner for "real world" scenarios. They could be incorporated into a cardio training program that we will have to incorporate as we progress through the development of the Level I program for the school. The costs would be minimal and these could be utilized by other agencies for the testing and evaluation of our students for job openings in the community. Along with the improvements listed above, we would like to have pull-up bars and dip bars erected in this area as well. These aid in the training of our students and improve their opportunities and chances for employment by increasing their strength and stamina, which are required for the job. These are also standard items at most academies throughout the state. By utilizing the open space around the new

building we can incorporate this into our training regimen and increase the hire-ability of our students when they have completed our programs. All of these outside improvements are cost effective and require low maintenance. They can also be done in a way that will enhance the overall appearance of the facility without detracting from the desired appearance created by the architecture.

Parking should also be looked at for the new buildings. The current parking lot for the 2700 building is adjacent to the new buildings under construction. But there is no staff parking spaces designated in this area of the parking lot. That will become essential as the buildings become available for use. We also have professional experts that are utilized on a regular basis and there are no designated staff parking spaces in this area of the parking lot. These professional experts are in most cases law enforcement professionals that drive marked and unmarked emergency vehicles. These vehicles need to be in easy access for these instructors and without adequate staff parking spaces, this will put those officers at a great disadvantage when they are assisting in our training programs. Additionally, there will be more students parking in this area of campus, due to the change in locations for our classes. Unless additional parking is planned for, the addition of the new buildings will overwhelm the existing parking configuration.