IMPERIAL VALLEY COLLEGE

Accreditation Self Study 2007

IMPERIAL VALLEY COLLEGE

Institutional Self Study for
Reaffirmation of Accreditation

December 2006

Submitted to:
Accrediting Commission for Community
and Junior Colleges of the
Western Association of Schools and Colleges

Submitted by:
Imperial Valley College
P.O. Box 158
380 East Aten Road
Imperial, CA 92251-0158

TABLE OF CONTENTS

Page

Certification of the Self-Study Report 3
Eligibility Requirements for Accreditation 4
Letter to Accrediting Commission for Community and Junior Colleges, dated December 7, 2006 9
Abstract 11

Introduction **13**
Self Study Organization 13
Accreditation Steering Committee 14
Accreditation Calendar, Spring 2007 Visit 15
History 16
Student Learning Outcomes, Process to Date 21
Extended Campus Program 23
Distance Education 24
Audit Information 25

Profile **27**
Data 31

Responses to Recommendations from the 2001 Comprehensive Evaluation **47**
2008-2011 Program Review and Planning Timeline 49
2008-2011 Program Review and Planning Assessment of Goals and Objectives Timeline 50

Standard One: Institutional Mission and Effectiveness **59**
A. Mission 59
B. Improving Institutional Effectiveness 64

Standard Two: Student Learning Programs and Services **79**
A. Instructional Programs 79
B. Student Support Services 124
C. Library and Learning Support Services 139

Standard Three: Resources **159**
A. Human Resources 159
B. Physical Resources 175
C. Technology Resources 180
D. Financial Resources 192

Standard Four: Leadership and Governance **205**
A. Decision-Making Roles and Process 205
B. Board and Administrative Organization 213

List of Available Evidence **221**

[INTENTIONALLY LEFT BLANK]

IMPERIAL VALLEY COLLEGE

CERTIFICATION OF THE SELF-STUDY REPORT

DATE: December 13, 2006

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

FROM: Imperial Community College District
Imperial Valley College
380 East Aten Road
P.O. Box 158
Imperial, CA 92251

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

Paul Pai, Chief Executive Officer — Date 12/13/06

Romualdo Medina, President, District Board of Trustees — Date 12/13/06

Frank Fernandez, President, Associated Student Government — Date 12/13/06

Dennis Carnes, President, Academic Senate — Date 12/13/06

Suzanne Gretz, President, CCA/CTA/NEA — Date 12/13/06

John Abarca, President, CSEA, Chapter 472 — Date 12/13/06

Cathy Zazueta, President, College Council — Date 12/13/06

ELIGIBILITY REQUIREMENTS FOR ACCREDITATION

1. Authority

Imperial Valley College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Imperial Community College District.

Imperial Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This organization is recognized by the Commission on Postsecondary Accreditation and the U. S. Department of Education. The College is also accredited by the American Welding Society, California Association of Alcohol and Drug Educators, California Board of Registered Nursing, California Board of Vocational Nurse and Psychiatric Examiners, Commission on Accreditation of Allied Health Education Programs, Commission on Peace Officers Standards and Training, California State Department of Education, and National Academy of Early Childhood Programs. (Imperial Valley College 2006-2007 College Catalog, 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 a countywide vote, 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 2006-2007 College Catalog, Pg. 5) (Board Members Resumes)

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' Resumes)

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 2006 Class Schedule, Pg. 3; Imperial Valley College 2006-2007 College Catalog, Pg.11)

7. Degrees

A significant number of educational offerings at Imperial Valley College are programs that lead to degrees.

Imperial Valley College awarded 563 degrees and certificates to students completing programs of study during 2004-2005. Students attending Fall 2005, indicated the following educational goals on their admissions applications:

Transfer	43%
Associate degree or Applied Science degree without transfer	10%
Career or employment	17%
Basic skills/Education Development	12%
Other goals, including self improvement	1%
Undecided	18%
	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, 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 2006-2007 College Catalog, Pg. 17, Pgs. 130-157; Course Outlines of Record)

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 and Instruction, Subchapter 1. Programs, Courses and Classes, Article 1. Program, Course and Class Classification and Standards, Sections 55000-55202 (Imperial Valley College 2006-2007 College Catalog).

10. Student Learning Achievement

Every course outline currently includes learning objectives that are achieved and assessed by a variety of methods. The department faculty and the division chairperson 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 and Instruction Committee, and the

articulation process. In addition, a systematic plan for developing and assessing student learning outcomes for courses and programs is being developed by the College. (Program Review and Planning documents) (Imperial Valley College 2006-2007 College Catalog, Pg. 11; 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 and Instruction Committee and the Academic Senate. (Imperial Valley College 2006-2007 College Catalog, Pg 32; 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 2006-2007 College Catalog, Pg. 11)

13. Faculty

Imperial Valley College employs 119 full-time faculty and 280 part-time faculty 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. 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 2006-2007 College Catalog, Pg. 18; Imperial Valley College Fall 2006 Class Schedule, Pgs. 4-5)

15. Admissions

Admission to Imperial Valley College 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 appropri-

ate for its programs. (Imperial Valley College 2006-2007 College Catalog, Pg. 20; Imperial Valley College Fall 2006 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 2006-2007 College Catalog, pages 11 - 19) (Imperial Valley College Fall 2006 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 and for expansion. The College endured a financial crisis during the 2005-2006 school year; however, the setback is well on its way to being resolved. Two major factors contributed to resolving the budget crisis. One was the willingness of the faculty and staff to give up raises that had been negotiated and the other was a loan from the state. Barring any major changes in the budget from the State, the loan should be paid off by 2008-2009. (Program Review and Planning Timeline)

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

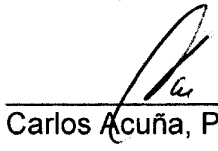
- Academic regulations, including academic honesty
- Nondiscrimination policy
- Acceptance of transfer credits policy
- Grievance and complaint procedures
- Sexual harassment policy
- Fee refund policy
- Other items relative to attending and withdrawing

Up-to-date and precise public information is also published in the class schedule on the College Web site. Students and the community are also kept informed of special projects and building programs through the visioning process and local print and media organizations. (Imperial Valley College 2006-2007 College Catalog) (Board Policy2340/2345; Administrative Procedures 2340/ 2345; News Clippings; Public Relations Plan)

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 2006-2007 College Catalog, Page18)

Paul Pai, Chief Executive Officer



Carlos Acuña, President, District Board of Trustees

Imperial Valley College

Serving Imperial County

380 East Aten Road
Post Office Box 158
Imperial, CA 92251-0158
760.355.6219
FAX: 760.355.6461
www.imperial.edu

Paul Pai, Ed.D.
Superintendent/President
paul.pai@imperial.edu

Imperial Community College District
Board of Trustees
Romualdo J. Medina, President
Rebecca Ramirez, Clerk
Carlos R. Acuña
Rudy Cardenas, Jr.
Norma Sierra Galindo
Marian A. Long
Louis Wong

December 7, 2006

Barbara A. Beno, Ph.D.
President
Accrediting Commission for Community and Junior Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949

Re: Self Study Report

Dear Dr. Beno and Visiting Team:

It is my pleasure to present you our 2006 Self Study. This particular report not only represents the extensive involvement and work of many faculty, classified, and administrative staff members, but also our implementation of the new theme-based standards introduced since 2002. We are happy to welcome you to review Imperial Valley College's Self Study and to visit us in March 2007.

The IVC Steering Committee for Self Study started in spring 2005. Broad participation was assured by appointments to the Steering and Standard Committees, and inquiring/writing teams per standards from all campus constituent groups.

Faculty/administrator co-chairs of the Steering Committee informed the College community on progress through updates via regular campus e-mails, Academic Senate, Administrative Council, Executive Council, College Council, and Board meetings. A very unique communication subcommittee was formed to advise the Steering Committee how best to disseminate information throughout the campus. The Self Study content editor reviewed the content of the write-ups from the writing teams on a staggered timeline which began in June 2006.

In August 2006, hard copies of the Self Study draft were distributed at the annual college-wide employee Orientation Meeting. The draft was also posted on the IVC website.

All faculty and staff also received an electronic copy of the draft through e-mail. Input and accuracy validation were requested from the College community and campus organizations, including Associated Student Government, Board of Trustees, CSEA, CTA, Academic Senate, and College Council before the final approval by the Steering Committee and eventually the Board of Trustees in December 2006.

IVC has been a fast-growing institution in the last two years, 2004-2005 and 2005-2006, with one of four top rates of double-year FTES increase among all 72 California community college districts, next only to West Kern, West Hills, and Victor Valley. The student graduation rate increased in 2005-2006 by 10% over 2004-2005. The transfer rate increased by 39% during 2000-2006 over FY 1997-2003. The college/university attendance rate by Imperial County high school graduates during the first year after graduation was the highest among all 58 counties in California during 2003-2004, 2004-2005, and 2005-2006. The major reason was the high percentage (as high as 54%) of high school graduates attending IVC.

However, the humbling experience of last year's financial crisis, for IVC and for me as CEO, as described honestly and fairly in this Self Study was a wake-up call. It is a call for all college constituents to take part in the planning and development of the College. A broad-based participation will only enhance the effectiveness of the existing shared governance infrastructure. The Academic Senate, College Council, Planning and Budget Committee, Technology Council, and other standing committees must aid in decision making and shape the direction of IVC.

The Self Study will be used as a tool to improve IVC's effectiveness. As the Self Study outlines, we will use our program reviews to drive the master plan and the budget. In addition, student learning outcomes will be an integral part of our planning processes as everything we do is for the sake of the student.

On behalf of the college, I give you an Imperial Valley warm welcome. All of us at the College are awaiting your review and visit.

If there is anything we can do to help make your assignment more pleasant and comfortable, please let me know.

Sincerely,

Paul Pai, Ed.D.
Superintendent/President

ABSTRACT

The intervening years since Imperial Valley College's last self-study has seen many changes including administration, faculty, and focus. In the intervening time the college has seen new Presidents, an increase in faculty and offered programs, and managed to survive the vagaries of budgetary ups and downs both with the state and within the college's internal management. As the student population has increased, the demand for access to courses grew. The college undertook a series of meetings with the Imperial Valley public appropriately titled the Visioning Process. These meetings resulted in an exchange of ideas and gave the college a fresh look at itself. The result was an increase in faculty, which resulted in the offering of more classes and increased student access. The school, having proven itself responsive to the public's needs, found the public was equally willing to respond to the needs of the college. A bond measure passed with overwhelming success. Plans were set into motion for improved facilities which would directly benefit students.

Faculty morale was high, partially in response to the community support, but also due to the infusion of new instructors. The college was fortunate in that the number of job openings in California community colleges were limited at this time. As a result, there were a number of very well qualified candidates for open positions, who did not consider the college's geographical location a drawback. At the same time, the Imperial Valley itself was undergoing expansion. New local amenities, an influx of population into the Valley resulting in continued student population growth, a college with solid plans for expansion and improvement of campus facilities, plus the enthusiasm and ideas provided by the new faculty fueled morale among faculty, staff, administration and students alike. An energetic flow of ideas back and forth among these groups encouraged camaraderie and cooperation.

During this time the college built upon the new mission statement generated after the last self-study and review. Long term planning and goal setting were discussed with the view of meeting the needs of the Valley's future growth. As the Valley continues to grow, the demographics fluctuate, and the college was increasingly sensitive to the changing needs and wants of the community. The jarring note was a disagreement concerning the pace of this acknowledged growth. Administration's research and conclusions were at odds with those faculty members who felt the current figures did not mesh with the number of cars in the college parking lots. At the same time, procedural disagreements were occurring among administration as to money allocation and management. This ended with the sudden and unexpected resignation of the Dean of Business Services.

Several weeks after the departure of the Dean of Business Services, administration announced a budget shortfall that vacillated from a few million to several million dollars. The shortfall was laid to a miscount of summer school students which had expanded when these student numbers were projected, with expected growth, for future planning and budgeting. Rumors became the order of the day, culminating in the President announcing faculty layoffs through the local newspaper. The effect of this announcement through a public medium instead of through accepted channels within the college created division and distrust within the college community. Both the classified and the certificated unions came together to find a palatable solution. Eventually administration went to Sacramento for help, which together with the faculty's and staff's willingness created a workable solution. The college will be in debt to the state for three years but will still be able to continue the expansion necessary to serve the growing community's educational needs.

Even as morale plummeted to almost unimaginable lows and distrust of administration grew, even as some of the very much needed new faculty sought and found new jobs and word leaked out that key members of administration were also looking for new jobs, even with a hiring freeze and classified staff adding duties to cover vacancies, the college refused to stagnate. Committee meetings and discussions within divisions continued resulting in the creation of Student Learning Outcomes. Proposals for incorporating these Student Learning Outcomes into current curriculum was tentatively laid out, revised, accepted, and implementation begun. The English Department instituted prerequisites for its developmental reading and writing classes. A computer science degree program, developed in coordination with San Diego State University, Calexico, was inaugurated. A program allowing Imperial Valley College nursing students to continue on to San Diego State University, Calexico Campus, to earn a B.A. in nursing was approved. The plans for a badly needed new science building were finalized, and a start date for construction determined. Title V grants were obtained to invigorate programs. Distance learning classes were instituted and met with rousing student approval. Perhaps most telling, the student population continued to grow.

The college has been diligent in improving technologically as well as in improving the physical plant. Classrooms have been wired for both video and computer presentations. Classes are available for faculty and staff to expand their technological expertise. Technology committees that laid the groundwork for the college's step forward in this area have consolidated into a single committee to ensure implementation is continued as planned. The college's transition from ANITA, a computer program utilized for registration and student information, into Banner has been somewhat rocky but ultimately successful. This original rough beginning was considered one of the contributing causes of the erroneous summer school head count. Banner today, although not without the problems that seem to be part and parcel of software programs, has smoothed registration, the submission of grades, eased some of the paperwork for classified staff, made it easy for students to see their end of semester grades, and generally improved the internal "paperwork" necessary in running the college. The college's web site has also been expanded. Continued improvements in this area are ongoing.

Even with these benefits, there have been problems with technology that affect the campus wide community. Starting last summer, some instructors were unable to create or access their web pages. For over two months, Human Resources has been unable to post vacancies on the college web site. Despite the emphasis placed on technology, the Information Systems staff is spread thin and overrun with individual problems needing solutions. The web page problem is only now being addressed, individual case by individual case. Such seemingly small problems in the overall scheme of things exacerbated the general feeling that administration is so fixated on FTES to the point they are unconnected and relatively unconcerned with needs that translate into pedagogical issues.

Beyond the financial, administrative, and collegial problems, Imperial Valley College has made considerable progress since the last self-study. The college has proven itself responsive to the community, adroit in addressing student needs, and resilient. There are successes on which to build and problems to address. The current self-study provides evidence Imperial Valley College is capable of doing both.

INTRODUCTION

INTRODUCTION

SELF STUDY ORGANIZATION

IVC initiated the Accreditation Self Study process at the beginning of the 2005 Spring Semester with the formation of a steering committee. Appointments were made to the steering committee with the purpose of providing opportunities for broad participation. Keeping in mind the need for representation from all campus groups, inquiring/writing teams were formed for each standard.

The Accreditation co-chairs kept the college community informed on the progress of the self study through updates at meetings of the Board of Trustees, Academic Senate, Executive Council, Administrative Council, and College Council and through regular communication with all staff. A communications subcommittee was formed whose members advised the steering committee how best to disseminate information to encourage broad participation from all constituencies.

The drafts were completed by the writing teams and reviewed by the content editor on a staggered timeline beginning June 2006. In August 2006, drafts were distributed at a college-wide faculty/staff meeting and were posted on the web site. All faculty and staff also received an electronic copy through email. Input as to the content and accuracy of the report was requested from the community, from all our staff, and from major campus organizations, including the Board of Trustees, Associated Students, California School Employees Association (CSEA), California Teachers Association (CTA/NEA), Academic Senate, and the College Council before final approval by the Steering Committee and the Board of Trustees.

Imperial Valley College has made every effort to ensure that the Accreditation Self Study is honest and fair minded with broad-based participation. The principal goal throughout the process was to develop an instrument that the college could use to improve its effectiveness as an educational institution.

Accreditation Steering Committee

Co-Chairs

Kendra Jeffcoat, Past Vice President for Academic Services
Gary Rodgers, Interim Vice President for Academic Services
Val Rodgers, Faculty, Division Chairperson

Inquiry/Writing Team Coordinators

Standard One: Institutional Mission	Maria Coronel, Faculty Efrain Silva, Dean of Extended Campuses
Standard Two: Student Learning Programs and Services	Nina Blair, Reading/Writing Lab Tutorial Specialist Krista Byrd, Faculty, Division Chairperson Gaylla Finnell, Faculty Melani Guinn, Faculty, Division Chairperson Gonzalo Huerta, Dean of Applied Science Victor Jaime, Vice President for Student Services Val Rodgers, Faculty, Division Chairperson
Standard Three: Resources	Kathy Berry, Associate Dean of Nursing Suzanne Gretz, Faculty Michael Heumann, Distance Ed Coordinator Jan Magno, Dean of Financial Assistance Barbara Nilson, Faculty
Standard Four: Leadership and Governance	Ted Ceasar, Associate Dean of DSP&S Toni Pfister, Faculty

Other Members

Dennis Carnes, President, Academic Senate
Dawn Chun, Researcher
Frank Fernandez, Associated Student Government Representative
Andres Martinez, Instructional Media Designer
James Patterson, Past President, Academic Senate
Steven B. W. Roeder, San Diego State University Representative
Deidre Rowley, Content Editor, Faculty

Accreditation Calendar
Spring 2007 Visit

Spring 2005	
May	Selection of Steering Committee Selection of Inquiry/Writing Team Chairpersons and Editor
Fall 2005/Winter 2005	
September - January	Steering Committee meetings Decision on approach/design of Self-Study Decision on recruitment of Subcommittees
Winter 2006	
January	Steering Committee meeting Inquiring/Writing Teams formed
Spring 2006	
February - May	Drafts developed and submitted to Steering Committee
Summer 2006	
June – August	Drafts revised Drafts to editor on staggered timeline
Fall 2006	
August	Drafts circulated to all staff and all campus groups for discussion and revisions
	Drafts posted to Web site
October	Drafts to editor for final revisions
November	Approval of all campus groups Self Study published
December	Self Study Adopted by Governing Board
Winter 2007	
January	Self Study mailed to Team and ACCJC
Spring 2007	
March	Evaluation Team Visit

HISTORY

More than 40 years ago, a small group of students gathered for the first day of classes on a 160-acre plot of land at the Intersection of Highway 111 and Aten Road. It was the culmination of years of hard work by the citizens of this county to finance and build a freestanding Imperial Valley College.

Construction of the campus had been approved two years before when community college district residents set an all-time state record, voting by a ratio of thirteen to one in favor of bonds to finance the new IVC campus.

But even though the grand opening of the main campus in 1962 signaled a new era for higher education in the Imperial Valley, IVC's roots run even deeper into the county's heritage.

Exactly 40 years before the opening of the new campus, classes of Central Junior College began on the grounds of Central Union High School in El Centro—in September 1922. Two years later, in the fall of 1924, instruction began at the Brawley Junior College, located at Brawley Union High School.

Central Junior College first conferred the Associate in Arts degree in 1934. Enrollments increased in both schools until World War II, when attendance dropped sharply. Brawley Junior College was forced, by lack of attendance, to discontinue classes at the close of the 1947 school year.

In the fall of 1951, students, in cooperation with the administration and faculty, petitioned the Board of Trustees for a more representative name for the college. It was now serving students from all of the Imperial Valley. By action of the Board, the name was officially changed to Imperial Valley College.

The school, under the administration of the Central Union High School District, gained recognition as an accredited institution of higher education. As the institution grew with the community, this growth was reflected in the steady rise in enrollment and in the diversity of courses and curricula that was offered.

The extended-day program, which offered regular college classes at night, was initiated on a limited basis in 1952. Its rapid growth served to enlarge the service of the college to the community.

A recommendation that a county wide community college district be established in Imperial County was submitted to the State Department of Education and was approved on July 10, 1959. The Imperial County Superintendent of Schools then set a date for an election at which all qualified voters residing within the boundaries of the seven high school and unified school districts were eligible to vote. The election was held on October 6, 1959; and by an overwhelming vote, the Imperial Valley Junior College District was established. This was followed by the election of the members of the Junior College District Board of Trustees, one of whom comes from each of the seven high schools or unified school districts represented in the area served by the Imperial Junior College District.

This District includes all of Imperial County except a small area in the northwest corner of the County, which is a part of the Desert Community College District.

Because of the increase in enrollment at both Central Union High School and Imperial Valley College, and because of the lack of space on the Central Union High School Campus, Imperial Valley College moved to temporary quarters erected on the campus of the Imperial Valley Union High School in Imperial, California.

On October 4, 1960, the people of Imperial County set a state record in their overwhelming approval of bonds to finance the building of a new campus.

The Board of Trustees selected a nationally known architectural firm to plan the new buildings, and a 160-acre site, which met the criteria, recommended by the Citizens' Committee was selected for the new campus.

On January 13, 1971, the Board of Trustees changed the name of the District to Imperial Community College District in order to further emphasize the close relationship the college has with its service area.

The following Superintendent/Presidents have served the District and College over the last forty years:

Milo P. Johnson	1960-1963
Dr. Terrel Spencer	1963-1978
Dr. Dan Angel	1978-1981
Dr. John A. DePaoli	1981-1995
Dr. Gilbert M. Dominguez	1996-2002
Dr. Paul P. Pai	2003-Present

Facilities

The original Imperial Valley College main campus, which opened in September 1962, consisted of library, science laboratories, fine arts rooms, student activities building, academic classrooms, administration and faculty offices, social science rooms, physical education shower and locker rooms, and agricultural education classrooms and shop.

A steady growth pattern began in April 1967 with the addition of the multipurpose building. The building was designed to house sporting and theater events, and was comparable to any such community college structure in the State. Three other projects followed which were completed through community donations: the Janey Jackson Memorial Fountain, 1969; the renovation of the Holtville Train Depot, located in the cactus garden, 1971; and the Meyer Center for Business and Commerce. The Meyer Center was dedicated February 20, 1972, at ceremonies commemorating the 50th anniversary of the Imperial Community College District. Also recognized the same day was

the opening of an Archaeological Museum at 442 Main Street in El Centro in buildings donated by Howard P. Meyer, and the new agriculture-welding complex.
Other building projects have included:

* Associated Students Activities Building, 1971;

* Spencer Library Media Center, in 1975, named in honor of the late Terrel Spencer, President Emeritus and IVC's second President.

* Swimming Pool Complex, 1975;

* Remodeling of the Student Union and the cafeteria into the College Center complex, 1977;

* Preschool, 1981, which was constructed off Highway 111 on a section of the campus named Rider Park, honoring the late Amos R. Rider, who was the first custodian and maintenance supervisor at the new IVC campus;

* Modernization of facilities to remove architectural barriers to the handicapped, 1982

In November 1986, Imperial Valley College began construction of a 17,500 square foot fully state funded building that now houses the Heath Sciences Program and the Disabled Students Program and Services. The $2.2 million project was completed at the end of 1987, which was also the 25th anniversary of the opening of Imperial Valley College.

IVC passed the second General Obligation bond measure in its history in 1987: A $2.5 million measure that allowed the college to do major campus refurbishing and other general improvements including the opening of an extended-campus center in El Centro, rejuvenating classrooms, the library, the college center, the counseling center, the print shop; doubling the size of the Meyer Center for Business and Commerce; and computerizing the energy control system.

In May 1999, the Spencer Library Media Center opened a 4,200 square foot addition funded by the State of California that houses the Learning Center and Tutoring Center. The $1,000,000 project included a complete renovation of the existing library.

The Reading/Writing Lab began operating from the Spencer Library and in 1975 it moved to the 1600 building. In 1999, the building was dedicated as the Jean Raulston Reading/Writing Lab. In April 2002, the Jean Raulston Reading/Writing Lab was relocated to the newly constructed 2600 building, sharing space there with the Pauline Benoit Rice Language Lab. The late Pauline Benoit Rice was the first French professor hired in 1963 and she also taught Spanish and Humanities for 26 years. She was instrumental in redesigning and enlarging the Language Lab and expanded its services to include ESL. The late Jean Raulston was an English professor who served IVC for 17 years, and was instrumental in development of the Reading and Writing Lab programs.

The Childhood Education Center celebrated its grand opening on October 28, 1991 and the Infant Care Center was built and opened for service in June of 1999. These facilities are Lab-type schools being used to provide higher educational opportunities for IVC students and train future Early Childhood and Multi-Subject Teachers in the field of Early Child Education.

The gymnasium was dedicated on May 26, 1996 as the John A. “Buck” DePaoli Sports Complex in honor of the late John A. “Buck” DePaoli who served IVC for 30 years, of which 14 years were as Superintendent/President.

The archeological museum, now named the Imperial Valley College Desert Museum was relocated from downtown El Centro to the Imperial County community of Ocotillo, which is in the middle of some of the Imperial Valley’s precious archeological resources. The museum is now owned and operated by a separate nonprofit foundation.

The IVC Desert Museum property is located just south of Interstate 8 and can be seen from the highway. The museum’s rest area and landscaping were completed in 1999 with funding through a CalTrans grant. Construction of the museum building began in September of 2000. The Museum Society has funded construction, but is pending completion. On January 25, 2006, the California Cultural & Historical Endowment approved and awarded a grant of $244,642 to the IVC Desert Museum for its completion. In fall 2006, a federal transportation bill sponsored by Congressman Bob Filner provided $800,000 to improve the drop off from Interstate 8 to the museum and to address transportation-related issues of the area around the museum.

The Ray White Tool Distribution Center aids the Industrial Technology tool and equipment needs. At the fall 2000 grand opening, Ray White was honored as a retired and long-term Automotive Technology Instructor who served IVC from 1964-1998.

The Train Depot was destroyed by fire in 2005 and there currently is a fund raising effort to reconstruct the building, which has housed art displays.

A General Obligation Bond, Measure “L”, was approved by district voters in November 2004. The $58.6 million measure will be the most significant facilities expenditure on the campus in its 45 year history. The first sale of $24.5 Million worth of bonds was successful in January 2005.

The Bond Measure “L” building project includes:

(1) A 67,000 square foot two-story Science Building, scheduled for completion in 2008;

(2) A 52,000 square foot Technology Building

(3) A 38,000 square foot Career Technical Building, and

(4) Modernization and maintenance of the campus.

Looking Ahead: Growth Issues

From less than one thousand students a year in the early sixties, the college now enrolls approximately seven thousand students each year and has been one of California's fastest growing community colleges, serving a region that has been experiencing "explosive growth."

As Imperial County prepares to celebrate its Centennial in 2007, California's "youngest" county finds itself in the center of one of the most rapidly expanding regions in the country. The region (Imperial County/Yuma, Arizona) served by IVC was called by Inc. Magazine in 2006 one of the fastest growing job markets in the country.

The growth is expected to continue, even in a slower national housing market. While housing value increases are expected to cool around the country over the next year, the El Centro market is expected to stay way ahead of the pack, according to nationwide study by Money Magazine.

The May 2006 edition of Money Magazine ranked projected 2006-07 housing value increases in the El Centro market as the fourth highest in the nation among 300 metro markets.

Imperial Valley College is impacted by the critical growth issues that are challenging infrastructure, public services and the education system in Imperial County. As the population and job market expands, and transitions from a primarily agriculturally-based economy, there are more demands being placed upon IVC to provide the trained labor force.

STUDENT LEARNING OUTCOMES
PROCESS TO DATE

The Board of Trustees entrusted the Academic Senate to provide the leadership to the campus community to initiate the dialogue and sustain an on-going process to develop and assess institutional Student Learning Outcomes (SLOs). The campus community is addressing institutional SLOs and is providing a model for academic divisions and departments to develop and assess program-level SLOs tied to the institutional outcomes. Between October 2004 and January 2005, the following workshops were conducted:

1. Introduction To Student Learning Outcomes
2. Authentic Assessment
3. Classroom Assessment Techniques And Learning Styles
4. Institutional Student Learning Outcomes

These activities included sessions to develop a list of potential institutional SLOs. Out of these discussions, the following five outcomes have been agreed upon by faculty and staff and approved by the Board:

1. Personal Responsibility
2. Global/Multi-cultural Awareness
3. Communication Skills
4. Information Literacy
5. Analytical/Critical Thinking

It is the intent of the Academic Senate that all groups on campus embrace these outcomes and that all activities of the campus support these outcomes. Student learning outcomes will unify the campus and define the campus culture.

Working in parallel with the Academic Senate were representatives from the Senate and other campus constituencies who attended several Chancellor's Office workshops to gain knowledge about implementing SLOs at the College. This group shared the information they learned through the shared governance process. In addition, this committee hosted a retreat in the mountain community of Julian to address SLOs and arranged for a presentation on the basic tenants of SLOs as part of the Fall 2005 Faculty and Staff Orientation.

Math 090 and Speech 100 courses were identified by the Academic Senate to be part of a pilot study. Instructors in these programs agreed to collect evidence and document student work that demonstrates students meet the competencies of at least one of the institutional SLOs the College has identified.

During fall 2006, the Senate plans to broaden the process in the following ways:

- Appoint a Student Learning Outcomes Coordinator
- Evaluate Math and Speech courses.

- Expand the number of courses and the number of criteria piloted including additional general education courses.

- Expand pilots to Applied Science programs, including Nursing, Business, Industrial Technology and Child Family and Consumer Science.

- Develop a plan to improve communication to all campus groups and students

From the campus discussions regarding the institutional student learning outcomes, a proposal was made that one of the five, information literacy, become a graduation requirement. The Academic Senate appointed an Ad Hoc Information Literacy Task Force in 2005-06. The Task Force asked faculty about information literacy in the classroom, surveyed current practices in the California Community Colleges, and considered best practices. After receiving the Task Force's recommendation, the Academic Senate passed a motion on April 5, 2006

"That the Academic Senate approves a two semester pilot study to include:

- *Infusion of Information Literacy (see definition below) into gateway Student Learning Outcome courses, Speech 100 and Math 090, and any other volunteered courses; and*

- *A cohort of students to be tested using an existing, validated Information Literacy test.*

The intent of this study is to move towards aligning our practices in the area of information literacy with WASC/ACCJC Accreditation Standard II and the Statewide Academic Senate Spring 1998 document."

The Senate also voted to use the term "information literacy" rather than "information competency" and agreed on a working definition of information literacy: "Information literacy is the demonstrated ability to search for, find, evaluate, use, cite, and communicate information using a variety of formats, including print and electronic media, with an understanding of plagiarism and copyright issues."

EXTENDED CAMPUS PROGRAM

In the fulfillment of its mission to be responsive to the entire community, Imperial Valley College operates an extended campus program aiming at increasing the educational opportunities of Imperial Valley residents. This task is particularly important given the geographic nature of Imperial Valley. Although Imperial Valley is small in population, Imperial Valley is one of the largest geographic counties in the State extending over 4,597 square miles. As a single college district, IVC brings the college to the community by providing all Imperial County residents practical, convenient, and accessible alternatives to take college courses for credit, non-credit, and community service classes near their home. The extended campus program operates through a network of comprehensive centers located in El Centro, Calexico, and Brawley; the three largest county cities. Classes are also offered at other community locations throughout the county. Classes are offered in the daytime, evenings, and weekends, and are taught by both full and part-time faculty. Each center offers a full range of academic and student support services including academic counseling financial aid, business services, transcripts, computer labs, and internet access.

The accessibility of these centers is evident by a continuous growth in FTES. Extended Campus served a total of 588 FTES in 2004. This number increased to 718 FTES in 2004-05 and 788 FTES in 2005-06. The extended campus also developed the new non-credit program for the college. Non-credit FTES increased in 2005-06 from zero to 33. A total of 9 non-credit courses have State approval. The extended campus, with the assistance of all instructional divisions, is working on developing new non-credit courses across all nine non-credit categories allowed by the State.

To accommodate such growth, Imperial Valley College has entered into agreements with local school districts to utilize high school campuses to provide classes. Growth has also created an impact on the extended campus administrative facility. The Extended Campus is considering the relocation of its existing administrative center to a new location that will allow for growth and better services for our students.

DISTANCE EDUCATION

Project **ACCESO** is a five-year, $2.7 million Title V grant that was awarded to Imperial Valley College in October 2004. The grant, currently in its second year, is designed to accomplish three primary tasks. First, ACCESO will design and develop a distance education program that will significantly expand the educational opportunities for Imperial Valley residents. Second, the project will expand student support development by providing online enrollment, counseling, assessment, and degree audit services. Finally, the grant will expand the technological infrastructure of the college to support the integration of technology into the total teaching, learning, and support services package.

To help achieve the first task, ACCESO has trained thirty-five faculty members to develop and deliver distance education courses (Year 1 and year 2 Training Agendas). Each faculty member was hand picked by the division chair and the Vice President for Academic Services to attend a one-week technology camp, complete a one-unit Etudes 101 course offered by Foothill College, and develop a hybrid-online course in conjunction with mentors within the ACCESO program. Thus far, twenty distinct courses have been developed; this translates into over 1,000 students enrolled in fifty-two hybrid/online sections in the first year alone (Year 1 and 2 Schedules). By the end of the grant in 2009, enough courses will be in place for students to complete their transfer or AA/AS degrees entirely online.

On the student support development side, ACCESO purchased twenty computers for the Reading/Writing Lab, eighteen computers for the Assessment Center, and forty-four computers for the El Centro and Calexico extended campuses. A number of software products were also purchased to meet student support needs, including Accuplacer, E-books, Skills Tutor, Reading Plus, and Tutor Trac.

Finally, to help expand the technological infrastructure of the college, ACCESO purchased two Dell XPS 600 multimedia computers, a streaming server, two LCD projectors, a mobile computer lab with thirty laptop computers, and site licenses for Turnitin.com, EasyGradePro, Camtasia, and Dreamweaver. As well, ACCESO has purchased and installed wireless network routers at various points on the main campus and at the extended campuses.

In only its second year, Project ACCESO has already reshaped much of the technological landscape of Imperial Valley College, and the lasting benefits of this project will be evident throughout the Imperial Valley for years to come.

AUDIT INFORMATION

External Independent Audit

The Imperial Community College District, as well as any other Community College in California, is subject to the Single Audit Act requirement. Imperial Valley College sends out request for proposals through the Imperial County Office of Education to solicit bids from Independent Auditors to conduct our annual audit. Normally we do this every three years. The Single Audit Act mandates that both an operational and a financial audit is conducted on an annual basis on all funds (Federal, State and Local).

Integrity in the Use of Federal Grant Monies

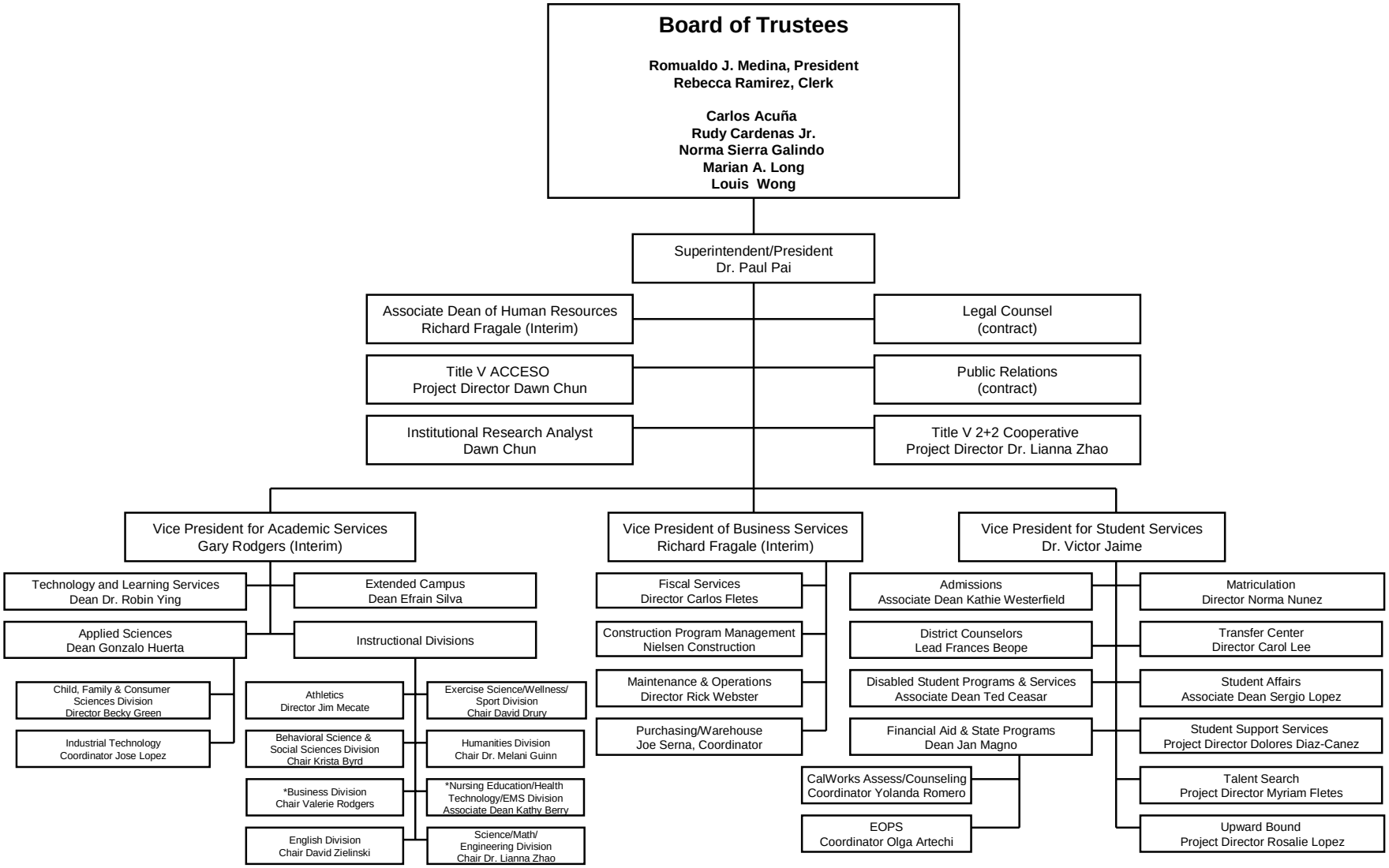
One of the requirements of the Single Audit Act is that all major federal grants are listed and reviewed separately. Imperial Valley College has a Vice President, a Dean, and an Associate Dean directly responsible for overseeing all federal programs. All Title IV and Title V federal grants are reviewed and reconciled while preparing a monthly federal fed wire request through the U.S. Department of Education Grant Administration and Payment System (GAPS). All other federal grants are also reconciled and reviewed monthly but the funds are received through the Community Colleges State Apportionment process.

[INTENTIONALLY LEFT BLANK]

PROFILE

Imperial Valley College

FY 2006-07 Organizational Flow Chart

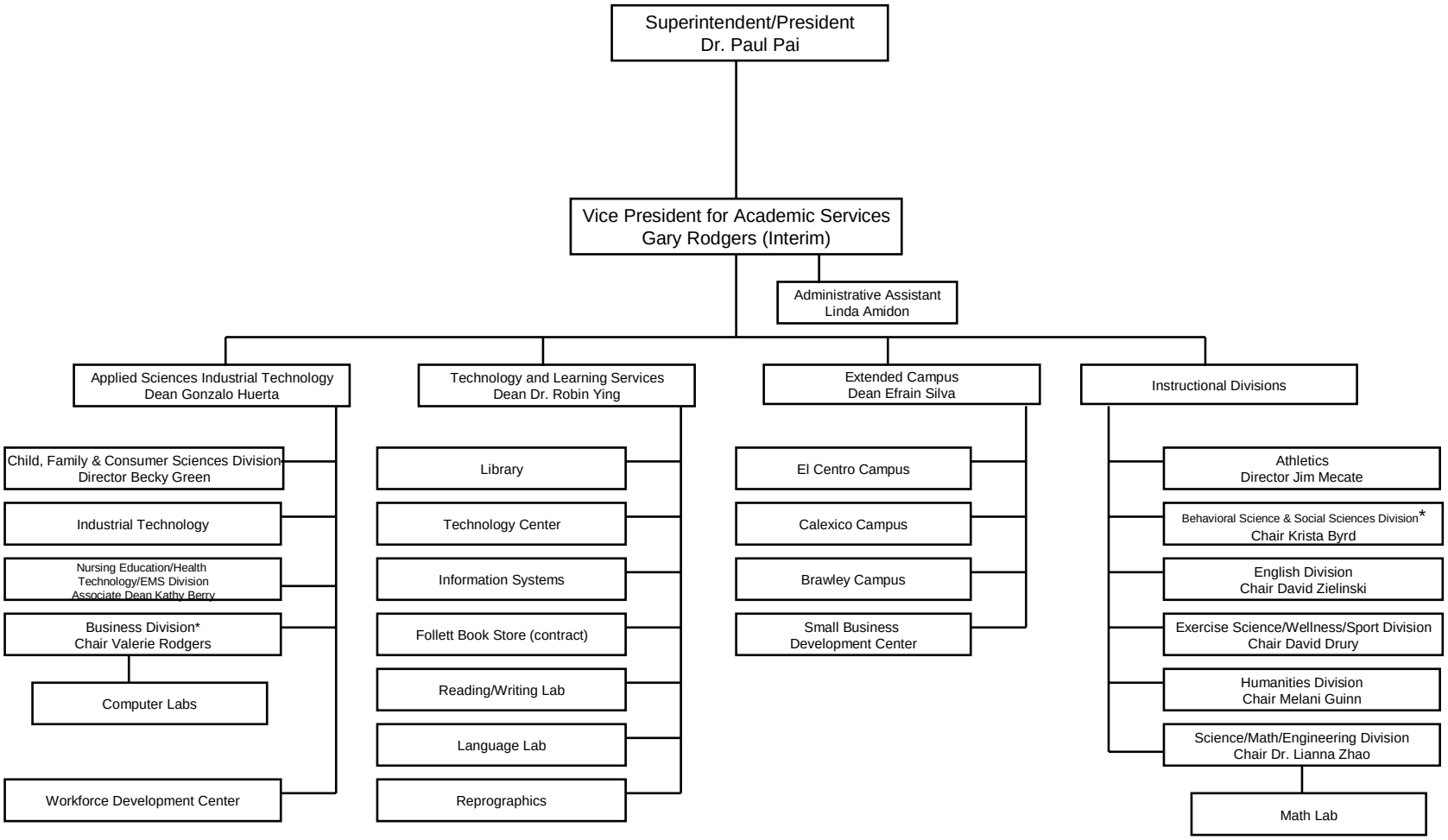


Created: October 2, 2006

Last Revised: December 13, 2006

* Dual reporting to Academic Services and Applied Sciences

Academic Services

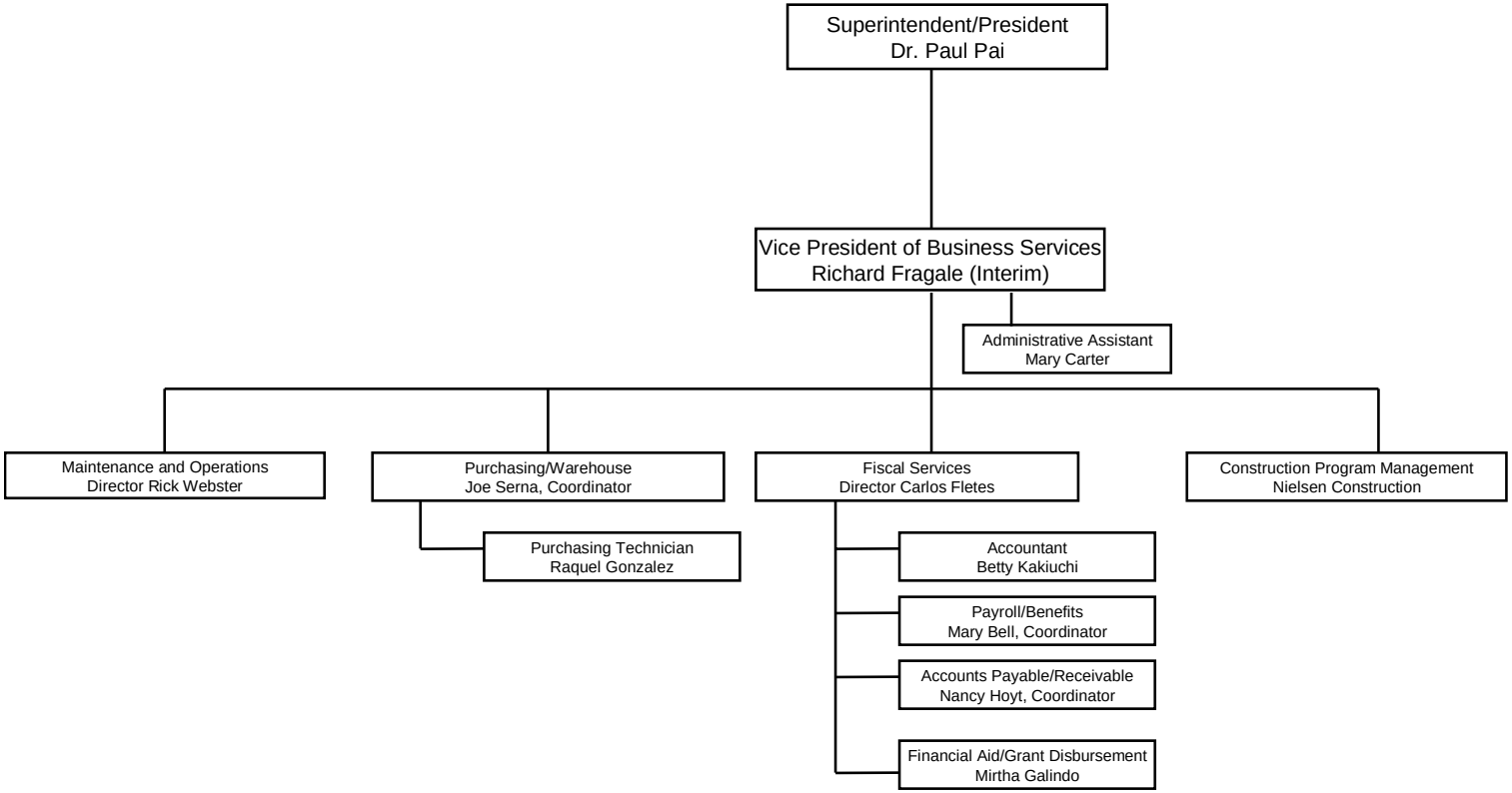


Created: October 2, 2006

Last Revised: October 19, 2006

** Dual reporting to Academic Services and Applied Sciences*

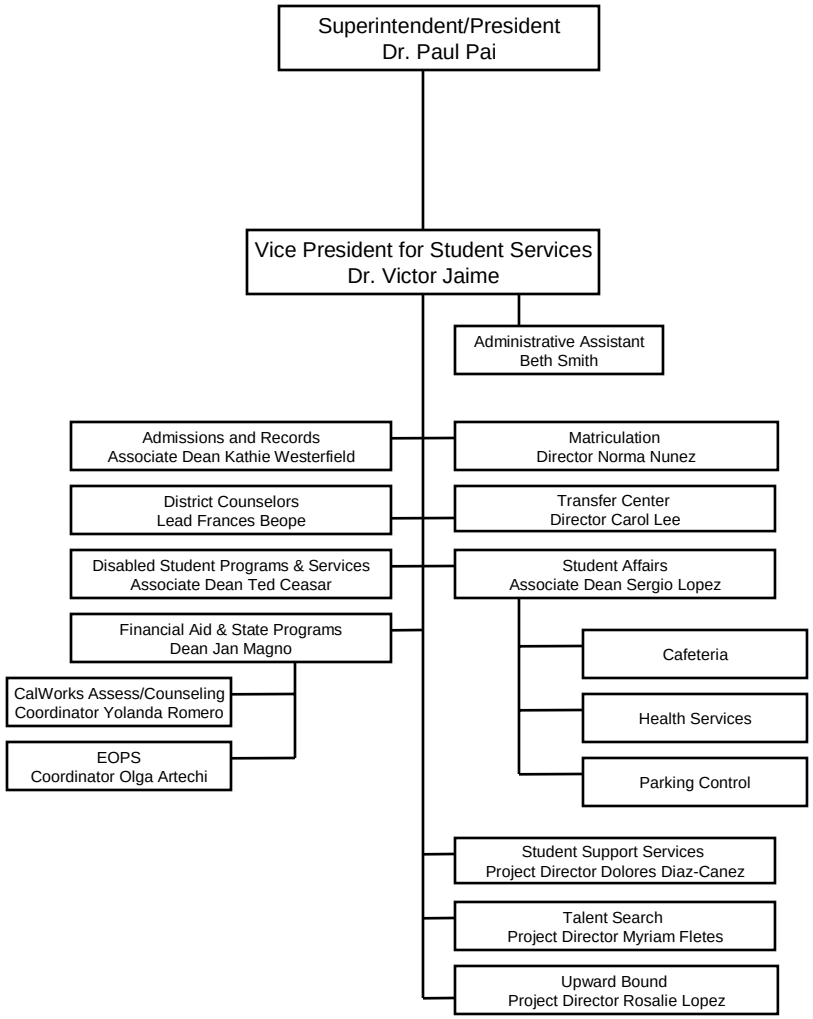
Business Services



Created: October 2, 2006

Last Revised: December 13, 2006

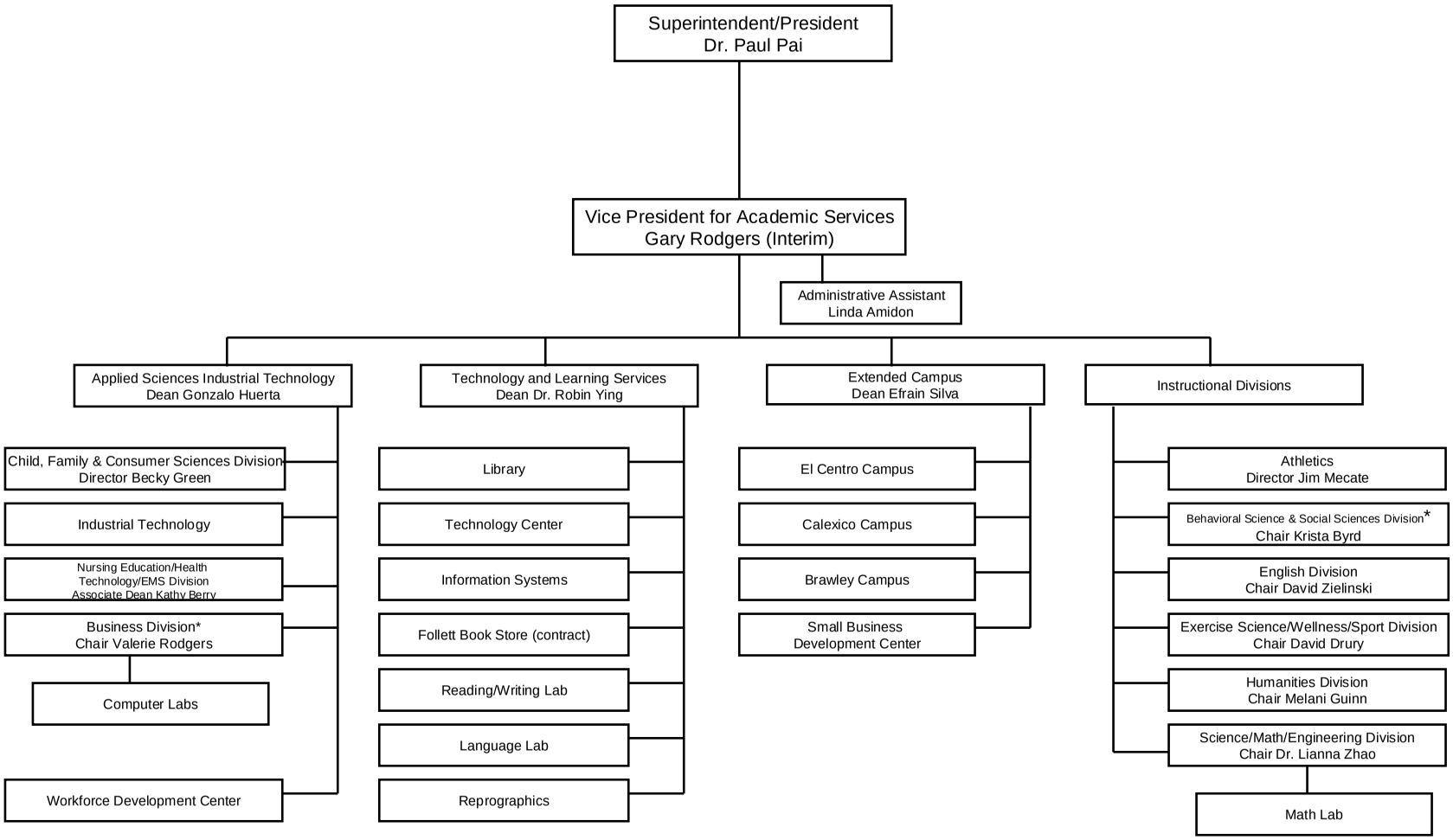
Student Services



Created: October 2, 2006

Last Revised: October 23, 2006

Academic Services

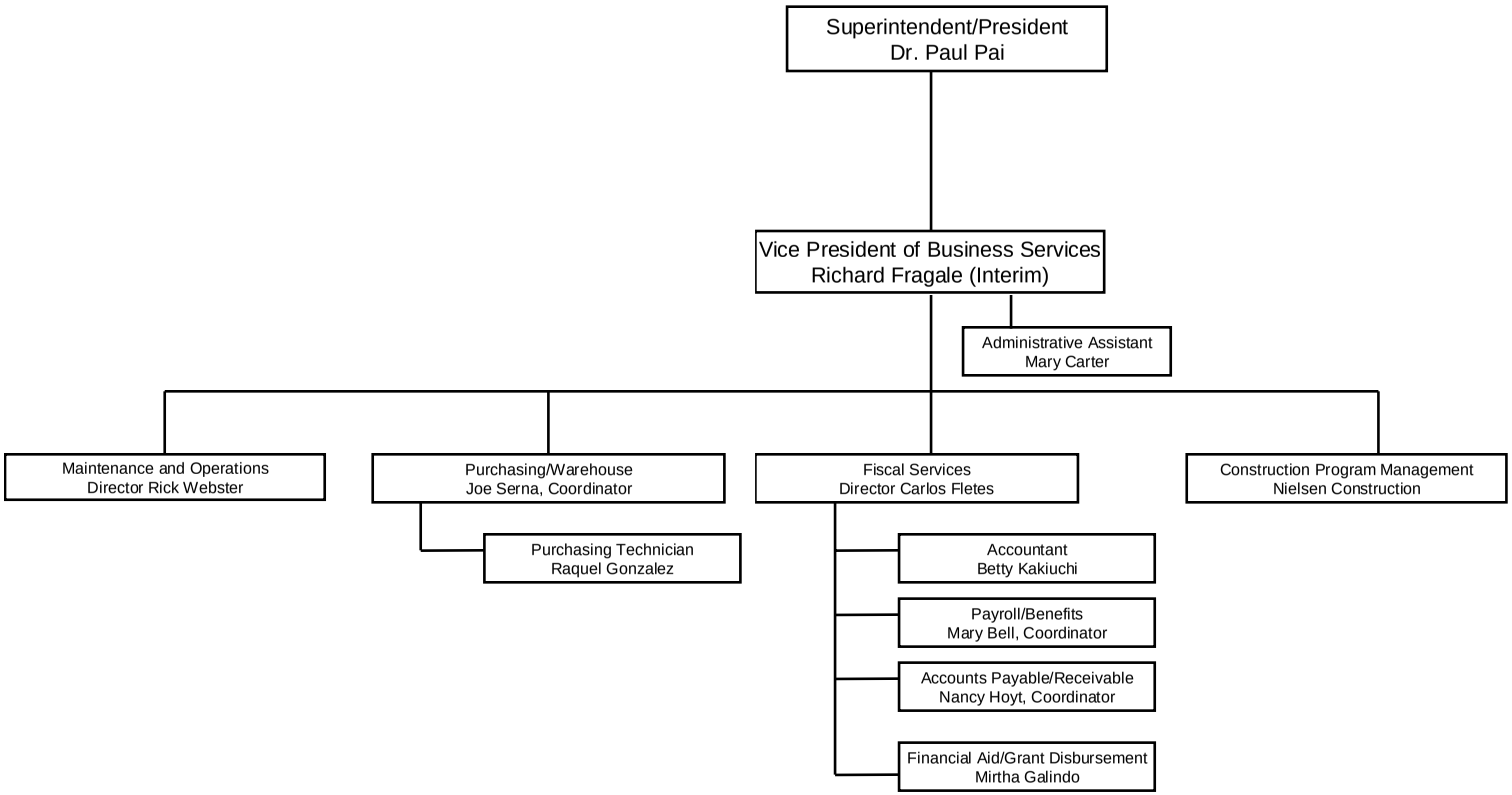


Created: October 2, 2006

Last Revised: October 19, 2006

** Dual reporting to Academic Services and Applied Sciences*

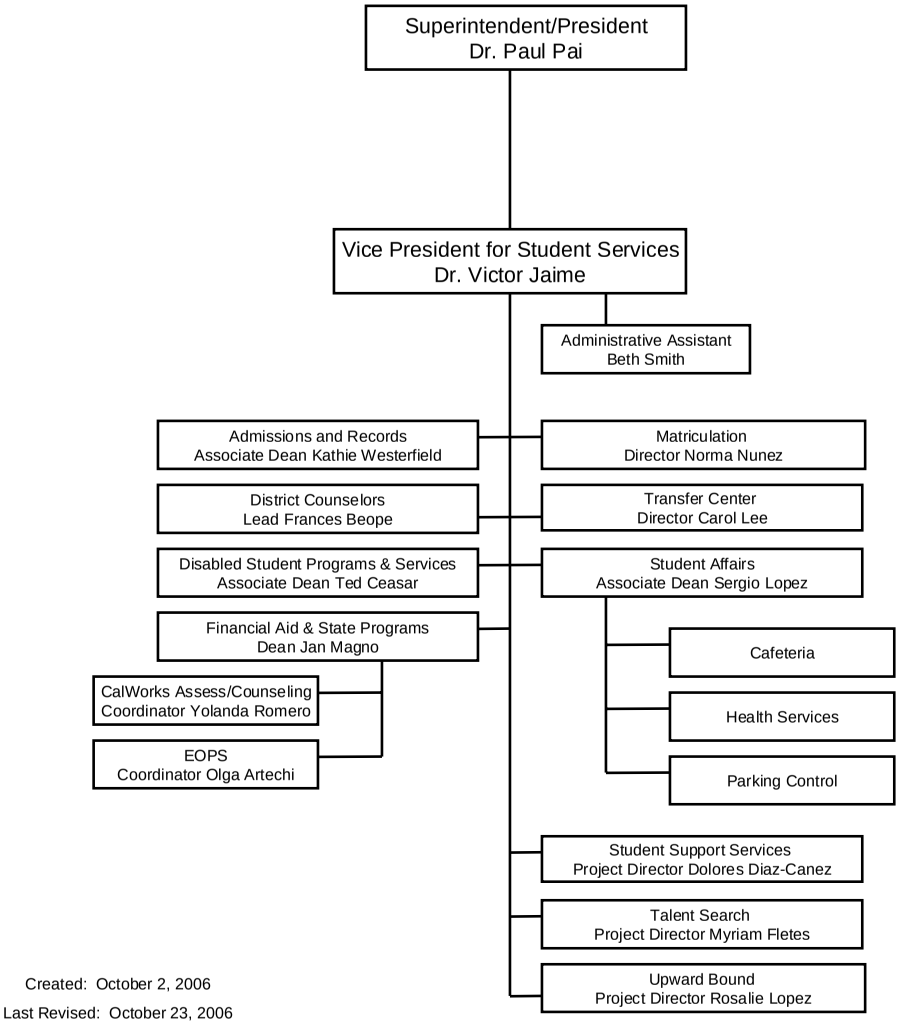
Business Services



Created: October 2, 2006

Last Revised: December 13, 2006

Student Services

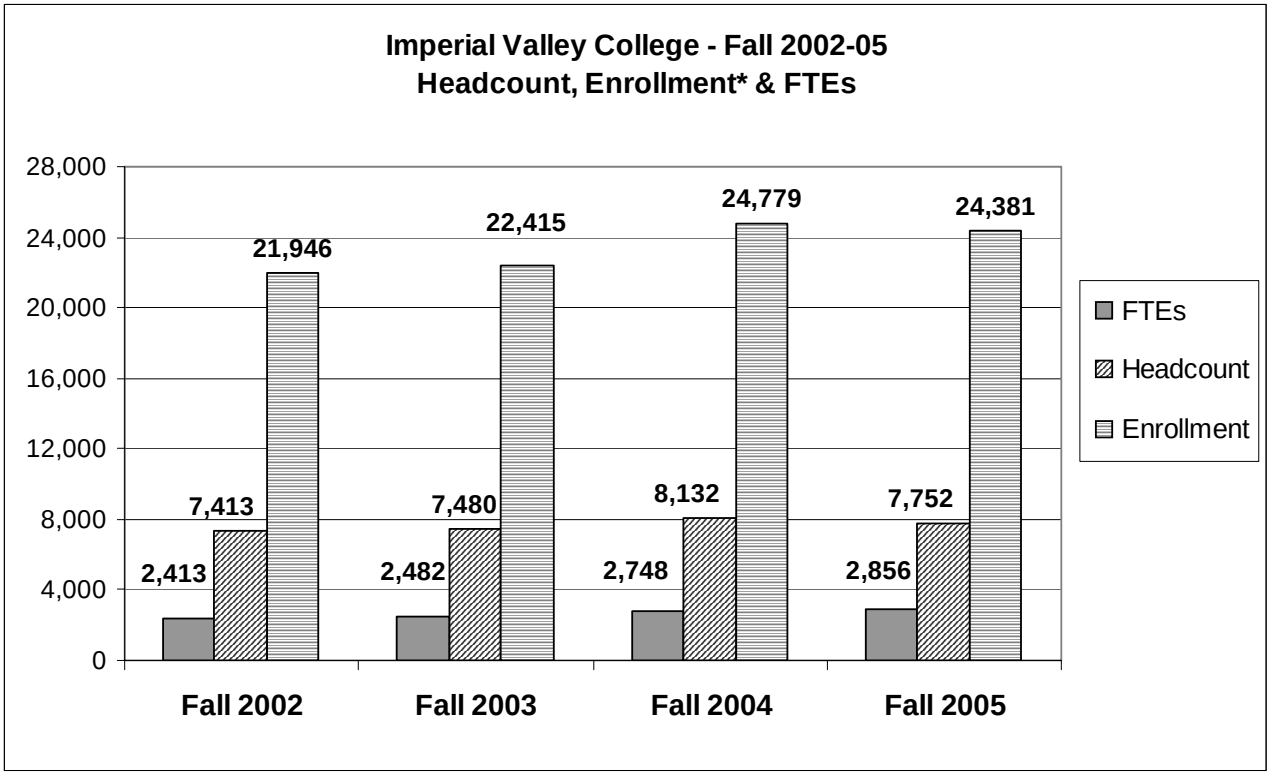


Created: October 2, 2006

Last Revised: October 23, 2006

Headcount/FTEs/Enrollment Data

Student Enrollment* by FTEs—Fall 2005



- The Fall 2005 student headcount enrollment decreased from 8,132 to 7,752, about 5% from the Fall 2004 semester.
- From Fall 2002 to Fall 2004, Imperial Valley College experienced an increase in headcount enrollment from 7,413 to 8,132, a 9.7% increase in the two-year span.
- Both FTEs and student enrollment have continued to rise by 18.6% and 11% respectively since Fall 2002. Student data indicates that students are now taking more units per semester.

Imperial Valley College FTEs/Headcount/Enrollment*

Term	FTEs		Headcount		Enrollment	
	#	% Dif.	#	% Dif.	#	% Dif.
Fall 02	2,413	n/a	7,413	n/a	21,946	n/a
Fall 03	2,482	2.8%	7,480	0.9%	22,415	2.1%
Fall 04	2,748	4.0%	8,132	8.7%	24,779	10.6%
Fall 05	2,856	3.9%	7,752	-4.7%	24,381	-1.6%

* Enrollment = Duplicated Headcounts.

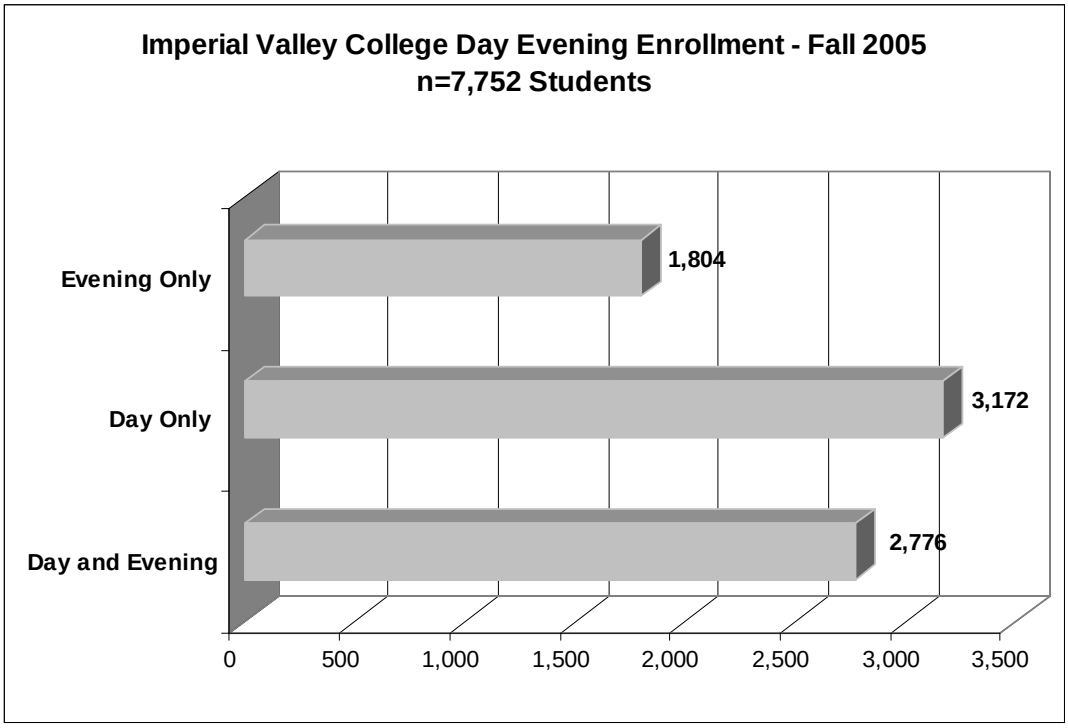
Demographic Data

Student Enrollment by Gender—Fall 2005

Gender	Count	Percent
Male	3,007	38.8%
Female	4,694	60.6%
Unknown	51	0.7%
Total	7,752	100.0%

- In Fall 2005, over 60% of Imperial Valley College's students were females, comparable to the 56% female enrollment in California's Community Colleges during the same semester.

Day and Evening Student Enrollment—Fall 2005



- In Fall 2005, about 77% of students attended classes during the day, with half of them attending both days and evenings. In California Community Colleges, about 68% of students attended day classes.

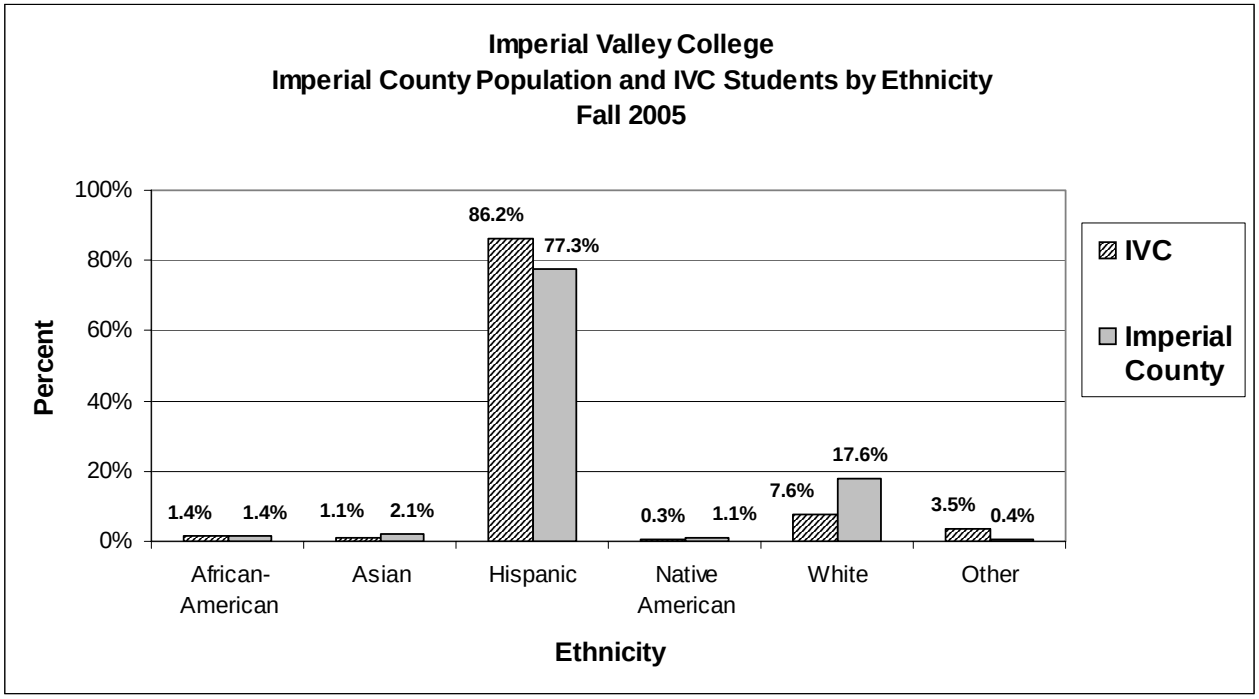
Student Enrollment Status—Fall 2005

Enrollment Status	Count	Percent
First-time Students	1,560	20.1%
Continuing	6,192	79.9%
Total	7,752	100.0%

- In Fall 2005, first time students at Imperial Valley College accounted for 20.1% of the total enrollment. The California Community College average during the same period of time was 17%.
- Continuing students accounted for 79.9% of the student enrollment, compared to 83% statewide.

Demographic Data

Student Enrollment by Ethnicity—Fall 2005



Ethnicity	Count	Percent
African-American	107	1.4%
Asian	82	1.1%
Hispanic	6,683	86.2%
Native American	20	0.3%
White	587	7.6%
Other	273	3.5%
Total	7,752	100.0%

- In Fall 2005, over 86% of Imperial Valley College's population was Latino and 7.6% White. In California's Community Colleges, Latinos accounted for 29% and Whites for 37% of the total student enrollment.
- The 2005 US Census Bureau - American Community Survey Data Profile estimated that over 77% of the population in Imperial County was Latino. Imperial County is the county with the highest percentage of Latinos in California.

Declared Majors

Student Declared Majors—Fall 2006

Top 25 Student Declared Majors/Certificates Fall 2006

	Degree	Major	Students	Percent
1	n/a	Undeclared	998	12.3%
2	AA	Nursing Registered	992	12.2%
3	AA	Administration of Justice	928	11.4%
4	AA	Business Administration	595	7.3%
5	AA	Liberal Studies	573	7.1%
6	AA	Transfer Studies	565	7.0%
7	AA	Psychology	459	5.7%
8	AA	Early Childhood Education	443	5.5%
9	AA	English	278	3.4%
10	AA	Computer Information Systems	265	3.3%
11	AA	Office Administration	222	2.7%
12	AA	General Major	194	2.4%
13	AA	Automotive	137	1.7%
14	AA	Social Science	115	1.4%
15	AA	Art	110	1.4%
16	AA	Mathematics	87	1.1%
17	AA	Nursing Vocational	87	1.1%
18	Cert.	Medical/Health Services	66	0.8%
19	AA	Music	63	0.8%
20	AA	Fire Technology	61	0.8%
21	AA	Human Relations	58	0.7%
22	AA	Water Treatment	56	0.7%
23	AA	Emergency Medical Services	52	0.6%
24	AA	Alcohol and Drug Studies	51	0.6%
25	AA	Spanish	50	0.6%

- In Fall 2006, 12.3% of students had not declared a major.
- The top five declared majors accounting for 45% of the students are Registered Nursing, Administration of Justice, Business Administration, Liberal Studies and Transfer Studies.
- The top five certificate programs are Medical Health Services, Pharmacy Technician, Automotive, Administration of Justice and Early Childhood Education.

Degrees/Certificates Awarded

Number of Degrees Awarded by Year (2000-2005)

Imperial Valley College Number of Degrees Awarded						
Degree	Academic Year					Five Year Total
	2000-01	2001-02	2002-03	2003-04	2004-05	
Administration of Justice	28	23	23	30	23	127
Agricultural Sci/Business			1			1
Alcohol and Drug Studies			1		3	4
Anthropology			1			1
Art	2	1	4	3	9	19
Automotive Technology		1		2	2	5
Behavioral Science	7	7	9	6	10	39
Business Administration	24	31	28	36	25	144
Computer Information Systems	4	2	16	6	8	36
Correctional Science	1		1	4	3	9
Early Childhood Education	24	18	23	19	16	100
Emergency Medical Services			1			1
English	7	8	5	10	3	33
Environmental Technology		1	1			2
Fire Technology	1			3	4	8
French	2			1		3
General Major	45	22	23	19	13	122
General Science	5	5	6	1	3	20
Human Relations	4	5	1	3	9	22
Humanities				1	1	2
Interdisciplinary	1					1
Journalism				1		1
Legal Assistant	2	3	2		4	11
Liberal Studies	81	56	64	53	49	303
Library Technician					8	8
Life Science	8	2	1	1	1	13
Mathematics	1	3	4	2	3	13
Nursing Registered	35	31	33	42	44	185
Nursing Vocational	10	6	10	6	1	33
Office Administration	22	20	19	3	16	80
Patient Services Admin	1					1
Physical Education		1		1		2
Physical Science				1		1
Pre-Engineering		1	1	2	2	6
Psychology	15	23	21	23	19	101
Rehab Technician for Disabled	5	1	3	3	1	13
Social Science	33	32	26	36	45	172
Spanish	2				1	3
Transfer Studies	34	53	53	74	103	317
Water Treatment	3	4	1	2	1	11
Welding Technology			1			1
Total	407	360	383	394	430	1974

Degrees/Certificates Awarded

Number of Certificates Awarded by Year (2000-2005)

Imperial Valley College Number of Certificates Awarded						
Certificate	Academic Year					Five Year Total
	2000-01	2001-02	2002-03	2003-04	2004-05	
Administration of Justice	4	8	8	9	3	32
Agricultural Engineering Tech		1				1
Air Conditioning and Refrig						0
Alcohol and Drug Studies					3	3
Auto Body Repair and Painting		1		1	4	6
Automotive Technology	21	22	37	57	9	146
Business Administration	1	6		2	3	12
Computer Information Systems	1	3	2	2	4	12
Correctional Science		1	3	2	1	7
Early Childhood Education	10	8	28	18	30	94
Electronics	6	1	11	2	4	24
Emergency Medical Tech		27	17	16	19	79
Environmental Technology			1			1
Field Archaeology			1			1
Fire Technology					1	1
Health Assistant	14	26	47	20		107
Home Health Aide	1	7			12	20
Human Relations	1	3	2			6
Legal Assistant	1	8	1	1	3	14
Library Technician	6	3	3	5	2	19
Medical Assistant	7	12	20	1	21	61
Medical Office Assistant	26	20	12	3	14	75
Nursing Vocational	3	5	23	11		42
Office Administration	8	12	9	5	1	35
Real Estate	1					1
Rehab Technician for Disabled	1	1	2	1		5
Waste Water Treatment	1	3	3	1		8
Water Treatment	2	5	6	6	1	20
Welding Technology			1			1
Total	**115**	**183**	**237**	**163**	**135**	**833**

- Transfer Studies, Liberal Studies, Registered Nursing, Social Sciences, Business Administration, and Administration of Justice, were the top six degrees awarded at Imperial Valley College from 2000-01 to 2004-05. These degrees accounted for 63.2% of the total number of awarded degrees from 2000-2005.
- Automotive Technology, Health Assistant, Early Childhood Education, Emergency Medical Technician, Medical Office Assistant, and Medical Assistant were the top six certificates awarded at Imperial Valley College from 2000-01 to 2004-05. These top six programs awarded 67.5% of the total number of certificates from 2000-2005.

Transfer Rate

Student University Transfer Rates

Imperial Valley College
Student Transfer Data
for Students with Last Date of Attendance from Spring 2000 to Fall 2005

Gender	Ethnicity	CSU system		U.C. system		Other Universities		Total		Six Year Average
		Number of Students	Percent	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent	
Female	Asian Pacific	27	0.9%	15	0.5%	13	0.4%	55	1.8%	9
	Black	8	0.3%		0.0%	20	0.7%	28	0.9%	5
	Hispanic	1134	37.0%	109	3.6%	342	11.1%	1585	51.6%	264
	Native American	2	0.1%	0	0.0%	2	0.1%	4	0.1%	1
	Other	4	0.1%	4	0.1%	6	0.2%	14	0.5%	2
	White	149	4.9%	24	0.8%	114	3.7%	287	9.4%	48
Female Total		1324	43.1%	152	5.0%	497	16.2%	1973	64.3%	329
Male	Asian Pacific	9	0.3%	21	0.7%	15	0.5%	45	1.5%	8
	Black	6	0.2%	2	0.1%	15	0.5%	23	0.7%	4
	Hispanic	536	17.5%	77	2.5%	203	6.6%	816	26.6%%	136
	Native American	4	0.1%	0	0.0%	6	0.2%	10	0.3%	2
	Other	8	0.3%		0.0%	2	0.1%	10	0.3%	2
	White	98	3.2%	15	0.5%	79	2.6%	192	6.3%	32
Male Total		661	21.5%	115	3.7%	320	10.4%	1096	35.7%	183
Grand Total		1985	64.7%	267	8.7%	817	26.6%	3069	100.0%	512

Imperial Valley College Student Transfer Rate Comparison		
University System	Fall 1997 to Spring 2003 (six years)	Spring 2000 to Fall 2005 (six years)
California State University	1,127	1,985
University of California	304	267
Other 4-year universities	779	817
Total	2,210	3,069
Yearly Average	368.3	511.5

- 3,069 students transferred to a four year university from Fall 2000 to Fall 2005, giving an annual average of 512 students in this six-year span.
- About 65% of students from Imperial Valley College transferred a university in the California State University (CSU) System.
- Over the last six years, the yearly average of transfers increased by 140% from 368 to 512.

Grade Distribution

Student Grade Distribution, Success and Retention Rates

Grade Distribution by Division, Department Fall 2005 and Spring 2006													
Division	Dept.	Total Enrollment	Success Rate	Retention Rate	A	B	C	D	F	I	CR	NC	W
Applied Science	WE	45	60.0%	68.9%	11	7	4		4		5		14
Applied Sci. Total		67	68.7%	79.1%	13	18	10	3	4		5		14
Behavioral Science	BSCI	3,542	65.0%	78.0%	1,008	712	583	180	265	16			778
	PBSF	1,393	60.8%	81.4%	216	336	295	115	163	9			259
	SSCI	4,853	55.6%	79.9%	713	1,024	962	471	705	3			975
Behavioral Sci. Total		9,788	59.8%	79.4%	1,937	2,072	1,840	766	1,133	28			2,012
Business	BUS	1,124	53.8%	69.8%	151	208	244	79	100	1	2		339
	CIS	1,567	64.8%	83.7%	87	168	146	67	81	7	615	141	255
	ECON	395	41.3%	64.1%	16	38	109	51	39				142
	LEGL	86	62.8%	68.6%	18	18	18	2	1	2			27
	REAL	58	62.1%	67.2%	11	14	11	1	2				19
Business Total		3,230	58.0%	75.8%	283	446	528	200	223	10	617	141	782
CFCS	CFCS	1,296	75.4%	86.0%	282	439	256	70	64	4			181
CFCS Total		1,296	75.4%	86.0%	282	439	256	70	64	4			181
English	ENGL	6,171	55.5%	74.1%	474	1,359	1,566	627	492	17	25	11	1,600
	ESL	4,202	66.2%	77.7%	857	975	759	299	148	13	192	22	937
English Total		10,373	59.8%	75.5%	1,331	2,334	2,325	926	640	30	217	33	2,537
Exer/Well/ Sports	PE	1,507	77.5%	83.1%	813	251	78	36	43	4	26	2	254
	SPRT	331	87.9%	89.1%	267	21	3		4				36
	WELL	2,585	72.0%	83.0%	736	609	461	190	90	4	54	1	440
E/W/S Total		4,423	75.0%	83.5%	1,816	881	542	226	137	8	80	3	730
Humanities	ARTP	1,017	59.2%	73.5%	280	194	124	52	92	1	4		270
	ARTV	1,202	74.5%	86.2%	385	292	216	96	43	2	2		166
	COMM	1,498	73.6%	78.4%	493	455	155	24	45	3			323
	HUM	756	69.0%	81.9%	156	193	173	51	46				137
	LANG	1,335	63.7%	77.6%	299	336	215	70	98	17	1		299
Humanities Total		5,808	68.4%	79.4%	1,613	1,470	883	293	324	23	7		1,195

The table above shows student grade distribution for seven of the twelve divisions/departments by alphabetical order: Applied Science, Behavioral Science, Business, CFCS, English, Exercise/Wellness/Sports and Humanities Division.

Grade Distribution

Grade Distribution by Division, Department Fall 2005 and Spring 2006													
Division	Dept.	Total Enrollment	Success Rate	Retention Rate	A	B	C	D	F	I	CR	NC	W
Industrial Tech.	ACR	171	69.6%	74.9%	56	29	34	7		2			43
	AGRI	15	53.3%	73.3%	2	4	2	1	2				4
	APPR	8	100.0%	100.0%	6	2							
	AU B	27	85.2%	88.9%	4	9	10	1					3
	AU T	332	68.1%	80.7%	53	104	69	38	4				64
	BLDC	105	45.7%	68.6%	23	19	6	8	12	4			33
	ELTR	66	87.9%	89.4%	36	18	4		1				7
	ELTT	160	85.6%	95.6%	108	20	9	6	4	6			7
	EWIR	30	63.3%	73.3%	8	11			3				8
	WELD	93	67.7%	77.4%	26	26	11	9					21
	WT	193	66.8%	79.3%	53	47	29	17	7				40
IT Total		1,178	69.5%	80.5%	373	278	168	84	33	12			230
Library Tech	EDUC	27	77.8%	85.2%							21	2	4
	LBRY	40	72.5%	75.0%	20	7	2		1				10
Library Tech Total		67	74.6%	79.1%	20	7	2		1		21	2	14
Nursing	EMS	265	75.8%	87.9%	78	84	39		26	6			32
	FIRE	176	69.3%	88.1%	31	56	35	8	22	3			21
	HA	286	86.4%	90.9%	83	75	59	3	7	2	30	1	26
	HT	207	59.9%	80.7%	49	32	43	9	34				40
	NSVN	199	92.0%	97.0%	43	110	30		3	7			6
	NURS	1,114	90.8%	95.0%	333	338	170	14	1	6	171	25	56
Nursing Total		2,247	84.1%	91.9%	617	695	376	34	93	24	201	26	181
Sci./Math/ Engr.	MATH	4,585	45.9%	70.1%	481	679	913	403	647	3	32	54	1373
	SCI	2,834	56.2%	73.9%	336	514	744	214	278	8			740
S/M/E Total		7,419	49.9%	71.5%	817	1,193	1,657	617	925	11	32	54	2113
Student Services	DSPS	672	74.9%	89.0%	173	61	36	15	13	1	233	66	74
	SSVC	510	72.4%	84.1%	126	94	51	17	30	2	98	11	81
Std Services Total		1,182	73.8%	86.9%	299	155	87	32	43	3	331	77	155
Grand Total		47,078	62.8%	78.5%	9,401	9,988	8,674	3,251	3,620	153	1,511	336	10,144

The table above shows student grade distribution for the remaining five divisions/departments by alphabetical order: Industrial Technology, Library Study, Nursing, Science/Math/Engineering, and Student Services.

- For Fall 2005 and Spring 2006, Students at Imperial Valley College had a 62.8% success rate.
- During the same period, the retention rate was 78.5%.
- The divisions/departments with the highest success rates are: CFCS, Exercise/Wellness/ Sports and Nursing.
- The divisions/departments with the highest retention rates are: Exercise/Wellness/Sports, Nursing, and Student Services.
- The three divisions which accounted for 59% of the total student enrollment. Are: English, Behavioral Sciences, and Science/Math/Engineering.

Staffing

Staffing Ratios

Imperial Valley College Staffing						
Role	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
Administrators	12	12	12	11	13	13
Certificated F/T Teaching Faculty	85	97	89	111	129	119
Certificated F/T counselors - District	9.5	10.5	10.5	11.5	10.5	10.5
Certificated F/T counselors - Categorical	19.5	20.5	18.5	19.5	19.5	18.5
Certificated - other F/T non-Teaching	6	5	5	6	6	7
Classified	148	145	140	146	143	141
Classified Manager	6	6	9	8	8	6
Classified Confidential	9	9	10	10	10	9
Students	7186	7413	7480	8132	7752	8124
Students per Administrator	599	618	623	739	596	625
Students per F/T Teaching Faculty	85	76	84	73	60	68
Students Certificated F/T counselors - District	756	706	712	707	738	774
Students per Certificated F/T counselors - Categorical	369	362	404	417	398	439
Student per other F/T non-Teaching	1198	1483	1496	1355	1292	1161
Students per Classified	44	46	47	50	48	52
Students per Classified Manager	1198	1236	831	1017	969	1354
Students per Classified Confidential	798	824	748	813	775	903

- Certificated F/T teaching positions increased 40%, from 85 to 119 during the past five years.
- Students per F/T teaching faculty ratios decreased from 85 to 60 during the past five years.
- F/T Counselor saw an approximate 4% increase in their student load during the past five years.

Class Offerings

Class Offering by Department & Student Enrollment

Class Offerings & Enrollment - Fall 2006			
Division	Department	Sections	Enrollment
Applied Science	WE	3	17
Applied Science Total		3	17
Behavioral & Social Science	BSCI	43	1,743
	PBSF	22	711
	SSCI	57	2,488
Behavioral & Social Science Total		122	4,942
Business	BUS	25	665
	CIS	54	1,171
	ECON	7	247
	LEGL	2	45
	REAL	1	51
Business Total		89	2,179
Child, Family & Consumer Science	CFCS	23	687
Child, Family and Consumer Science Total		23	687
English	ENGL	119	3,127
	ESL	103	2,197
English Total		222	5,324
Exer/Well/Sports	PE	37	866
	SPRT	12	207
	WELL	38	1,344
Exercise/Wellness/Sports Total		87	2,417
Humanities	ARTP	25	520
	ARTV	23	682
	COMM	35	901
	HUM	9	351
	LANG	29	683
Humanities Total		121	3,137
Industrial Technology	ACR	4	70
	APPR	6	24
	AU B	1	20
	AU T	10	168
	BLDC	5	79
	ELTR	1	8
	ELTT	2	46
	EWIR	4	47
	WELD	3	42
	WT	6	88
Industrial Technology Total		42	592

The table above shows class offerings and enrollment for seven of twelve divisions/ departments by alphabetical order: Applied Science, Behavioral Science, Business, CFCS, English, Exercise/Wellness/Sports, Humanities Division and Industrial Technology.

Class Offering

Class Offering by Department & Student Enrollment—Continued

Class Offerings & Enrollment - Fall 2006			
Division	Department	Sections	Enrollment
Library Technology	EDUC	1	17
	LBRY	2	26
Library Technology Total		3	43
Nursing	EMS	4	100
	FIRE	6	90
	HA	6	132
	HT	5	223
	NSVN	3	63
	NURS	36	664
Nursing Total		60	1,272
Science/ Mathematics/ Engineering	MATH	79	2,401
	SCI	53	1,450
Science/Mathematics/Engineering Total		132	3,851
Student Services	DSPS	23	410
	SSVC	11	254
Student Services Total		34	664
Grand Total		938	25,125

The table above shows class offerings and enrollment for the remaining five divisions/departments by alphabetical order: Library Study, Nursing, Science/Math/

Class Offering Summary—Fall 2006

Division	Sections	Enrollment	Average Enrollment
Applied Science	3	17	5.7
Behavioral & Social Science	122	4,942	40.5
Business	89	2,179	24.5
Child, Family & Consumer Science	23	687	29.9
English	222	5,324	24.0
ExerciseWellness/Sports	87	2,417	27.8
Humanities	121	3,137	25.9
Industrial Technology	42	592	14.1
Library Technology	3	43	14.3
Science/Mathematics/Engineering	132	3851	29.2
Student Services	34	664	19.5
Nursing	60	1,272	21.2
Total	938	25,125	26.8

- For Fall 2006, Imperial Valley College offered a total of 938 sections with enrollment of 25,125.
- The English Division offered the most sections, 222, accounting for 24% of the total. The English Division also had the highest enrollment, 5,324, about 22% of the total enrollment.
- The Behavioral and Social Science Division was the second highest division in terms of sections and student enrollment. This division offered 122 sections, 13% of the total number of sections and 4,942 enrolled about 20% of the total enrollment.

Class Offering

Class Offering—Distance Education

Imperial Valley College Distance Education Program									
DIV	DEPT	NO	TITLE	Semester Offered					
				Fall 05	Wtr 06	Spr 06	Sum 06	Fall 06
BSS	HIST	120	US History			1	1	1
	HIST	121	US History					1
BUS	CIS	101	Introduction to Information Systems			2		2
	CIS	104	Introduction to Telecommunications			1		
	CIS	050	Learning Online, Orientation		1	1	1	1
ENGL	ENGL	101	Reading and Composition	1		2	4	3
	ENGL	088	Reading III: Intermediate Development			1		1
	ENGL	089	Reading III: Intermediate Development	1		1		
	ENGL	093	Intermediate Grammar and Composition for ESL			1		
EWS	HE	102	Health Education			2	2	3
HUM	ART	102	History and Appreciation of Art			2	1	2
	FREN	100	Elementary French	1				
	FREN	110	Elementary French			1		
	MUS	102	Intro to Music Literature & Learning			1		
	SPAN	110	Elementary Spanish			1		
LBRY	LBRY	152	Library Technical Services					1
	LBRY	156	Info. & Reference Svc.			1		
SME	MATH	110	Number Systems in Elementary Mathematics			1		1
	MATH	120	Introductory Statistics with Applications			1	1	1
	MATH	090	Intermediate Algebra			1		1
Total # of Online Classes				3	1	21	10	18
Total # of Online Sections				3	1	17	7	12
Enrollment Count at Census				70	14	493	259	505

- Fall 2005 marked the debut for Imperial Valley College's Distance Learning courses, offering three online courses to 70 students.
- For Fall 2006 the number of offered courses had been increased to 12 and the student enrollment had surpassed 500 students.
- English-Reading and Composition and Health Education are the two most offered distance learning classes..

FTEs vs. FTEf

FTEs vs. FTEf Fall 2005											
Division	Subj.	FTEs			FTEf			FTEs/FTEf			Sections
		Full Time Faculty	Other	Total	Full Time Faculty	Other	Total	Full Time Faculty	Other	Total	
ASCI	WE	1.1		1.1	0.5		0.5	2.1		2.1	3
ASCI Total		1.1		1.1	0.5		0.5	2.1		2.1	3
Behavioral Science	ADS	6.8	8.7	15.5	0.4	0.9	1.3	17.0	10.0	12.2	11
	AJ	46.5	21.5	68.0	3.6	1.8	5.4	12.8	11.9	12.5	25
	ANTH	26.2	5.3	31.5	1.4	0.9	2.3	18.7	5.9	13.7	11
	CSI	1.9	6.1	8.0		0.8	0.8		7.6	10.0	4
	GEOG	19.8	6.2	26.0	1.2	0.4	1.6	16.5	15.5	16.2	8
	HIST	125.1	24.1	149.2	6.8	1.2	8.0	18.4	20.1	18.7	40
	POLS	56.5	23.0	79.5	2.6	1.6	4.2	21.7	14.4	18.9	21
	PSY	55.4	43.3	98.7	2.9	2.0	4.9	19.3	21.7	20.3	23
	SOC	31.7	11.4	43.1	1.2	0.6	1.8	26.4	19.0	24.0	9
	SW		4.4	4.4		0.2	0.2		21.8	21.8	1
Behavioral Science Total		369.8	153.9	523.7	20.1	10.4	30.5	18.4	14.8	17.2	153
Business	BUS	55.2	13.4	68.6	5.1	1.3	6.4	10.8	10.3	10.7	26
	CIS	43.1	17.5	60.6	3.1	2.1	5.2	13.8	8.3	11.6	44
	ECON	21.2		21.2	1.2		1.2	17.7		17.7	6
	LEGL		5.0	5.0		0.4	0.4		12.5	12.5	2
	REAL		3.0	3.0		0.2	0.2		15.0	15.0	1
Business Total		119.5	38.9	158.4	9.5	4.0	13.5	12.6	9.7	11.8	79
CFCS	CFCS	44.5	9.3	53.8	3.2	1.1	4.3	13.9	8.6	12.6	22
CFCS Total		44.5	9.3	53.8	3.2	1.1	4.3	13.9	8.6	12.6	22
English	Engl	246.4	107.0	353.4	16.7	8.2	24.9	14.8	13.1	14.2	139
	ESL	158.5	96.8	255.3	15.1	8.9	24.0	10.5	10.9	10.6	102
English Total		404.9	203.8	608.7	31.8	17.1	48.9	12.7	12.0	12.5	241
Exercise/ Wellness/ Sports	DSPS		1.0	1.0		0.1	0.1		8.0	8.0	1
	HE	48.9	20.7	69.6	2.8	1.2	4.0	17.5	17.3	17.4	21
	PE	79.0	76.4	155.4	6.1	6.3	12.3	13.0	12.1	12.6	67
E/W/S Total		127.9	98.1	226.1	8.9	7.6	16.4	14.4	12.9	13.8	89
Humanities	ART	46.0	31.9	77.9	4.1	3.1	7.2	11.3	10.3	10.9	24
	COMM		2.3	2.3		0.5	0.5		4.6	4.6	2
	FREN	16.2		16.2	2.0		2.0	8.1		8.1	6
	HUM	4.4		4.4	0.2		0.2	21.8		21.8	1
	JRN	0.6	3.0	3.6	0.2	0.6	0.8	3.1	5.0	4.5	3
	MUS	26.8	18.8	45.6	2.4	2.2	4.6	11.2	8.5	9.9	23
	PHIL	20.7	17.1	37.8	1.0	1.2	2.2	20.7	14.3	17.2	11
	SPAN	46.9	49.9	96.8	4.9	4.8	9.7	9.6	10.4	10.0	32
	SPCH	57.6	19.8	77.4	4.0	1.6	5.6	14.4	12.4	13.8	28
	THEA	5.9	4.6	10.5	0.6	0.6	1.2	9.9	7.7	8.8	6
Humanities Total		225.1	147.4	372.5	19.3	14.6	33.9	11.6	10.1	11.0	136

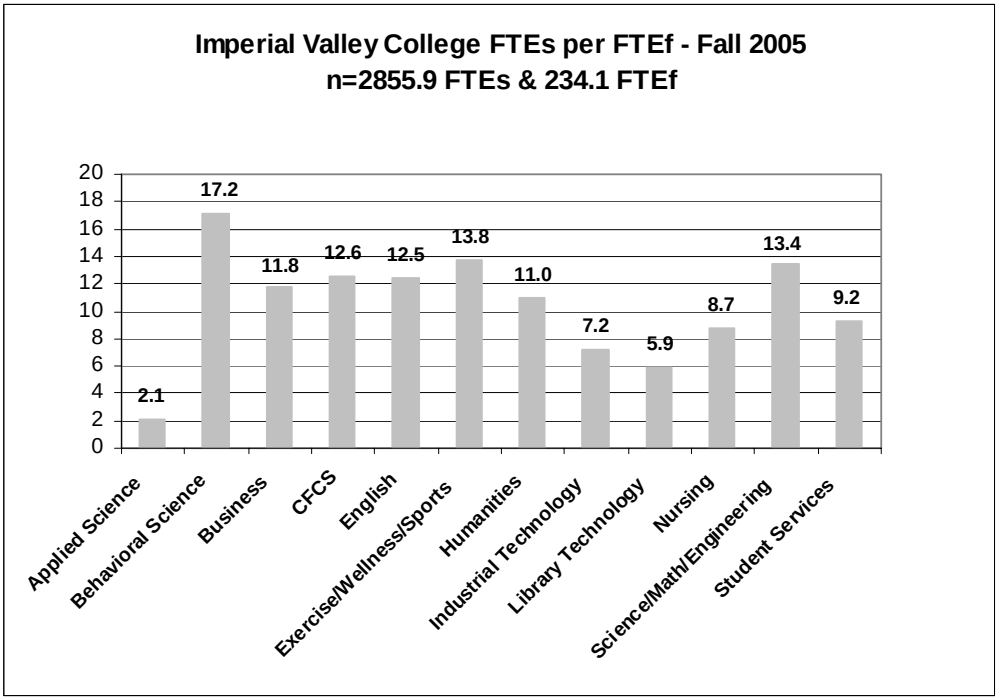
FTEs vs. FTEf

FTEs vs. FTEf—Fall 2005

FTEs vs. FTEf Fall 2005											
Division	Subj.	FTEs			FTEf			FTEs/FTEf			Sections
		Full Time Faculty	Other	Total	Full Time Faculty	Other	Total	Full Time Faculty	Other	Total	
Industrial Tech	ACR	14.3		14.3	1.8		1.8	7.9		7.9	6
	AGET										
	AGRI	0.6	1.0	1.6	0.2	0.5	0.7	3.1	2.0	2.3	3
	APLN		0.9	0.9		0.4	0.4		2.3	2.3	1
	AU B		4.9	4.9		0.6	0.6		8.2	8.2	1
	AU T	29.0	7.3	36.3	3.4	1.1	4.5	8.5	6.6	8.1	12
	BLDC	6.9	1.6	8.5	1.9	0.5	2.4	3.7	3.2	3.6	6
	ELTR		11.1	11.1		2.3	2.3		4.8	4.8	5
	ELTT		15.3	15.3		1.2	1.2		12.8	12.8	3
	WEDL	6.8	9.0	15.8	1.4		1.4	4.8		11.3	5
	WT		12.2	12.2		1.5	1.5		8.1	8.1	6
IT Total		57.6	63.3	120.9	8.7	8.1	16.8	6.6	7.8	7.2	48
Library Tech	EDUC		0.5	0.5		0.1	0.1		7.4	7.4	1
	LBRY		2.3	2.3		0.4	0.4		5.6	5.6	2
Library Technology Total			2.8	2.8		0.5	0.5		5.9	5.9	3
Nursing	EMT	15.6		15.6	1.0		1.0	15.6		15.6	2
	EMTP	17.8		17.8	1.1		1.1	16.1		16.1	2
	FIRE	1.7	11.7	13.4		1.1	1.1		10.6	12.2	5
	AHP	6.9	27.6	34.5	0.4	2.1	2.5	17.3	13.1	13.8	8
	VN	13.7	3.8	17.5	3.5	1.5	5.0	3.9	2.5	3.5	4
	NURS	76.5	26.9	103.4	9.6	3.0	12.5	8.0	9.1	8.3	24
Nursing Total		132.1	70.0	202.1	15.5	7.7	23.2	8.5	9.1	8.7	45
Science/ Math/Eng.	AG	2.7	0.9	3.6							
	ASTR	11.8		11.8	0.8		0.8	14.8		14.8	4
	BIOL	104.6	26.1	130.7	8.9	2.8	11.7	11.7	9.3	11.1	27
	CHEM	16.9	12.3	29.2	1.6	0.8	2.4	10.6	15.4	12.2	5
	ENVS	18.4	20.2	38.6	1.8	1.4	3.2	10.2	14.4	12.1	16
	GEOL	17.4		17.4	1.2		1.2	14.5		14.5	4
	MATH	159.1	120.3	279.4	10.8	8.0	18.8	14.7	15.0	14.9	85
	PHSC	3.5	2.7	6.2	0.2	0.2	0.4	17.6	13.5	15.6	2
	PHYS	7.0		7.0	0.5		0.5	14.9		14.0	1
Sci/Math/Eng Total		341.4	182.5	523.9	25.8	13.2	39.0	13.2	13.8	13.4	144
Student Svc.	AMSL	17.6	3.9	21.5	1.1	0.3	1.4	16.0	13.0	15.4	7
	DSPS		13.4	13.4		2.5	2.5		5.3	5.3	16
	HREL		27.1	27.1		2.8	2.8		9.7	9.7	20
Student Services Total		17.6	44.3	61.9	1.1	5.6	6.7	16.0	7.9	9.2	43
Grand Total		1841.6	1014.3	2855.9	144.4	89.8	234.1	12.7	11.3	12.2	1006

FTEs vs. FTEf

FTEs vs. FTEf Summary—Fall 2005



- As of Fall 2005, Behavioral Science, CFCS and Exercise/ Wellness/Sports had the highest FTEs/FTEf ratio.
- The average FTEs/FTEf ratio was 11.7.
- There was a grand total of 2855.9 FTEs and 234.1 FTEf for Fall 2005.

Division	FTEs	FTEf
Applied Science	1.1	0.5
Behavioral Science	523.7	30.5
Business	158.4	13.5
CFCS	53.8	4.3
English	608.7	48.9
Exer/Well/Sports	226.1	16.4
Humanities	372.5	33.9
Industrial Technology	120.9	16.8
Library Technology	2.8	0.5
Nursing	202.1	23.2
Sci/Math/Engineering	523.9	39.0
Student Services	61.9	6.7
Total	2,855.9	234.1

The following summarizes the FTEs and FTEf data for Fall 2005:

- Full-time Faculty had 1841.6 FTEs (regular and overload), and Part-Time/Other Faculty had 1014.3 FTEs.
- Full-time Faculty had 144.4 FTEf (regular and overload) , and Part-Time/Other Faculty had 89.8 FTEs.
- Full-time Faculty had the higher FTEs/FTEf ratio of 12.7 compared to Part-Time/Other Faculty ratio's of 11.3.
- The English Division had the highest FTEs and FTEf of all divisions, followed by Science/Math/Engineering, and Behavioral Sciences.

RESPONSES TO 2001 RECOMMENDATIONS

RESPONSES TO RECOMMENDATIONS
FROM THE 2001 COMPREHENSIVE EVALUATION

Recommendation 1: The college should review and update as necessary the college mission statement and ensure that it is included in the institutional master plan.

The appropriateness and relevance of the college's mission statement is reviewed yearly by the Board of Trustees through annual board retreats (See Doc. RTR.1.1). The mission statement also undergoes periodic institutional reviews to ensure the core institutional values are consistent with the stated goals and ensures the mission statement continues to maintain relevance in a very fluid and dynamic educational environment (See Doc. RTR.1.2). Periodic comprehensive reviews also strengthen and promote these values for all stakeholders to reinforce our individual, collective, and institutional purposes. The last comprehensive review which resulted in the adoption of the current mission statement took place in 2001-02.

Forty-five community members, faculty, students, classified staff, administration, and trustees participated in a day-long, campus-wide institutional master planning workshop on November 30, 2001. Through an open and candid dialogue, the institution made changes to its core values resulting in a new mission statement which guided revision of the institutional master plan goals. These recommendations were presented and discussed by the entire campus community through a comprehensive and inclusive shared governance structure (See Doc. RTR.1.3).

The new mission statement became the basis for the innovative visioning, goal setting, master planning, and program review processes completed in 2003-04 for the three-year period of 2005-08.

Recommendation 2: The college should enhance its current planning efforts, with particular attention to defining and communicating its planning flow pattern, support of institutional research and evaluation, implementation and monitoring, coordination and clarification of all planning components, documentation of achievements, and full integration and linking of planning and budgeting on a short-term and a long-term basis.

The new mission statement became the basis for the innovative visioning, goal setting, master planning, and program review processes completed in 2003-04 for the three-year period of 2005-08 (See Doc. RTR.2.1). The following is a chronology of events that took place:

- In September, October, and November of 2003 a total of 17 focus group meetings were held with at least one in each of the communities in the Imperial Community College District. Over 230 community members, including many current and former students, attended. The result was a list of 268 recommendations for future action. Each attendee became a stakeholder with several volunteering to serve on the Visioning Task Force.

- On November 12, 2003 the Board of Trustees passed Resolution # 12833: "Be it now resolved that the Board supports the 'Imperial Valley College Stakeholders' Summit' and encourages all interested individuals to attend."

- The Stakeholders' Summit was held on January 10, 2004 with over 200 faculty, staff, students, and community members in attendance. The 268 focus group recommendations were categorically ranked.

- The Visioning Task Force was comprised of 30 faculty and staff and 32 community members. The first meeting was held on February 10, 2004. These goals, specific and measurable, were widely distributed throughout the campus community and the community in general. The result was the formation of the institutional master plan and goals for the next five years (See Doc. RTR.2.2).

- The Program Review and Planning process followed the setting of institutional goals. Each division/department set goals and objectives related to the institutional goals. It was expected by all campus groups that the goals in the program reviews would drive the budget planning. As part of the Program Review and Planning process, all program faculty and staff members assessed the progress made in achieving the stated goals and revised budget projections based on that assessment by fall 2006. A similar assessment will be done at the end of each school year as part of the process.

The Institutional Research Analyst worked closely with divisions and departments to provide data required for planning and evaluation. The researcher provided student demographic information, grade distribution and retention data, FTES (Full Time Equivalent Students), FTES/FTEF (Full Time Equivalent Students/Full Time Equivalent Faculty), unmet demand, and enrollment data to be reviewed and assessed by faculty for the Program Review and Planning process.

Because it is a cyclical system, the following timelines have been developed for the Visioning/ Program Review and Planning process which begins fall 2006 for the academic years 2008-2011. The timelines are currently being discussed with shared governance constituencies.

IMPERIAL VALLEY COLLEGE
2008-2011 PROGRAM REVIEW AND PLANNING
TIMELINE

	Action to be Taken	Responsible Party	Time of Action
1.	Begins process to define vision through focus groups: Internal External	President's Office	 October – November 2006 February-March 2007
2.	Organizes Stakeholder's Summit to determine major and minor issues from focus groups	President's Office	March-April, 2007
3.	Organizes vision Task Force to develop vision statements and institutional goals from issues defined by the focus groups at Stakeholder's Summit	President's Office	May/June 2007
4.	Plan, develop, and complete Program Review and Planning for 2008-2011 using institutional goals developed by task force	Divisions/Departments	Sept. – Dec. 2007
5.	Coordinate the summary of the Program Review and Planning documents and develops Institutional Master Plan for 2008-2011	President's Office/ Vice President/Student Services	January/February, 2008
6.	Evaluates Program Review and Planning self-studies for budget development recommendation	Planning and Budget Committee	February-March, 2008
7.	Review Accreditation Recommendations, if any, in relationship to institutional goals.	Institution	March 2008
8.	Develop, review, and compile budgets, 2008-09.	Divisions/Departments Vice Presidents, Business Services	February-April 2008
9.	Evaluates Tentative Budget	Planning and Budget Committee	May 2008
10.	Presents Tentative Budget to Governing Board for approval	Business Office	May, 2008

IMPERIAL VALLEY COLLEGE
2008-2011 PROGRAM REVIEW AND PLANNING
ASSESSMENT OF GOALS AND OBJECTIVES
TIMELINE

1.	Mid-year assessment of 2008-09 goals and objectives.	February 2009
2.	Develop, review, and compile budgets for 2009-10.	Feb.-April 2009
3.	Final Assessment of 2008-09 Program Review and compile into Master Plan Assessment.	August-October 2009 October 2009
4.	Begin 2011-14 Visioning/Program Review process.	February 2010
5.	Mid-year assessment of 2009-10 goals and objectives.	Feb.-April 2010
6.	Develop, review, and compile budgets for 2010-11.	August-October 2010
7.	Final Assessment of 2009-10 Program Review and compile into Master Plan Assessment.	February 2011
8.	Mid-year assessment of 2010-11 goals and objectives.	Feb.-April 2011
9.	Develop, review, and compile budgets for 2011-12 using new 2011-14 Program Review goals and objectives.	August-October 2011
10.	Final Assessment of 2010-11 Program Review and compile into Master Plan Assessment.	

Recommendation 3: The program review process must be implemented and evaluated for timelines, data, and merging with planning and budget. Due to the recent changes in the district's population base, the college must use program review to institute new programs for students, and the college should encourage innovation and entrepreneurial activities.

The college uses Program Review and Planning as the mechanism to define and evaluate educational programs. It is designed as a cyclical system that will allow the college to take an inventory of its educational programs, evaluate the effectiveness of these programs, plans for improvement, implementation of those plans, and provide an on-going system of review, feedback, and improvement.

All divisions participated in a major Program Review and Planning process for 2005-08 to assess how well programs function relative to the mission of the college and the needs of the community. For each program

- Strengths and challenges in areas such as program accomplishments, areas of special endeavors, growth trends, recruitment, placements, distance education, innovation scheduling, relationship to local community and/or with other programs and services at the college, and/or grant support activities were assessed.

- Student demographic information provided by the institutional researcher was reviewed by faculty to compare program trends with the institution as a whole, and any unusual patterns in student trends were explained.

- Grade distribution and retention data were also provided by the researcher and reviewed in regard to grade distribution, success rate, and retention rate by program. The program data were compared to grade distribution and retention rates for the institution as a whole, and any unusual patterns were explained.

- The need for learning and counseling services for students in the program were reviewed such as library, audiovisual, tutorial, and labs.

- Procedures for assuring that academic standards are maintained and current curriculum is adequately meeting the needs of students were discussed, including advisory committee input, recency and methodology, and how prerequisites and co requisites are reviewed and updated.

- The college's plan for developing and assessing student learning outcomes as they related to program learning outcomes were discussed by faculty and staff.

- Program goals to be accomplished in the upcoming years were stated as well as how the goals related to the institutional goals that were developed through the visioning process. Faculty also provided specific and measurable objectives as to how the goals would be accomplished.

- FTES, FTES/FTEF, unmet demand, and enrollment data provided by the institutional researcher were reviewed by faculty and rational for major trends or fluctuations was given.

- Budget needs were addressed for facilities, equipment, and software.

All program reviews may be viewed at http://www.imperial.edu/academics/acc.htm (See Doc. RTR.3.1) and include the following departments:

Superintendent/President	Industrial Tech: Electronics
Academic Services	Industrial Tech: Auto Body
Behavioral & Social Sciences Division	Industrial Tech: Welding
Business Division	Institutional Research
Child, Family and Consumer Sciences	Learning Services Library Media Center
English	Library Technician Program
Exercise Science, Wellness and Sports	Maintenance & Operations
Extended Campus	Nursing Education and Health Technologies
Fiscal Services	Purchasing-Warehouse
Human Resources	Science, Math, and Engineering
Humanities	Student Services
Information Systems	Title V Grant (ACCESO Project)
Industrial Tech: Agriculture	Water Treatment Technology

Each year, all departments are required to evaluate and update their goals as related to the institutional goals and master plan. Budget projections are reviewed and revised as necessary based on the assessments.

One of the goals of program review is making it the driver for the annual budget process, a goal supported by all constituencies on campus. Progress was being made toward that goal, but the fiscal crisis hampered that progress. However,
the fiscal crisis that the district found itself in during the 2005-06 academic year underscores the need for the entire campus to work together to develop processes to be used in times of crisis. The campus community is currently developing strategies for managing financial emergencies and unforeseen occurrences.

Recommendation 4: The quality of the extended center programs must be assured through the planning and budget process. Special attention is essential in the evaluation of faculty to assure effectiveness of the programs, and periodic evaluation of program effectiveness needs to be implemented.

As stated above, all programs within the institution were required in 2004-05 to complete program reviews. These program reviews may be viewed at http://www.imperial.edu/academics/acc.htm (See Doc. RTR.4.1) and include extended campus. The extended campuses are also required to review institutional goals yearly.

A new Dean of Extended Campuses was hired in December, 2004, who has made an effort to ensure that the quality of instruction is high at all locations. The dean works closely with division chairs to develop schedules to offer courses through extended campuses. In addition, adjunct evaluations are routinely collected for faculty teaching at extended campus locations. These have been analyzed by Division Chairs to confirm high quality of instruction at all locations.

Extended campus demographic and student data shows that extended campus students perform at comparable levels as main campus students. Additionally, the extended centers have upgraded technologies to ensure that instructors also have the resources to teach effectively. The Calexico and El Centro centers have new computer labs with new technology; 23 new computers were installed at the Calexico campus and 23 at the El Centro campus in 2005. All centers have wireless internet connectivity. Technology equipment also increased from 4 laptops and 4 projectors for all centers to 10 laptops and 9 projectors. A new order for an additional 4 laptops and 4 projectors has been placed. Extended campus also listens to instructors. Additional white boards have been purchased to ensure that instructors have adequate writing space.

Tutoring has been is offered at extended campuses. Lab assistants have been hired to assist students using the Calexico computer lab during non-instructional hours. Software was also upgraded for math and ESL courses.

Extended campus also developed an "adjunct procedures manual" that describes the administrative and institutional procedures for the college. This manual is used by all divisions. In addition, the Dean of Extended Campus organizes an adjunct faculty orientation each semester (See Doc. RTR.4.2).

Recommendation 5: The Curriculum and Instruction Committee in cooperation with the Vice President for Instruction must evaluate course units, course offerings, and educational plans and make sure these are in alignment with graduation and transfer requirements to ensure students complete programs in a reasonable time limit. The committee, in cooperation with the vice president, must ensure students are counseled to appropriate graduation requirements.

Every effort is made to provide students the opportunity to complete program requirements in a reasonable time period. Through the Visioning process, the college determined a need to hire additional faculty to improve accessibility and reduce the time necessary for students to complete programs. Thirty-two additional faculty members were hired primarily in high-demand areas such as English, mathematics, biology, and history.

As part of the process for developing class schedules, department faculty review program offerings to ensure that students are able to complete programs in a reasonable time. Student Services works with Academic Services and division chairs to review and evaluate the process to ensure that procedures are in place so that enrolled students may complete their education in a timely manner and with a minimum of disruption. In addition, the timeline for the scheduling process allows student services to give input in the development stage of the class schedule.

The Articulation Officer is an active participant in the Curriculum and Instruction Committee and currently has been appointed by the Academic Senate to serve as co-chair of the committee (See Doc. RTR.5.1). Student Services faculty members regularly attend C & I meetings to provide the student services perspective and to provide information during the course development process.

Student Services provides two in-services each month during the regular semesters for all counselors. These in-services cover a spectrum of topics including advising issues and updates from the CSU and UC institutions. In addition, all student services units participated in the campus program review. A review template was developed specifically for the Student Services programs that works well with Academic Services in that student retention, persistence, and achievement are reviewed and goals and objectives are developed to promote graduation rates, completion rates, and transfer rates.

Recommendation 6: The college should continue to expand its informational Web site and update the information regularly. The college should continue to explore effectiveness of services for students in a more convenient way, such as on-line registration. The coordination of services to reduce duplication is essential.

Technology support is on-going and evident in a wide variety of applications. The Banner ERP is the primary software system used at the college. It handles most areas of college administration. The college spent over two years converting the legacy system to the Banner system. There are still issues to be resolved concerning Banner functionality, but the college is moving forward to tackle those issues internally or through consultants.

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 or drop classes, access their transcripts, or pay fees online (See Doc. RTR.6.1).

The information presented on the college Web site as well as the design of the site is currently being reviewed. The Technology Council is working with consultants to improve the design and create a more functional site. In addition, the Dean of Technology and Learning Services is working through the Technology Council to clarify roles and procedures for updating and maintaining the site (See Doc. RTR.6.2).

Recommendation 7: It is recommended that the college develop a comprehensive technology plan, coordinating the support for both administrative and instructional technology, addressing the need for network security and outlining the personnel, hardware, and software required to support current and future telecommunication needs of the college.

The role of information technology at Imperial Valley College has changed dramatically in the last five years. In the Spring of 2002, with a shared vision that technology can be a powerful tool for teaching, learning, research, communication, and services, the college embarked on a technological transformation that encompassed infrastructure, applications, hardware, support services, and training. Built upon shared purposes and needs, the Information Technology Plan became the foundation for the college's goal to use technology efficiently and responsibly to help people do their work and to improve learning.

The first step on the road to change must always be thorough planning followed closely by effective communication. To that end, the college established four planning committees to guide the technology transformation (See Doc. RTR.7.1).

- Administrative Technology Advisory Committee (ATAC) – initially charged with procurement of the ERP software and making recommendations to ITEC regarding all administrative technology needs and uses.
- Instructional Technology Advisory Committee (ITAC) – responsible for making recommendations to ITEC on the use of technology for teaching and learning.
- Planning Technology Advisory Committee (PTAC) – wrote the initial Technology Plan after conducting group discussions.
- Institutional Technology Executive Committee (ITEC) - Oversight committee for all campus technology.

Over the last four years these committees have been instrumental in the college's ability to meet incremental goals. However, in recent months, it became clear that many of the initial changes to the infrastructure, hardware and software procurement, and upgrades to Web and distance education delivery had been accomplished and that on-going technology planning would be better served by combining the knowledge and resources of these committees. In August of 2006, these four committees were combined into a single Technology Council to better facilitate the on-going evaluation of technological needs of the college.

Recommendation 8: The Board of Trustees needs to review and update as necessary its personnel policies and administrative regulations on a regular basis.

A task force has been meeting bi-monthly for the past two years to evaluate and update all District Board Policies and Procedures. The Board Policy and Procedures Task Force, which comprises broad representation from all campus constituencies, has been reviewing policies and procedures 1) for revisions of existing policies and 2) for development of new policies to be forwarded to the board for approval. The Task Force has developed a new policy manual approved by the Board. The previous manual was a combination of policies and procedures. The development of separate policy and procedures manuals assists the Board in focusing on policy (See Doc. RTR.8.1).

The task force is also working page by page through all district procedures to ensure that IVC is in compliance with the best practices among all California Community colleges. The goal is to develop a procedures manual which will ultimately go to the Board for adoption.

Recommendation 9: The college should actively explore and pursue all public and private funding opportunities to meet the goals outlined in the District's master plan.

Imperial Valley College has been successful in acquiring a number of regional, state, and federal grants, including two Title V grants. The Project ACCESO Title V grant, $3.5 million, is being used to implement distance education over a period of five years (See Doc. RTR.9.1). IVC was also approved for a Cooperative Title V grant for $2.7 million to develop 2+2 transfer programs with SDSU-Imperial Valley Campus.

The District also acquired a HUD grant to provide education services to "the colonias," and a number of regional and state grants in nursing and health services. Other grants include VTEA, TRIO: Upward Bound, Student Support Services, Talent Search, and Matriculation. Many other partnerships with local educational, community, and private institutions support a number of academic programs and student services. For example, the District's Fire Academy is offered through a partnership with the County of Imperial. In addition, the approval of a General Obligation bond (Measure L for $58.6 million) is funding the construction of new facilities and the modernization of existing facilities (See Doc. RTR.9.2).

Recommendation 10: The college academic services, student services, and business services must work together to actively develop a plan to allocate spending resources for productive enrollment growth in order to ensure the long-term fiscal stability of the District and meet the student/ community needs.

Under the direction of the Superintendent/President, the college implemented an innovative visioning, goal setting, master planning, and program review process in 2003-04 for the three-year period 2005-08. Staff from all areas worked with students and the community in focus group meetings, a stakeholder's summit, and visioning task force meetings which resulted in the formation of the institutional master planning goals for 2005-08. Subsequently, each division/department wrote program reviews which included program goals and objectives which were related to the institutional goals. These goals and objectives were written with the expectation that they would be used to drive the budget process.

In the past two years, the college has experienced substantial growth (9.89% in 04-05 and 8.2% in 05-06), bringing additional financial resources to the district. In 2005-06 most of the growth came from a first ever winter session (7%). However, an unrealistic growth projection and negotiated salary increases contributed to a fiscal crisis in 2005-06.

The college was too ambitious in its efforts to provide the community with access to instruction that was identified through the 2003-04 Visioning process and moved too quickly in seeking to fund new faculty positions to foster this growth and over-projected its ability to increase salaries with funding from that growth. In short, IVC used erroneous growth assumptions and budgeted for those assumptions in attempts to achieve the primary goal of meeting community demands (See Doc. RTR.10.1).

The fiscal crisis that the district found itself in during 2005-06 underscores the need to develop short-term and long-term strategies for appropriate risk management and realistic plans to meet financial emergencies and unforeseen occurrences (See Doc. RTR.10.2). Instrumental to the budget process is the Planning and Budget Committee, a standing committee which meets on a monthly basis and is composed of various representatives from all campus groups (See Doc.RTR.10.3). The Planning and Budget Committee is working with the Chief Business Officer to develop fiscal planning processes that encompass both the positive and negative impacts of expansion of courses, programs and staff, keeping in mind the mission of the college and established student learning outcomes. The college must continue to grow, but must insure the decisions based on growth projections are conservatively realistic.

This semester is proving to be the beginning of a rebuilding year. Fall 2006 began with a budget sufficient to support student learning programs and services and to improve institutional effectiveness. The budget situation improved due to effective negotiations with each of the unions on elimination of pay increases, a loan from the Chancellor's Office, reduction of 4000 and 5000 budget categories, and an improved economic climate for the State (See Doc. RTR.10.4). In addition, enrollment was managed effectively this semester — fill rates average over 90%, and a 2.39% growth is projected for this academic year. Faculty pulled together and worked with Division Chairs, Academic Services, and Student Services to develop a class schedule that met the needs of students and was cost efficient. In addition, division chairs worked with faculty to closely monitor enrollment during registration and added classes based on demand. Efforts are being made to work more closely with all campus constituencies to assure that adequate feedback is received in all decision making processes.

Recommendation 11: All members of the college community should find common ground and develop processes and systems that bring professionals together to improve communication in order to improve the learning environment at Imperial Valley College.

Progress was made in changing the governance and communication process at the college. The college community has sought and found common ground, and that common ground is focusing on the needs of students. The current culture is more open and includes all parties that have a vested interest in the college decision-making processes.

IVC staff and students are encouraged to participate in efforts that result in institutional improvement. The Visioning Process included faculty, classified staff, administrators, and students. Their efforts in facilitating focus groups and participating in development of the institutional goals and objectives have resulted in many new courses, programs, and increased access.

All groups on campus, including students, faculty, administrators, and classified staff were encouraged to participate in the campaign to pass Measure L, a 58 million dollar bond measure approved by the voters in 2004. Significant efforts by students, classified staff, faculty, and administration included organized neighborhood walks, phone banks, and other efforts to increase voter registration and support for Measure L (See Doc. RTR.11.1).

There are many modes of communication available for the IVC community. Most faculty and staff have college e-mail, voice-mail, and internet service at their desks (See Doc. RTR.11.2). The college sponsors two campus-wide user groups specifically for the dissemination of information. The first is called All Users and is limited to college business information applicable to all employees. The Superintendent/President uses this mechanism to send out a weekly "campus update," an informal newsletter presenting information of local, regional, and state concern affecting the college. The second is Open Comm, a listserv open to all staff who sign up and which is regulated only by the membership, resulting is a wide open discussion board that encourages far reaching dialogue on a limitless variety of topics.

The College Council, in one of its roles, serves as a clearinghouse of information on a variety of issues (See Doc. RTR.11.3). At every meeting of the College Council the minutes of other shared governance bodies are included for review. These minutes, along with the College Council minutes, are posted on the IVC web site. Classified manager and confidential representatives are now part of various shared governance groups. Additionally, during the past year there have been several special budget forums open to all employees and students in which up-to-date information was provided regarding the budget crisis. These various modes of communication allow employees of the college to receive essential information about institutional efforts to achieve goals and improve learning.

The fiscal crisis in 2005-06 set back the improvements made in campus communication; trust among employee groups also suffered. However, the fact that the campus did come together to help resolve the crisis served as a catalyst for unity. The 2006-07 Academic Year is proving to be a rebuilding year. Trust and morale, although fragile, are slowly being rebuilt as the campus focuses on open and transparent communication. Efforts are being made to work more closely with all campus constituencies to assure that adequate feedback is received in all decision making processes.

LIST OF EVIDENCE
RESPONSES TO RECOMMENDATIONS

Document	Name
RTR.1.1	Board Minutes 2/23/04, 3/15/05, 3/11/06 http://www.imperial.edu/about/agendas&minutes.html
RTR.1.2	Current Mission Statement http://www.imperial.edu/about/default.html#mission
RTR.1.3	Vision www.imperial.edu/visioning/vision.pdf
RTR.2.1	Program Review 2005-2008
RTR.2.2	Institutional Master Plan and Goals www.imperial.edu/Visioning/2006goals.pdf
RTR.3.1	Program Reviews www.imperial.edu/academics/acc.htm
RTR.4.1	Program Reviews www.imperial.edu/academics/acc.htm
RTR.4.2	Adjunct Procedures Manual, Adjunct Faculty Orientation Schedule
RTR.5.1	Committees www.imperial.edu/facultystaff/default.html#2
RTR.6.1	College Website www.imperial.edu
RTR.6.2	Technology Council Minutes
RTR.7.1	ITAC http://www.imperial.edu/itac/
RTR.8.1	Policy Manual http://www.imperial.edu/admin/default.html#7
RTR.9.1	ACCESO info www.imperial.edu/de/
RTR.9.2	Grant and Measure L Documents http://www.imperial.edu/Business_Services/Bond%20Measure%20L.asp
RTR.10.1	Visioning Process Facts www.imperial.edu/visioning/vision_interestingfacts.pdf
RTR.10.2	Board Minutes 2/21/06 http://www.imperial.edu/about/agendas&minutes.html
RTR.10.3	Planning and Budget Committee http://www.imperial.edu/Business_Services/Planning_Budget_Committee.htm
RTR.10.4	Budgets http://www.imperial.edu/Business_Services/default.html
RTR.11.1	Measure L http://www.imperial.edu/Business_Services/Bond%20Measure%20L.asp
RTR.11.2	Intranet http://www.imperial.edu/facultystaff/#10
RTR.11.3	College Council http://www.imperial.edu/administration/agenda/college_council/default.htm

Other Evidence:
ACCJC/WASC Evaluation Report, March 6-8, 2001
IVC Institutional Interim Report, October 2002
ACCJC/WASC Interim Visit Report, November 2002
IVC Institutional Midterm Report, March 2004
IVC Progress Report, March 2005
ACCJC Team Progress Report, May, 2005

STANDARD ONE

Institutional Mission and Effectiveness

STANDARD ONE
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.

Team Members:

Maria Coronel, Faculty Co-chair
Efrain Silva, Administration Co-chair
Frances Beope, Head District Counselor
Grace Espinoza, Administrative Secretary, Financial Aid
Cesar Guzman, Counselor
Paige Lovitt, High Tech Center Specialist
Angelica Ruiz, Faculty
Josue Verduzco, Learning Services Specialist
Rick Webster, Director Maintenance & Operations
Kathie Westerfield, Associate Dean, Admissions and Records
Sherry Zobell, Faculty/Math Coordinator

I.A. Mission: The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Imperial Valley College 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 greater community (See Doc. 1.a.1).

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

IVC's mission statement promotes the core institutional principles that define its purpose and objectives. It incorporates and embraces the diversity of our region by promoting "responsiveness" to the community. Evidence of responsiveness includes a comprehensive visioning process undertaken by the college to develop goals and objectives that addressed the needs of the community. The mission statement was the foundation for all discussions and decisions. The mission statement is intentionally broad in purpose to adjust to dynamic local, national, and global environments. It is also firm in its commitment to assist all IVC students in achieving individual career and educational goals.

As the only community college in the region, IVC faces the opportunity to serve a complete spectrum of student objectives. In response to these opportunities, IVC is continuously re-inventing itself to develop the programs and services that will address our community needs.
These programs and services include:

- Transfer education – standard collegiate courses at the lower-division level for students who plan to transfer to a four year university.
- Career and Technical education – specialized education and training in occupational fields that lead to job entry, job advancement, retraining, and certification.
- Personal and Professional Growth – courses that contribute to a broader knowledge and perspectives, develop critical thinking and communication skills, and enhance cultural literacy.
- Basic Skills Education – courses in mathematics, reading, writing, and English as a Second Language for under-prepared students.
- Community Education – conveniently scheduled, state-supported noncredit classes and fee-supported educational, cultural, recreational, and occupational programs to enrich the lives of area residents.
- Support Services – comprehensive services that support the college mission and help students achieve their educational goals through assessment of skills and abilities, counseling and advisement, tutoring, financial aid, job placement, health services, and learning resources.

IVC has a firm college-wide commitment to student learning. This commitment is driven by a strong system of communication with all stakeholders. The new mission statement was adopted in 2002 to establish the values and principles that guide the institutional and educational processes. The mission statement established the foundation for the development of a comprehensive community visioning process that was used as a self-evaluation and reflection of community needs (See Doc. 1.a.2). These forums provided the foundation for the 2004-05 institutional goals as approved by the Board of Trustees (See Doc. 1.a.3):

Goal A *Create a modern comprehensive Science and Technology Center.*

Goal B *Develop a Distance Learning Center that provides faculty and curriculum development for online, interactive TV and hybrid courses to reach students whose access are hindered by such factors such as distance, disability, preference for learning style, etc.*

Goal C *Respond to community needs that address an evolving economic diversification.*

Goal D *Develop a long-term facility plan. Complete a ten-year enrollment forecast and maintenance survey.*

Goal E *Develop, implement and manage six day per week balance class schedule applicable district-wide to meet the needs of our community.*

Goal F *Give Imperial County high graduates "primary" and residents "secondary" priority at the freshmen level. For those who are ready for college level courses, a full-time program is offered to graduate in two years, or four to six semesters depending on major preparation requirements.*

Goal G *Implement community involvement by IVC.*

These goals are the framework for a program review process created by the college to assess, plan, execute, revise, and reflect on established goals. The program review sets out the criteria for budget decisions and priorities that are consistent with the college mission through the use of quantitative and qualitative data that support the institutional goals (See Doc. 1.a.4).

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue existing practice in this area. IVC will continue to review, revise, and expand goals and services as community need dictates.

I.A.2. The mission statement is approved by the governing board and published.

The current mission statement (See Doc. 1.a.1) was adopted by the Board of Trustees on May 8, 2002 (See Doc. 1.a.5). The mission statement is prominently displayed around campus and the community through the following venues:

- extended campuses
- the student center
- the Associated Student Government Office
- the college catalog
- the board room
- the website
- the master published class schedules
- the program review guidelines

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue to assure the mission statement is readily available and visible.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

The appropriateness and relevance of the college's mission statement is reviewed yearly by the board of trustees through annual board retreats (See Doc. 1.a.6, 1.a.7, 1.a.8). The mission statement also undergoes periodic institutional reviews to ensure the core institutional values are consistent with the stated goals and ensures the mission statement continues to maintain relevance in a very fluid and dynamic educational environment. Periodic comprehensive reviews also strengthen and promote these values for all stakeholders to reinforce our individual, collective, and institutional purposes. The last comprehensive review which resulted in the adoption of the current mission statement took place in 2001-02.

Forty-five community members, faculty, students, classified staff, administration, and trustees participated in a day-long, campus-wide institutional master planning workshop on November 30, 2001. Through an open and candid dialogue, the institution made changes to its core values resulting in a new mission statement which guided revision of the institutional master plan goals. These recommendations were presented and discussed by the entire campus community through a comprehensive and inclusive shared governance structure (See Doc. 1.a.9).

The new mission statement became the basis for the innovative visioning, goal setting, master planning, and program review processes completed in 2003-2004 for the three-year period of 2005-2008. The following is a chronology of events that took place:

- In September, October, and November of 2003 a total of 17 focus group meetings were held with at least one in each of the communities in the Imperial Community College District. Over 230 community members, including many current and former students, attended. The result was a list of 268 recommendations for future action. Each attendee became a stakeholder with several volunteering to serve on the Visioning Task Force.

- On November 12, 2003 the Board of Trustees passed Resolution # 12833: "Be it now resolved that the Board supports the 'Imperial Valley College Stakeholders' Summit' and encourages all interested individuals to attend."

- The Stakeholders' Summit was held on January 10, 2004 with over 200 faculty, staff, students, and community members in attendance. The 268 focus group recommendations were categorically ranked.

- The Visioning Task Force was comprised of 30 faculty and staff and 32 community members. The first meeting was held on February 10, 2004. The result was the formation of the institutional master plan and goals for the next five years.

- The Program Review process followed the setting of institutional goals. Each department set goals and objectives related to the institutional goals, the process for which began with the mission statement.

Each year, all departments are required to evaluate and update their goals as related to the institutional goals and master plan, which emanate from the mission statement. The Administrative Council conducts a review of the institutional goals yearly. The mission statement is the starting point and therefore critical and essential to the choices the college makes.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

Continue to review the appropriateness of the mission statement through a cyclical and institutional process.

I.A.4. The institution's mission is central to institutional planning and decision making.

With the mission statement providing the core institutional values, the college uses Program Review as the mechanism to define and evaluate educational programs. It is designed as a cyclical system that will allow the college to take an inventory of its educational programs, evaluate the effectiveness of these programs against established benchmarks, plans for improvement, implementation of those plans, and provide an on-going system of review, feedback, and improvement.

All programs within the institution were required in 2004 to complete program reviews. These program reviews may be viewed at (See Doc. 1.a.10) http://www.imperial.edu/academics/acc.htm and include the following departments:

Superintendent/President	Industrial Tech: Electronics
Academic Services	Industrial Tech: Autobody
Behavioral & Social Sciences Division	Industrial Tech: Welding
Business Division	Institutional Research
Child, Family and Consumer Sciences	Learning Services Library Media Center
English	Library Technician Program
Exercise Science, Wellness and Sports	Maintenance & Operations
Extended Campus	Nursing Education and Health Technologies
Fiscal Services	Purchasing-Warehouse
Human Resources	Science, Math, and Engineering
Humanities	Student Services
Information Systems	Title V Grant (ACCESO Project)
Industrial Tech: Agriculture	Water Treatment Technology

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue existing practice in this area. IVC will continue to ensure both planning and the resulting decisions reflect the intent of the mission statement.

I.B. Improving Institutional Effectiveness

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

The continuing improvement of student learning and institutional processes occurs in a number of areas at Imperial Valley College. The Academic Senate, College Council, Administrative Council, Associated Student Government and Instructional Council serve as governing bodies and hold discussion forums within their particular segment of the college community. These groups focus on current operations along with long range goals.

The primary responsibility for long-range planning for student learning outcomes rests with the Academic Senate. In May 2005, the Academic Senate approved an assessment plan for Student Learning Outcomes (SLO). The assessment team would be the IVC Academic Senate. The goal statement reads as follows:

> "It is the goal of the assessment team to promote/document "an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and to lead the campus community in the development, design, and assessment of Institutional Student Learning Outcomes."

The faculty participated in the brainstorming sessions and developed a list of five IVC ISLOs that students who graduate from IVC will demonstrate:

- Personal Responsibility,
- Global/Multi-cultural Awareness,
- Communication Skills
- Information Literacy
- Analytical/Critical Thinking

Each division will regularly assess program-level student learning outcomes tied to the institutional outcomes, as well as participate in the assessment of ISLOs. Six forums were conducted during the Fall 2005 and Spring 2006 semesters to discuss the proposed institutional student learning outcomes. These ISLOs were approved by the Board of Trustees on May 16, 2006 (See Doc. 1.b.1).

Program reviews are reviewed and updated yearly. These reviews allow the divisions to assess their programs in relationship to the master plan of IVC. Each division makes goals for their area based on the institutional goals. This includes planning budgets, assessing needs, and discussing strengths and challenges. This review is used to make decisions on budget priorities, academic standards, student demand, and projected growth.

The purpose of the College Council is to ensure that all stakeholders including faculty, staff, students, and administrators have a forum to express their opinions and ideas at a campus level. The College Council makes recommendations to the President or other policy making committees. The College Council:

1. conveys the views of the campus community on matters relevant to the orderly functioning of the college.
2. makes recommendations on which college committees or task forces are needed or should be activated.

3. makes recommendations on proposed college policies
4. disseminates information to constituent groups for feedback
5. allows for discussion and recommendations to be a shared process

SELF EVALUATION

IVC meets the standard and is committed to ongoing improvements in student learning and shared governance in evaluating and improving its institutional processes.

PLANNING AGENDA

IVC will continue to evaluate and improve institutional processes through open communication and institutional awareness.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Imperial Valley College established institutional goals by listening to the input from the Vision 2006 Task Force meetings (See Doc. 1.b.2).

The institutional goals are specific and measurable. These goals were widely distributed throughout the campus community and the community in general. Moreover, the master plan goals provide an additional set of objectives that are related to the mission statement. These master goals are in alignment with the visioning goals, as well as the student learning outcomes.

The Planning and Budget Committee is a standing committee which meets on a monthly basis and is composed of various representative campus groups. The vision and mission statements of the college drive the planning and budget process. Funds are allocated to support the priorities stated in the college plans. Financial planning takes into account long-range projections regarding programs, services, costs, and resources.

The college's planning and budget process involves broad participation by all segments of the college community and the Board of Trustees.

The function of the budget planning committee as approved by the Board of Trustees is outlined in the following webpage (See Doc. 1.b.3):

http://www.imperial.edu/Business_Services/Planning_Budget_Committee.htm and includes the following functions:

- Coordinate and integrate college plans and establish budget priorities consistent with the college's vision and mission statements, with recommendations, expressed in dollars, made to the Superintendent/President.

- Recommend budget priorities to the Superintendent/President; final recommending authority to the Board of Trustees rests with the Superintendent/President; final approval authority rests with the Board of Trustees.

- Review the tentative and adopted budgets for consistency with annual institutional goals and objectives, college plans, and the Planning and Budget philosophy.

The institutional Master Plan goals are intended to be the primary source for the Panning and Budget Committee to establish action plans with instructional implications. The Institutional Master Plan Goals will be reviewed, evaluated, and revised at the annual Board Retreat to ensure that the mission of the college is addressed. The office of Academic Services as well as the Planning and Budget Committee work together to ensure that the budget is adopted consistent with the goals and objectives of the institution. Curriculum and Instruction, a subcommittee of Academic Senate is responsible for reviewing and addressing instruction decisions (See Doc. 1.b.4).

The institution is committed to continue with the visioning process a priority (See Doc. 1.b.5) and to establish a set of priorities for this institution.

Institutional goals are consistent with the mission statement of this college which is a commitment to serve the needs of its students and the community at large. The college takes the community's feedback and sets goals accordingly through the Visioning Process.

Goals are included in the Master Plan's Goals, through the visioning process, and the Student Learning Outcomes. As a second step, all programs are required to complete an evaluation and assessment, and status of institutional and departmental goals. The Administrative Council and the Board of Trustees conduct annual reviews. The institution sets dates of expected completion for established goals. The following committees are also responsible to oversee that specific objectives are met:

For the building of facilities	Academic Divisions Construction of Advisory Committee Citizens Oversight Committee for Measure L
For Distance Education	ACCESO Grant, Distance Education Administration and Information Technology Committee's Management Team
Instructional Programs	Academic Services Curriculum and Instruction Committee Academic Senate
Through the program reviews Class scheduling	Academic Services Admissions and Records Instructional Council
Community Relations	Academic services (joint programs) Admissions (schedules of classes credit/non credit) Administrative Council

The achievement of the 2004-2006 goals was assessed by the Administrative Council and presented to the Board of Trustees on March 11, 2006, (See Doc. 1.b.6) presenting the following status report:

Goal A
Create a modern comprehensive Science and Technology Center.

- Complete a Facility Needs Assessment during Spring 2004. **(Completed)**
- Conduct a Community Survey to determine support level for a General Obligation Bond issue during Spring 2004. **(Completed)**
- Board decision on a General Obligation Bond during Spring 2004. **(Completed)**
- When General Obligation Bond issue is decided, campaign will take place in May-October 2004 for the November 2004 election. **(Completed)**
- Develop and release a Request for Proposals (RFP) to secure the most qualified architectural/engineering/building contractor firms to design and construct the building. **(Completed)**
- The construction of the Center will start during 2005-2006. **(In Progress)**
- Staffing and operation of programs and services will begin during 2006-2007. **(Carry Forward)**

Goal B
Distance Learning

- Develop a Distance Learning Center that provides faculty and curriculum development for online, interactive TV and hybrid courses to reach students whose access are hindered by factors such as distance, disability, scheduling, learning style preferences, etc. **(In Progress)**

Goal C
IVC will respond to community needs that address our evolving economic diversification.

- Four new programs will be developed by Fall 2005. **(Completed)**
- Tie in with Labor Unions to provide vocational training. **(In Progress)**
- Develop collaboration with high schools regarding vocational education. **(In Progress)**
- Development and expansion of continuing/non-credit education. **(In Progress)**
- Work with Imperial County, cities, and Imperial County Office of Education to develop a public/government channel for Imperial County. **(Completed)**
- Address public perception gap. **(In Progress)**

Goal D
Facility Plan

- Develop a long-term facility plan. **(Completed)**
- Merge Long Range Plan with Master Plan during 2004-2005. **(In Progress)**
- Complete Long Range Comprehensive Financial Plan during 2004-2005. **(Modified)**
- Market the Facility Plan to the community with town hall meetings and a published annual report. **(Modified)**

Goal E
Develop, implement and manage a six day per week balanced class schedule applicable district-wide to meet the needs of our community.

- Use external instruction sites throughout Imperial County. **(Completed)**
- Develop and implement a Fast Track and weekend college. **(Deleted)**
- Expand Math and English course offerings based on demand. **(Completed)**
- Provide lead-time for counselors' input to affect class scheduling to facilitate completion of program. **(Completed)**
- Examine attrition and provide more accurate placement and retention strategies. **(In Progress)**

Goal F
Give Imperial County high school graduates "primary" and residents "secondary" priority at the entry freshmen level. For those who are ready for college level courses, a full-time program is offered to graduate in two years, or four to six semesters depending on major preparation requirements.

- Develop the program in 2004-2005. **(Completed)**
- Offer a Fast Track Pilot Program during Fall 2004. **(Completed)**
- In conjunction with the Fast Track Pilot Program, publicize the fact that priority is given to County high school graduates and residents. **(Completed)**
- Engage Banner to validate enrollment during Spring 2005. **(Completed)**
- Review and revise registration priority annually in the Spring. **(Completed)**
- Implement Web Admission Registration during Spring 2005. **(Completed)**
- Survey student demands for technology accessibility, classes and schedules. **(In Progress)**
- Survey current and prospective students biannually beginning 2004-2005 to determine the needs for a six-day week balanced schedule (8:00 A.M. to 10:00 p.m. – including Distance Learning: online and Interactive TV). **(In Progress)**

Goal G
Implement community involvement by IVC.

- Survey faculty about their community involvement during Spring 2004. **(Completed)**
- Give faculty credit for participation on community committees/organizations. **(Carry Forward)**
- Administration should deal with transportation issues. **(Completed)**
- Administration should address P-16. **(Completed)**
- Develop with SDSU cooperation and joint programs. **(Completed)**
- The Public Relations Plan should address misperceptions regarding IVC in the community.**(Completed)**
- Develop a student mentor program for elementary schools. **(Carry Forward)**
- Expand the work experience program. **(Carry Forward)**
- Develop a District-wide alumni association. **(In Progress)**
- Institute an alumni publication. **(In Progress)**

The college is in the process to initiate a visioning process to establish institutional goals for 2007-2010. Like the previous visioning process, IVC is committed to have a process that is inclusive of all stakeholders with input from both the external and internal community.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue existing practice in this area. IVC will continue to collect input, review, set, and complete goals that are consistent with the mission statement.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The Board of Trustees conducts yearly retreats and open forums to assess the progress of established institutional goals, make necessary revisions to existing goals, and/or the adoption of new goals. These work study sessions are open to the public and include the participation of all stakeholders including the board of trustees, administration, academic senate, classified staff, student government and the general public.

The following are highlights from the last three years:

February 23, 2004 Study Session
- Established 2004-05 budget priorities
- Established institutional goals and objectives for 2004-06

February 12, 2005
- Reviewed status of 2004-06 goals
- Established 2005-06 budget priorities
- Established program review process
- Reviewed administrative alignment

March 15, 2006
- Conducted a SWOT analysis (Strength, Weakness, Opportunities, and Threats)

March 11, 2006
- Established budget priorities for 2006-07
- Reviewed board governance
- Established institutional goals for 2006-07

Effectiveness in improving student learning is evaluated through the program review process. All disciplines and departments complete program reviews as individual benchmarks for student success. The program review analyzes student demographic data, grade distribution, and retention, student learning outcomes, support services, and departmental goals and objectives. Every year beginning 2006-07, all divisions and departments will be required to provide to the Vice President of Academic Services updated program reviews and student performance data from the institutional researcher to assess the accomplishment of stated goals. Each yearly update will require an assessment of stated goals, an evaluation of goal achievement, the revision or adoption of new goals, the review of student achievement, and the establishment of budget priorities for the fiscal year including capital equipment, facilities, and staffing (See Doc. 1.b.7).

The office of the Institutional Researcher provides quantitative data and reports to support the program review.

As the college moves towards the implementation of measurable student learning outcomes, data generated by these measures will be incorporated into the program review process.

SELF EVALUATION

The college meets the standard, and discussion is ongoing to continue improvement of current evaluative techniques and to develop additional evaluation measures as needed for assessing the achievement of our stated goals.

PLANNING AGENDA

Establish mechanisms to confirm the accuracy of data, and disseminate data widely and systematically for appropriate utilization by all stakeholders to aid in decision making.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The Budget and Planning Committee meets to decide the allocation of funds towards different programs offered by the college.

The Imperial Valley College Academic Senate represents the IVC faculty in formulating recommendations to the Imperial Community College District Board of Trustees on academic and professional matters. For the following items, the Imperial Community College District (ICCD) Board of Trustees will rely primarily upon the advice of the Imperial Valley College (IVC) Academic Senate:

- Curriculum, including establishing pre-requisites and placing courses within disciplines.
- Degree and Certificate requirements.
- Grading policies.

http://www.ivcas.org/page2.html

The purpose of College Council is to ensure faculty, staff, students, and administrators the opportunity to express their opinions and ideas at the campus level and to ensure that these opinions and ideas are given every reasonable consideration, and makes recommendations to the President and other policy making college committees.

The college identified and implemented strategies to increase its capacity by offering a compressed calendar with winter intercessions, by hiring new faculty, and obtaining grants such as the Title 5 ACCESO grants.

Through the years of 2002-2006, the changes that have occurred as a result of the implemented plans are as follows:

- Forty new faculty members have been hired.
- Online classes have been developed and offered.
- Winter intersession classes are now offered.
- The Visioning Process provided more access to the college for the community.

- The college was awarded two Title V grants.
- A bond measure was approved to allow for the development of new buildings.
- Initiated a Fire Science Academy
- Started noncredit education program.
- Initiated a Licensed Vocational Nurse Program through a grant with the Workforce Investment Board
- Restored the Agricultural Science program
- Started new construction and air conditioning programs

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

The college continues to seek ways to improve and strengthen the planning process.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

The Public Relations Consultant and the Office of the Institutional Researcher are responsible for providing the community college and the community with timely and accurate information related to college activities. These offices have always been responsive to requests for information from the college community. Currently, the institutional researcher is in the process of providing a link on our website showing all requested documentation for quality assurance assessment.
Each year the Board of Trustees receives an annual report on Program Review and annual updates for each three year cycle (See Doc. 1.b.8). The Program Review report includes an evaluation of the college's progress which includes assessment data, strengths and challenges, and suggested recommendations for changes that will strengthen program/departmental objectives.

Both the internal and external community are informed about the quality of IVC' programs through interaction and minutes of Board meetings. Board minutes include updates from the President, Trustees, Academic Senate, Dean of Business Services, and Associated Student Government (See Doc. 1.b.9). In addition, quarterly accreditation, instructional, and student services presentations provide the Board and the community with current information on the status of all programs and services.

Many publications are made available to the public including:

- The college publishes an annual pocket guide providing the public with pertinent enrollment data and budget spending graph.
- High school assessment results and enrollments are quantified, qualified, and reported back to the respective high schools to assess improvements in placement and transfer rates.
- Summer High School Recruitment Yearly Report submitted to the Superintendent/President is provided to all feeder high school superintendents and is available upon request at the President's Office.
- The class schedule is mailed to all households every term and includes Student Right to Know rates/data.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue existing practice in this area. IVC will continue to utilize documented program results both in communicating with the community and to allow the college community to assess internal effectiveness.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Institutional goals and program reviews are updated annually to assess the appropriateness and progress of established goals. Academic master plans are developed in three year cycles with the next cycle slated for 2007-10.
Systematic evaluations to improve instructional programs, student support services, and other learning support services are conducted through a network of committees and shared governance groups that review specific areas and disciplines including:

Academic Senate - The purpose of the Academic Senate is to:

1. Represent the faculty of Imperial Valley College to ensure a formal and effective procedure for participating in the formation of policies and procedures on Academic and Professional matters.

2. Promote and preserve the integrity of the educational program.

3. Facilitate communication between the faculty, the Board of Trustees, and the administration.

4. Develop policies and procedures related to Academic and Professional matters and to promote their implementation.

5. Assist the members of the faculty of Imperial Valley College in exercising their voice on Academic and Professional matters.

6. Develop, communicate, and encourage ethical and professional conduct.

7. Advise the Board of Trustees and administration on Academic and Professional matters.

8. Represent Imperial Valley College with the Academic Senate of California Community Colleges.

9. Reach mutual agreement with the President on matters relating to equivalency, hiring procedures, administrative retreat rights, and Academic and Professional matters pursuant to the provisions of the Education Code.

The composition of the Academic Senate includes 19 faculty representatives from all the college's academic disciplines.

Administrative Technology Advisory Committee (ATAC) - The purpose of the Administrative Technology Advisory Committee is to provide a communication forum for sharing of information between functional units using the integrated computer system, identifying and resolving technological issues, and making recommendations on behalf of end users to the Information Technology Executive Committee (ITEC).

The members of ATAC include functional leaders and technical users from each Banner module: Finance, Student, Financial Aid, and Human Resources.
Admissions, Registration and Petitions Committee - The function of the Admissions, Registration and Petitions Committee is to interpret and administer state regulations and college policies on admission, registration, graduation, and student records. Action is taken on student petitions for exceptions to policies and procedures.

The chairperson is the Chief Admissions and Records Officer with an indefinite number of faculty and classified personnel appointed by the President/Superintendent. Two student members are appointed by the Associated Student Government.

Campus Operations Committee - The purpose of the Campus Operations Committee is to study the physical appearance of the campus and buildings and offer suggestions and plans for its operation, growth, cleanliness and beautification. Additionally, this committee evaluates the operation of the College Center and the food services and develops recommendations as needed in these areas.

Composition includes: The chairperson of the committee is the Associate Dean of Student Affairs. The Superintendent/President appoints the following members: the director of Maintenance and Operations and two additional classified managers, at least three faculty members, at least three classified members, and at least three administrators.

College Council – The purpose of College Council is to ensure faculty, staff, students, and administrators the opportunity to express their opinions and ideas at the campus level and to ensure that these opinions and ideas are given every reasonable consideration. Also to establish a process that allows faculty, staff, students, and administrators the opportunity to make recommendations to the President.

The composition of the College Council includes three faculty members, three classified, three administrators, three students, and one classified manager. The President and Foundation Director are ex-officio members.

Competitive Athletics Committee - The purpose of the Competitive Athletics Committee is to encourage good sportsmanship, compliance with state and Board regulations, and the maintenance of a proper balance between athletic and academic programs. It also formulates policy regarding various athletic events.

The composition of the Competitive Athletics Committee includes the Athletic Director, three head coaches, two students, an indefinite number of faculty members, and two individuals from the community.

Customer Service Committee - The purpose of the Customer Service Committee is to promote and improve good customer service practices among IVC faculty and staff in order to assure a productive, courteous, respectful, and responsive working environment which is amiable and beneficial for our students and the community.

The composition of the Customer Service Committee is open to any campus employee or student who is interested in working to improve customer service to students, staff, and community.

Environmental Health & Safety Committee – The purpose of the Environmental Health & Safety Committee is to create and maintain a safe learning and working environment for its students, faculty, and staff.

The Environmental Health and Safety Committee is composed of the District's Safety Administrator, representatives from all major departments/areas, collective bargaining unit representatives, and student representatives.

Financial Assistance/EOPS/Veterans Committee - The committee functions in an advisory capacity as required by statute, the purpose of which is to review local policy and procedures for Financial Aid, EOPS, and the Veterans Program to insure compliance with all federal, state, and local laws and regulations.

Two sub-committees have been established to deal with area specific to Financial Aid:

1) The Petitions Committee meets monthly to review the policy and procedures governing students on financial aid probation and their students' rights and responsibilities.
2) The Appeals Committee meets monthly or as needed to hear the appeals of those students who have been denied financial aid due to lack of satisfactory academic progress but feel that mitigating circumstances need to be considered.

The composition of the Financial Assistance/EOPS/Veterans Committee consists of 16 members for the Advisory Committee, various member for the Petitions Committee, and 18 members for the Appeals Committee.

Instructional Technology Advisory Committee (ITAC) - ITAC's Mission Statement and Objections are as follows:

Mission Statement: "To support and enhance IVC's core mission of education by advising ITEC on matters of instructional technology."

ITAC will:

1) Adhere to IVC's Technology Plan as adopted by the Board of Trustees.
2) Make recommendations to both ITEC and PTAC about technologies needed for instruction.
3) Make recommendations on Policy and Procedures for Instructional Technologies.

Learning Support Services Committee - The purpose of the Learning Support Services Committee is to communicate about and provide support for the various aspects and programs of the learning services area.

The composition of the Learning Support Services Committee will include the Dean of Technology and Learning Services, one student appointed by the ASG, and an indefinite number of faculty representing various disciplines.

Matriculation Committee - The purpose of the committee is to act as an Advisory Panel to the Matriculation Director. The matriculation Director deals primarily with student services, but is also involved with academic matters (prerequisites) and fiscal matters relating to Matriculation funds.

The composition of the Matriculation Committee will include English and Math Divisions, representatives from Admissions, Counseling, Data Processing, EOPS, Disabled Students Program and Services, Transfer Center, Financial Aid, External Campus, and an indefinite number of faculty.

Planning and Budget Committee - The Planning and Budget process supports student success. The vision and mission statements of the college shall drive the planning and budget process, and funds are allocated to support the priorities stated in the college plans. Financial planning takes into account long-range projections regarding programs, services, costs, and resources. The college develops and submits plans and budgets according to the requirements of state and other agencies. The college's planning and budget process involves broad participation by all segments of the college community and the Board of Trustees. The college's planning and budget process employs open procedures that affirm collegiality through a spirit of mutual respect and trust.

The composition of the Planning and Budget Committee includes the Dean of Business Services, Academic Senate President, College Council Chairperson, one Administrative Representative appointed by the Superintendent/President, Director of Fiscal Services. Two faculty representatives appointed by the Senate, two classified representatives elected at-large, and one student representative appointed by the Student Senate, or an alternate.

Staff Development/Flex Committee

Student Affairs Committee- The purpose of the Student Affairs Committee is to evaluate and make recommendations concerning various areas of Student Affairs. This committee shall be responsible for recommending policies regarding student activities, clubs, assemblies, elected student bodies, commencement, disciplinary matters and other student activities. The composition committee includes the Associate Dean of Student Affairs, at least four faculty members, at least four classified members, and at least four students.
The college is in the process of merging the technology councils and committees into a single Technology Council to integrate technology related functions and recommendations. The new council will be developed within the share governance structure and be inclusive of all governance groups.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

That the purpose stated for each committee is carried out. That all committees continue to carry out their stated purposes.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

As indicated previously, Program Review is the mechanism used by the college to assess program effectiveness and planning. All departments are required to conduct yearly reviews to do self-evaluations and modifications to individual goals. Additionally, the college has a structured system of review and evaluations to ensure that instructional programs, support services, and learning services are effective in meeting the student and community needs.

The Imperial Valley College Academic Senate represents the IVC faculty in formulating recommendations to the Imperial Community College District Board of Trustees on academic and professional matters.

Students are offered a variety of information and methods in the Assessment Center to help them better understand their aptitudes, career plans and interests, study skills, English-language proficiency, abilities in various subjects, and past academic performance.

Student Support Services is federally funded by a Title IV grant. The grant is designed to support students who possess the potential and motivation to succeed in college, but whose success is delayed due to financial hardships, inadequate academic preparation, or language difficulties. The program provides many forms of support to ensure that students receive the best education possible within the existing system. The program aims at improving retention and success through working closely with counselors and instructors to meet the individual needs of students. This program impacts students through their entire college experience: from recruitment, to retention, to graduation, to job placement. Students served by Imperial Valley College are recent high school graduates, employed part-time students, and adults seeking instruction to obtain fluency in the English language as well as those who want to improve their skills in order to grow within a career ladder.

Eighty percent of students attending Imperial Valley College receive some type of financial assistance (Financial Aid Office). 31% of students receive federal PELL grants; 9.5% receive Cal Grant, making IVC the college with the highest percentage of students in the State receiving these benefits. 47% of our students receive BOG assistance ranking IVC 8th in the State (CCCCO Data Mart). The Imperial Valley College Financial Aide office provides information, application assistance and financial aid services to all current students and potential students. There are grants, work study, scholarships, and fee waivers also available to assist students with tuition, fees, books, supplies, food, housing, transportation, and childcare.

The Disabled Student Programs and Services of Imperial Valley College provide support services and instruction directly related to students' participation in the educational process. Students' maximum independence is promoted, their integration is encouraged, and they are directed toward a goal of self-advocacy. DSP&S supports students' full participation in educational activities consistent with the mission of the community college.

The Transfer Center and Articulation Services were established to enhance the mission of the college by providing a comprehensive array of services to assist identified potential transfer students to matriculate from IVC to four-year institutions.

Student Affairs Office is an essential and fundamental part of the college's educational mission. The department assists and provides students, staff, and the community with information regarding student activities, campus organizations, social and recreational activities. It is the center for the Associated Student Government Program. It trains students in social responsibility and for leadership participation in our democracy. The goal of Student Affairs is the development of the total person as well as stimulation of the intellect.

All support services are evaluated each year through the Program Review process.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue existing practice in this area. IVC will continue providing programs to promote student success.

STANDARD ONE
LIST OF EVIDENCE

Document	Name
1.a.1	Board Minutes 5/8/02 http://www.imperial.edu/about/agendas&minutes.html
1.a.2	Community Visioning Process www.imperial.edu/visioning/
1.a.3	Board Minutes 2/23/04 http://www.imperial.edu/about/agendas&minutes.html
1.a.4	Program Review Template
1.a.5	Board Minutes May 8, 2002 http://www.imperial.edu/about/agendas&minutes.html
1.a.6	Board Minutes 2/23/04 http://www.imperial.edu/about/agendas&minutes.html
1.a.7	Board Minutes 3/15/05 http://www.imperial.edu/about/agendas&minutes.html
1.a.8	Board Minutes 3/11/06 http://www.imperial.edu/about/agendas&minutes.html
1.a.9	Shared Governance Structure www.imperial.edu/visioning/vision.pdf
1.a.10	Program Reviews http://www.imperial.edu/academics/acc.htm
1.b.1	Board Minutes 5/16/06 http://www.imperial.edu/about/May%202006%20minutes.pdf
1.b.2	Vision 2006 Task Force meetings http://www.imperial.edu/Visioning/2006goals.pdf
1.b.3	Budget Planning Committee http://www.imperial.edu/Business_Services/Planning_Budget_Committee.htm
1.b.4	Board Policy 4020 http://www.imperial.edu/admin/BPChapter4July2004.pdf
1.b.5	Board Minutes 3/15/06 http://www.imperial.edu/about/agendas&minutes.html
1.b.6	Board Minutes 3/11/06 http://www.imperial.edu/about/agendas&minutes.html
1.b.7	Yearly Update on Assessment http://www.imperial.edu/academics/acc.htm
1.b.8	Board Minutes February 12, 2005 http://www.imperial.edu/about/agendas&minutes.html
1.b.9	Board Agendas http://www.imperial.edu/about/agendas&minutes.html

STANDARD TWO

Student Learning Programs & Services

STANDARD TWO
STUDENT LEARNING PROGRAMS AND SERVICES

Team Members:

Nina Blair, Faculty Co-Chair
Gonzalo Huerta, Administration Co-Chair
Val Rodgers, Faculty Co-Chair
Krista Byrd, Faculty/Division Chair
Kathy Berry, Associate Dean Nursing
Frances Beope, Faculty/Lead Counselor
Dawn Chun, Classified Manager/Researcher
Gaylla Finnell, Faculty
Frank Fernandez, Student
Melani Guinn, Faculty/Division Chair
Michael Heumann/Director Distance Learning
Mark Horsman, Classified/Student Services Spec
Victor Jaime, Vice President for Student Services
Carol Lee, Faculty/Director Transfer Center
Norma Nunez, Faculty/Matriculation Director
Robin Staton, Faculty/Coordinator ADS
Cathy Zazueta, Faculty/Assistant Librarian
Liana Zhao, Faculty/Division Chair

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Imperial Valley College provides high quality instructional programs, student support services, and library and learning support services consistent with the college mission: To foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community." In the responses to the accreditation survey, 47% of the respondents agreed that all instructional programs are consistent with the goals of IVC's mission statement, 16% disagreed, and 36% neither agreed nor disagreed or marked non applicable. (See Doc. 2.a.1)

Programs are developed by faculty, reviewed at departmental/division meetings, assessed and approved by the Curriculum and Instruction Committee (C&I) and recommended to the President and the Board through the Academic Senate. All courses and programs are evaluated in terms of

adherence to the college mission and contribution to degrees, certificates, employment, and/or transfer. (See Doc. 2.a.2) The C & I Committee is co-chaired by the Vice President for Academic Services and a representative appointed by the Academic Senate, currently the Transfer Center Director/Articulation Officer. All division chairs are voting members and instructional deans are represented. The Vice President for Student Services serves as a voting member, and minutes confirm that representatives of Student Services regularly attend C & I meetings to provide the Student Services perspective and to ensure that articulation/transfer compliance takes place. Initiation of a new program or revisions to a program may come from faculty, from advisory committees, and/ or from the Program Review and Planning process. (See Doc. 2.a.3)

The descriptions below reflect instructional program accomplishments and goals. The descriptions also reflect challenges instructional divisions face to meet the mission of the College.

Project **ACCESO** is a five-year, $2.7 million Title V grant that was awarded to Imperial Valley College in October 2004. The grant, currently in its second year, is designed to accomplish three primary tasks. First, ACCESO will design and develop a distance education program that will significantly expand the educational opportunities for Imperial Valley residents. Second, the project will expand student support development by providing online enrollment, counseling, assessment, and degree audit services. Finally, the grant will expand the technological infrastructure of the college to support the integration of technology into the total teaching, learning, and support services package.

To help achieve the first task, ACCESO has trained 35 faculty members to develop and deliver distance education courses. (See Doc. 2.a.4) Each faculty member was hand picked by the division chair and the Vice President for Academic Services to attend a one-week technology camp, complete a one-unit Etudes 101 course offered by Foothill College, and develop a hybrid-online course in conjunction with mentors within the ACCESO program. Thus far, 20 distinct courses have been developed; this translates into over 1,000 students enrolled in 52 hybrid/online sections in the first year alone. (See Doc. 2.a.5) By the end of the grant in 2009, enough course will be in place for students to complete their transfer or AA/AS degrees entirely online.

During fall 2005, C&I approved a form for the review and approval of Distance Education courses. (See Doc. 2.a.6) This form reflects IVC's commitment to faculty as the originator of a distance education proposal and the division chair and academic services vice president as the final advocate for the academic distance education program. The process includes appropriate review by Disabled Students Programs & Services staff. The form is in compliance with Title 5 regulations (Sections 55372, 55376, and 55378) and WASC guidelines for Distance Education courses.

On the student support development side, ACCESO purchased 20 computers for the Reading/ Writing Lab, 18 computers for the Assessment Center, and 44 computers for the El Centro and Calexico extended campuses. A number of software products were also purchased to meet student support needs, including Accuplacer, E-books, Skills Tutor, Reading Plus, and Tutor Trac.

Finally, to help expand the technological infrastructure of the college, ACCESO purchased two Dell XPS 600 multimedia computers, a streaming server, two LCD projectors, a mobile computer lab with 30 laptop computers, and site licenses for Turnitin.com, EasyGradePro, Camtasia, and Dreamweaver. As well, ACCESO has purchased and installed wireless network routers at various points on the main campus and at the extended campuses.

In only its second year, Project ACCESO has already reshaped much of the technological landscape of Imperial Valley College, and the lasting benefits of this project will be evident throughout the Imperial Valley for years to come.

Industrial Technology programs are part of **APPLIED SCIENCES** and includes a number of career-technical programs. The **Air Conditioning/HVAC** program was launched during the 2004-2005 academic year in response to community needs. One full-time faculty member leads the program. The **Automotive Body and Automotive Technology** program is taught by "Automotive Services Excellence" certified faculty and includes strong enrollment and excellent job placement. (See Doc. 2.a.7) **Electronics and Water Treatment** courses are taught by adjunct faculty members. A full-time faculty member was hired in the fall of 2004, and replaced in the fall of 2006, to expand the **Welding** program. Each of these programs has been strengthened through the investment of VTEA funds. **Apprenticeship** programs offer students the opportunity to participate in California Department of Industrial Relations, Division of Apprenticeship Standards (DAS) approved programs. Presently there are seven apprenticeship programs which were approved and implemented in July of 2005.

The Child Family and Consumer Science program is also a part of applied sciences. It is a long-term program with a child development major, including three certificate programs, and three specializations. The program is led by a director from classified management and includes three full-time faculty members. The department provides Foster Care education, Kinship education, and Independent Living education courses. Two laboratory schools, the IVC Preschool and the IVC Infant-Toddler Center, provide students with direct experience working with children. The curriculum was updated over the last five years to align with the California state curriculum matrix. The program receives the support of strong advisory committees, boards, and extensive community involvement. (See Doc. 2.a.8)

The **Workforce Development Center** is the One Stop Shop coordination point for the Imperial Valley Regional Occupational Program, Steps of Success (SOS), and the CalWORKS program. Unfortunately, reductions in state and federal funding required that major staffing reductions take place in the 2006-2007 academic year.

The **BEHAVIORAL SCIENCE AND SOCIAL SCIENCE DIVISION** has 15 full-time faculty and approximately thirty adjunct instructors. The division is seeking to hire five more full-time faculty, as well as a larger adjunct pool to accommodate the growing student need for general education courses. To further expand student access, the division is implementing online courses. At this time, history, sociology, and political science courses are being offered online. The division plans to add psychology and geography in 2007 after the necessary instructors have been trained in the summer intensive ACCESO training.

The Behavioral and Social Sciences division offers majors in administration of justice, alcohol and drug studies, anthropology, behavioral science, correctional science, human relations, psychology, social science, and is in the process of developing a history major. In addition, it offers certificate programs in administration of justice, alcoholism and drug studies, correctional science, and human relations. Instructors are also interested in establishing prerequisites to increase student success as well implement student learning outcomes.

The division needs to update its classrooms to create more "Smart Classrooms," since most faculty find the Internet is necessary to their instruction. The division is also suffering from a lack of computers; therefore, they are unable to utilize many campus systems necessary to carry out instruc-

tional and division duties. Due to budgetary constraints, faculty participation in professional development has declined. Many of the faculty have continued to attend conferences, but have had to finance such trips with their own income.

The **behavioral sciences** include administration of justice, alcohol and drug studies, anthropology, psychology, and sociology. **The Administration of Justice Department,** which includes P.O.S.T. (Peace Officer Standards and Training), works closely with the many correctional entities in the Imperial Valley. Many local law enforcement and justice department officials teach as adjunct instructors as well as support the department by serving on advisory committees. The department has increased pass rates for entry level and career advancement in its field. It plans to obtain grants for the program (especially in Homeland Security), and to develop a public safety training facility. Currently, the AJ Department is working with local state prisons to offer a federal corrections academy. Additionally, IVC is developing a program that would allow correctional officers to take courses and obtain their A.A. degrees onsite.

The **Alcohol and Drug Studies** program was accredited by the California Association of Alcohol and Drug Educators (CAADE) in 2004. The program was changed from a 33-unit program to a 36-unit program to meet the national drug and alcohol counselor standards in 2005. It offers a variety of courses that lead to a certificate and/or major in drug and alcohol studies. This program trains students to work in social-model and medical-model treatment programs. The ADS program prepares students to pass the CATC Exam (California Addiction Treatment Counselor) and obtain certification. The alcohol and drug studies program provides both academic classroom instruction as well as practical field placement experience. Graduates will be prepared to work in community based, mental health, residential recovery homes, and hospital settings. This program prepares students to work with multiple addiction problems as well as dual-diagnosis issues. The classes are articulated with other colleges and universities so students wishing to transfer to other institutions of higher education may prepare to obtain a bachelor's or master's degree in this or related fields. The ADS Program maintains a board of directors, which is comprised of community members who work in conjunction with the staff at IVC to assure that the community needs are being met by the college. This board also serves as a network to provide students their placement sites. The ADS program currently has one full-time psychology faculty member and adjunct colleagues. CAADE Accreditation is required every five years and will be due again in 2009. The Imperial Valley College ADS program is currently being used to help other colleges in the state develop their programs. The classes that are offered keep the community abreast of the most recent changes in drug and alcohol treatment and provide an opportunity for experienced professionals to stay current in their profession and skills. Additionally, the ADS program arranges meeting space for support and 12-step groups, such as the Veterans Alliance, Gay Straight Alliance, Alcoholics Anonymous, Narcotics Anonymous, Alanon, and Adult Children of Alcoholics. The groups are all open to the community as well as students and IVC employees.

Courses offered in **anthropology** include physical anthropology, cultural anthropology, Native American studies, and archaeological survey techniques, which give students an introduction to the bio-cultural diversity and antiquity of humanity worldwide as well as challenging them to understand issues of ethnocentrism and cultural relativism. Two full-time anthropologists and one adjunct colleague teach in this department, which serves approximately 180-230 students (a substantial increase in enrollment over the last ten years). Because it offers courses that are not available at Arizona Western College, the department attracts many students from Yuma, Arizona, as well as local students who plan to transfer to California universities and state colleges.

The anthropology department serves the greater community by participating in statewide "Archaeology Week." Native American fairs and career fairs are held on the IVC campus, in addition to off-campus lectures and field trips pertaining to archaeology and Native Americans in this region. Several instructors have also encouraged and organized volunteer participation in archaeological survey and curation in the Imperial Valley.

With the support of an award of $1,500 from the Imperial Valley College Foundation (2004-2005), the anthropology department began increasing the teaching resources available for physical anthropology courses. For example, casts to demonstrate evolutionary history of humankind were purchased, as well as audiovisual materials.

Imperial Valley College was the first community college in California to have a museum. The Imperial Valley Desert Museum (originally called the" Imperial Valley College Museum") was founded in 1975, and was located at 442 Main Street in El Centro for over ten years. In the late 1980s, it was housed on campus until it was moved to its current location in Ocotillo off Interstate 8. IVC has worked closely with the Imperial Valley College Desert Museum Society [IVCDMS] to build the museum's exterior, which was completed in 1995, via private funds on land donated by the Bureau of Land Management. In January of 2006, the IVCDMS received grants from the California Cultural and Historical Endowment (CCHE) and Desert Protective Council, in addition to numerous contributions from private donors, to finish the museum. The museum's interior construction and exhibit preparation are scheduled to be completed by October 2006, and ready for public viewing by January of 2007. More than 9,000 artifacts gathered from over 8,800 recorded archaeological sites throughout the Imperial Valley are housed in the museum, as well as the Southeast Historic Resource Information Center.

The museum and the archaeology program work together to give IVC students many opportunities to gain hands-on experience. Students volunteer at the museum, sorting photos for exhibits, researching information for exhibits, copying site forms, putting maps in order, and assisting in setting up exhibits. When the building is completed students will be able to volunteer in the archaeological lab as well. Because of its contact with various archaeological consultants who have projects in the area, the museum has been able to refer IVC students to those consultants looking for students who can work on their projects. In the summer of 2006, IVC graduates who were working on their bachelor in anthropology were hired to do fieldwork on a major power line, which helped them gain experience and professional connections in their chosen field.

The **psychology** major is one of the most popular majors at IVC. Collaboration with Northern Arizona University has produced an agreement that gives IVC students the opportunity to obtain a bachelor degree in psychology locally without the expense of out-of-state tuition or relocation. The department has lost two full-time instructors since 2004, and is in great need of more faculty to fill the demand for classes.

Although the division has no major in **sociology**, both administration of justice and nursing majors require students to take sociology courses. Thus, another full-time sociology instructor is necessary. To date, there has been no demand for a major in sociology.

Courses in the **social sciences** (geography, history, and political science) are taught by nine full-time faculty members, including five full-time faculty members who have been hired in the past three years. Geography courses are being taught by one full-time faculty member. Five history and two political science full-time instructors, along with a number of adjunct faculty, are responsible for providing instruction to all students seeking to meet the IVC's American history and institutions requirement for graduation, as well as offering social science electives for various majors.

Geography courses are currently taught by one full-time geography instructor and one adjunct instructor. The full-time faculty member, who was hired in 2004, is also the first full-time IVC instructor with a Ph.D. in geography. Courses currently taught in IVC classrooms include Cultural Geography 102 and Physical Geography 100. All of the sections of both of these courses have high attendance. Therefore, in 2007, as an additional service to the student body it is anticipated that Cultural Geography will also be offered as an online course. As part of their interaction with students, the geography faculty in 2006 became co-advisors to a student campus club, Students for Political Awareness (SPA). As an existing club, SPA has been very active in community service including candidate forums, Christmas programs for children, and food assistance for needy families. Geography's contribution to SPA will include additional community activities such as "Adopt-a-Highway," recycling activities, and fund-raisers to increase the clubs interaction with the Imperial Valley. In addition, SPA's geography faculty is now researching travel activities for students including a trip to San Francisco for a geography conference and an international-education journey. With its involvement in the IVC Liberal Studies program, student activities, and the Imperial Valley community, geography has become a crucial part of Imperial Valley College.

History faculty members are completing the documentation to develop an A.A. degree in history, which will be submitted for approval by December of 2006. To this end, new courses were developed during the 2004-05 and 2005-06 academic years to add depth and breadth to the offerings in history. Some of these newly developed courses include Mexican-American history, East Asian history, the Middle East since Islam history, and American Women's history. These elective courses will be offered to prospective history major students on a two-year rotating basis. The A.A. degree in history is targeted primarily at transfer students who may wish to teach history at the high school level, or who may be interested in advanced study in the field. Currently, an A.A. degree in social science is offered to students who are looking for a general degree appropriate for transfer to a social science teaching credential program. It is anticipated that with the development of our history major more full-time and/or adjunct faculty will be needed. Additionally, with the recent change to the American history and institutions requirement for graduation as mandated by the state, which requires all associate degree or transferring students to take an American politics course, additional full-time and adjunct faculty will be needed in political science as well.

Political Science courses are currently taught by two full-time instructors and several adjunct faculty members. Courses regularly offered include: Introduction of American Government, Introduction to Political Science, and American Government and Politics. Comparative Politics, and Introduction to International Relations are offered on a rotating basis. Since American Government and Politics is a required course for all degree applicants and transfer students, all offerings meet or exceed quota. To better serve our students, this course will be offered online beginning in the spring of 2007. As additional full-time faculty members are added to the department, new courses will be developed with the ultimate goal being the development of a political science major. To enhance the student learning experience, the department started a student club, Students for Political Awareness (SPA), during the fall semester of 2004. (http://www.imperial.edu/gaylla.finnell/SPA/Home.htm; see Doc. 2.a.9). The club was named IVC Club of the Year for school years 2004-2005 and 2005-2006 and has approximately 40 active members and 60 e-mail members. Students are given numerous opportunities to experience firsthand the concepts and principles taught in the classroom through political action, community service, and networking with other community organizations. Several club members have become members of the IVC Associated Student Government, assuming active leadership positions in the campus government. This year, the club added additional faculty advisors to meet the needs of the students and has begun including issues related not only to political science, but also to history, geography, geology, environmental science, and administration of justice.

The **BUSINESS DIVISION** includes both transfer and certificate programs, and recently a noncredit program was developed that gives students the opportunity for a career ladder into the credit program. Business Division programs provide opportunity for students to pursue certificate, associate degree, or transfer educational programs as well as professional development. Eight full-time faculty and numerous adjunct instructors offer courses in areas that include business administration, management, marketing, retailing, office administration, computer information systems, legal assistant, real estate, and multimedia.

Enrollment remains constant in the **Business Administration** transfer program courses, such as accounting, economics, and business law, and the three-full time faculty members in those areas continue to collaborate with the articulation officer and San Diego State University faculty and other four-year schools to ensure the curriculum meets transfer requirements.

Office Administration faculty members worked with IVC counselors and CalWorks personnel during spring 2006 and completed a plan to schedule fall certificate classes in four eight-week blocks to allow students to complete an Office Technician program in one year. The plan was expanded during summer 2006 to include the Accounting Technician program. (See Doc. 2.a.10) The Business Club, which is sponsored through the Office Administration program, is active and gives the students opportunities to observe and learn through new experiences connected to field trips and fundraising. For the last four years, the club has worked with a community group to develop, organize, and implement the annual Salton Sea International Bird Festival. (See Doc. 2.a.11)

Two full-time faculty members lead the **Computer Information Systems** department.
One CIS Instructor is A+ Certified and the computer repair course includes A+ Certification concepts, but a challenge is faced in expanding equipment and facilities to meet the demand for additional sections. CIS faculty members have assessed the need to add Networking Certification courses and are looking for ways to secure funds and obtain space for an equipped network lab. A Multimedia Certificate was developed and implemented in conjunction with the Humanities Division/ Art Department and was approved fall 2005. CIS faculty members worked with the Science/Math/ Engineering Division to coordinate CIS curriculum for the Computer Science program. Working with ACCESO, CIS faculty developed CIS 050, Orientation to Online Learning, to help students succeed in taking online courses. Two CIS faculty members have participated in the ACCESO technology camp and are offering Telecommunications and Introduction to CIS online. To increase access for students, additional online/hybrid CIS courses are being developed.

Real Estate courses are supported by the Imperial Valley Board of Realtors. Although enrollment remains strong in real estate principles and practices courses, in consultation with members of the Board of Realtors, the real estate major was inactivated spring 2004 to provide time to work with the real estate community to develop curriculum that more precisely meets their needs. (See Doc. 2.a.12)

To address the growing need for employees in retail businesses in the Imperial Valley, a **Noncredit** retail program was developed in conjunction with the Business Service Excellent Partnership which included the Workforce Investment Board, Imperial Valley Regional Occupational Programs, and the National Retail Federation (NRF) to offer courses in sales and customer service that will prepare students for the NRF Certification test. (See Doc. 2.a.13) Through the Professional Development project developed through the Region 10 Consortium, Customer Service Academies have been offered that include courses from Customer Appreciation to Conflict Management and Employment Law to Email Etiquette and have been well received by the business community.

(www.professionaldevelopmentacademy.com; see Doc. 2.a.13). The Business Division partnered with the Imperial County Work Training Center to develop the HUD-HSIAC Project proposal for the Imperial County Colonia Empowerment Project and training is in progress. (See Doc. 2.a.13)

Business division faculty members worked with the legal community to revise the **Legal Assistant** program. (See Doc. 2.a.14) Courses are taught by local attorneys who have a commitment to ensuring students in the program receive the education and obtain the skills needed to succeed in the field. Courses are held primarily at extended campus sites and are scheduled during the evenings to allow students already working in the field to pursue their education.

The Business Division Advisory Committee members assist division staff in maintaining programs that match the realistic needs of business in the community. Because of input from the advisory committee, supervisory courses have been developed through the noncredit program and are currently being reviewed by the Chancellor's Office. Also developed with input from the advisory committee was an Employment Readiness Certificate that addresses the business community's concern that employees and applicants need to develop the skills needed to successfully seek and maintain employment. Challenges to meet the needs of the community include implementing a student placement center and a tracking system to evaluate/analyze the success rates of students who transfer or transition to the job market.

The **Library Technician** certificate program was implemented in 1997, and the Library Technician associate degree program was implemented in 2005. To date, 55 students have received their certificates, and one student has received the associate degree. The "No Child Left Behind" requirements are being implemented in California, requiring that school library support staff seek library technician certification. At present, one local school district and one public library, in addition to several school districts and public libraries in the nearby Coachella Valley area, require the Library Technician certificate in order to qualify for a raise. Two Library Technician courses are currently offered online. All faculty in the Library Technician program have an accredited Master of Library Science (M.L.S.) or a Master of Library and Information Science (M.L.I.S.) degree.

Two lab technicians staff the **Business Division Computer Lab** which is open in the evenings and has 57 workstations. All division programs are supported as well as other courses across campus since the lab is open to all students. The lab has current software applications, Internet access, and is equipped with JAWS screen readers for people with sight disabilities.

The **ENGLISH DIVISION** offers courses in both pre-collegiate basic skills courses and those leading to an associate degree. An English-as-a-Second-Language (ESL) program is offered at both main and extended campus sites. The six programs maintained by the English Division represent a comprehensive language arts curriculum:

University Transfer
ESL
Basic Skills
Reading
Writing
English Major

In fall 2006, the English Division instituted prerequisites for basic skills reading and writing classes as well as university transfer-level courses. The prerequisite system ensures student progress is consistent with student learning outcomes. (See Doc. 2.a.15)

The college's recent budgetary difficulties have resulted in instructors attending conferences at their own expense. A one-time Basic Skills allocation will fund faculty attendance at conferences for 2006-2007. The English Division Staff Development/Flex activities were also curtailed due to budgetary difficulties. The budget crisis resulted in the loss of eight full-time instructors by fall 2006. Finding full- and part-time replacements has been difficult, due to the college's low rate of pay for adjuncts. The English Division needs to hire more full-time faculty and adjunct faculty who have graduate training and regency in course-specific reading methodology.

English instructors are utilizing technology to enhance instruction with the assistance of the ACCESO project and its summer "Tech Camps." In spring 2007 the department will offer five online English courses and five web enhanced ESL courses. Plans are being made to send instructors to TechEd in the spring 2007.

The **English-as-a-Second-Language** program meets the academic and vocational needs of the non-English-speaking population of the Imperial Valley through a five-semester course of study. The ESL Program is comprehensive, offering five sequential levels in conversation, vocabulary, grammar, and composition and reading. Both day and evening classes are offered at the main campus and at the extended campus sites in Calexico and El Centro. There is a lack of qualified adjuncts. Raising the rate of adjunct pay to $60, would attract qualified adjuncts from outside the Imperial Valley. The department lost three full-time ESL instructors between the spring and fall of 2006. Three full-time temporary instructors were hired, but permanent faculty need to be hired soon.

The ESL program is now offering noncredit courses in response to community requests through the Visioning process. Further noncredit courses are currently being developed and are expected to be offered in the winter of 2007 to serve specialized community groups such as service-industry employees or foreign-born nurses. The ESL program is considering including Vocational ESL. A new ESL program for nursing students is scheduled to begin in the spring of 2007. Administration has asked for the development of distance education ESL courses. A number of ESL instructors attended the summer 2006 ACCESO technology camp and are developing online ESL classes for fall 2007. ESL faculty is concerned about the effectiveness of oral language acquisition through an online medium.

The English Division's **basic skills program** provides a foundation in the fundamentals of American English through developmental reading and writing sequences. The Writing Lab offers workshops on specific writing problems and skills as well as individual help with papers written for any discipline. A site license allows students to work individually on writing skills development with myskillstutor.com, and on reading skills through Reading Plus. Both programs can be accessed by students on or off campus.

The English Division **reading program** covers basic reading skills to transfer-level critical-thinking courses. Students are placed using multiple measures and the ACCUPLACER test. The COMPASS evaluation offers students the opportunity to advance quickly through the developmental reading program based on the student's skill acquisition. Reading lab assignments are individualized and self-paced through the Reading Plus program. Basic Skills money insures Compass testing for five more years. and one more year of the Reading Plus program. The division is continuing to develop and offer online reading courses through the ACCESO program.

The English Division's basic **writing program** provides students with individualized assessment and placement using ACCUPLACER. Courses are offered in very basic developmental writing

through transfer-level courses. Since fall 2005 the Writing Lab has offered individualized help with writing assignments to students from all disciplines. The Writing Lab also provides computers for word processing for students writing papers, regardless of the discipline. New computers are being purchased for the lab. More writing tutors are needed to meet student requests for writing help. This has been hindered by budgetary restrictions. The division is continuing to develop and offer online writing courses through the ACCESSO program.

The **English major program** prepares students for transfer to four year colleges and universities. The current strength is the continuous offering of the Survey of English and American Literature sequences and Creative Writing. The division needs to consider restoring the World Literature course, pending student need. The English Club offers English majors, and other interested students, an opportunity to explore writing and literature outside the classroom environment.

The **EXERCISE SCIENCE, WELLNESS, AND SPORTS Division** includes a well-balanced men's and women's intercollegiate sports program. The **physical education** program offers developmental, A.A., vocational, and transfer opportunities for students, including aquatics, individual and team sports, adaptive PE, dance, aerobics, strength training, coaching theory, and sports psychology. Additional women's sports programs need to be developed. Physical education facilities need to be upgraded through the purchase of safe and up-to-date cardiovascular and strength training equipment.

The **HUMANITIES Division** includes the arts, communication, philosophy, and foreign languages. There are 15 full-time faculty members and numerous adjunct instructors in this division. As is the case with other divisions at IVC, the Humanities Division is working to develop online courses in order to increase student access to the college. It is also attempting to upgrade its classrooms with wireless Internet, DVD/VCR players, and projectors to enhance information literacy skills and reach students whose learning styles are more visual and/or audiovisual. The division has started several new clubs to keep students practicing newly developed skills outside the classroom.

The **art/art history** program is taught by three full-time faculty members. Students can meet vocational, degree, and/or transfer goals in the areas of painting, drawing, design, photography, ceramics, graphic design, photojournalism, gallery display, art history, humanities, and career preparation in the visual arts. New classes have been developed in digital media. The department would like to expand its offerings in this area by adding digital photography, video, and installation art; however, there was difficulty finding qualified instructors to teach these courses. The department plans to better advertise these positions in the future and target key people at other schools to help recruit new faculty. There is also a desire to offer courses in metalsmithing, printmaking, and interior design in the future. Two fulltime instructors have attended the ACCESO technology camp to learn how to create online courses in art history. One of the instructors has developed an online course which is experiencing great demand from students. Interest in studio art has grown by over 150% during the past 5 years with many student exhibits each year and strong partnerships with local art organizations. However, the art gallery burned down in the fall of 2005, which left the department with no place to exhibit art on campus and hurt the career preparation courses as well. Plans are underway to rebuild the gallery. The department needs additional qualified adjuncts, updated facilities, and software and hardware to keep students current. It also plans to set prerequisites, review retention rates, and suggest intervention strategies for students who are having difficulty completing courses.

The **foreign languages** (French and Spanish) are taught by five full-time instructors and numerous adjunct faculty members. Many courses are now taught online and clubs are becoming popular

among the students. Faculty would like to update the lab with wireless hand-held computers, and more student tutors are needed in both French and Spanish. A "Foreign Language Learning Center" should be developed to support a Study Abroad program.

French courses are taught by one full-time faculty member. Most of the first-year courses are taught online with students using computers both at home and on campus to learn and practice French. Enrollment has steadily increased in the past five years, as the full-time instructor has taught many overload classes. During the past year, enrollment decreased due to an effort to move too rapidly toward a totally online course format. However, as the level of computer expertise among both students and faculty rises, enrollment in French should resume its upward pattern. The French Club goes to San Diego every semester to watch a bilingual French/English play.

Spanish courses are taught by five full-time faculty members and include courses for beginning speakers and native speakers. Four of the five full-time instructors have attended the ACCESO technology camp to learn how to create online courses in Spanish. Spanish 100 and 110 are currently taught online, and two instructors are developing online courses for Spanish 200 and 220. In response to student and community demands, the Spanish instructors have created a new course entitled "Spanish for Health Professionals." This course has been passed through the Curriculum and Instruction Committee and the Spanish Department is working closely with the nursing school to choose the optimal time to begin offering this course. (See Doc. 2.a.16) Additionally, the department has begun providing courses six days a week in order to meet the community's need for weekend classes. However, the only course showing successful enrollment on Saturdays has been Spanish 100. Many of the adjunct instructors teach at the local high schools as well as at IVC, which has helped the Spanish Department to increase community awareness of its programs. In the fall of 2006, the department started a new Spanish Club. The department is making progress in the creation of placement tests for Spanish students with the hope of developing an online placement test.

Journalism courses are taught by a new adjunct instructor, a columnist and former editor of the *Imperial Valley Press*, a local community newspaper. He will work with the photojournalism instructor, a full-time faculty member from another division, to guide students in producing their campus newspaper, *Left on Aten.* There are plans to produce three papers per semester. The Humanities Division hopes to create a full-time position in journalism, so that the paper can continue to thrive and give students more of a voice on campus.

Music courses are taught by two full-time faculty members and several adjunct instructors. Enrollment has grown by 56% during the last five years. Students have access to comprehensive hardware and software in the MIDI computer lab which has 13-stations each with an Alesis synthesizer. The music department also has a 4.1 digital recording studio with isolation booth and classes are available in digital recording. Many public performances take place on the IVC campus and throughout the community in partnership with other community music groups. IVC's first online course, Music 102 Online, was offered in 2000. The growing program needs a performing arts facility and space for the 409 students attending classes and using practice rooms. Additional practice rooms must be soundproofed, and a separate room for a MIDII computer lab needs to be developed.

Philosophy courses are taught by one full-time faculty member, who was hired in the fall of 2004, and one adjunct instructor. The department needs another adjunct instructor to meet the demand for classes, and to allow the full-time instructor to develop new courses. With the help of the library staff, the department has substantially expanded the instructional audiovisual resources, which has

helped both instructors appeal to a broader range of students. In the fall of 2006, the full-time instructor organized a student-driven Philosophy Club on campus to address growing enthusiasm for philosophy. The club will give students an opportunity to explore philosophy outside the classroom. Club members will listen to guest speakers and view films with philosophical themes to stimulate discussion about contemporary moral dilemmas, such as war, global warming, abortion, gay marriage, and constitutional issues. The full-time instructor sponsoring the club hopes to encourage the reading of primary texts, such as Sartre, Camus, and the Platonic dialogues, since IVC course reading is limited to textbooks.

Speech courses are taught by four full-time faculty members and numerous adjunct instructors. Three of the full-time instructors were hired recently – two in the fall of 2004, and one in the fall of 2005. The courses include Speech 100 (Oral Communication), Speech 110 (Public Speaking), and Speech 180 (Argumentation and Debate). Enrollment in Speech 100 is always very high due to a constant demand for this required course. One instructor has attended the ACCESO technology camp to learn how to create an online/hybrid version of this course. Speech 180 has become a popular course, and students have requested that an intermediate debate course be developed so that they can continue to hone their debating skills. The department recently purchased two DVD camcorders to film students debating and delivering speeches for use in future classes, as well as to give current speech and debate classes the opportunity to view and critique themselves. A new communication arts major was approved in the 2005-06 academic year. There are also plans to start a speech club for students who are interested in gaining more practice speaking outside the classroom. In April of 2006, the Academic Senate passed a motion to approve a two-semester pilot study to test the infusion of one of IVC's student learning outcomes – information literacy—in Speech 100 and Math 90 courses. Thus, the Speech Department will be monitoring the success of this SLO's infusion using an existing, validated information literacy test.

Theatre arts classes are taught by one of the full-time speech faculty members. Both "Introduction to Theatre" and "Fundamentals of Acting" courses are offered as a part of the general education at Imperial Valley College. However, the associate professor in charge of theatre believes that he cannot develop a theatre program due to both a lack of funding and a dedicated space for rehearsals, set/costume construction and storage, and performances.

The **NURSING EDUCATION AND HEALTH TECHNOLOGIES Division** includes a variety of major and certificate programs. The philosophy of the division's programs is congruent with the mission and goals of Imperial Valley College. The wide variety of programs offered in the division meet the needs of a diverse group of students with varying levels of educational background, skills and goals. The faculty accepts, as major tenets, the identification and awareness of the needs of the community, consideration for the cultural diversity of the populations, acceptance of responsibility for providing the highest quality of instructions, and open access for all students. Nursing programs include (Associate Degree, (RN)), Vocational Nursing (LVN, both associate degree and certificate), Certified Nurse Assistant Training, and Home Health Aide certificate. Allied Health Profession programs include Medical Assistant Certificate and Pharmacy Technician Certificate (added in Fall 2006) programs. EMS programs include Emergency Medical Technician and Paramedic programs. Additional programs include Fire Science and a Fire Academy, which was added to the curriculum in Fall 2005. Central to all programs is the Nursing Learning Center which houses skill labs, a 24-computer lab and tutoring center. During the 2006-07 academic year the division has been able to purchase several simulation mannequins through several nursing grants. These mannequins should greatly enhance educational experiences, increase critical thinking skills of students, and assist the faculty in student skill competency evaluations at a variety of health profession levels.

The Nursing programs have embraced the college's student learning outcomes, and have incorporated all five SLO's into the associate degree nursing clinical evaluation tool. The associate degree-nursing curriculum was revised and implement in 2003 with the first class graduating in Spring 2006. The nursing faculty spent four years reviewing, evaluating and finally developing the curriculum. The California Board of Registered Nursing approves the program. The associate degree program admits a base of 20 students each semester, and has expanded that number to a total of 40 students each semester through expansion grants. However, even with this expansion, the program is impacted. For Fall 2006, 160 applicants were reviewed – 40 students were selected for the freshman class, and 30 LVN – RN applicants applied for 10 advance placement slots. The vocational nursing program admits 20 students every 3 semesters. The NCLEX pass rate for July 1, 2005 - June 30, 2006 was 80%, the NCLEX-PN pass rate for the same period was 89.4%.

Nursing curriculum integrity is measured by several variables, including in-class assignments, course specific exams, standardized exams through Assessment Technology (ATI), which are national normed exams, and the NCLEX exam (the national exam for RN and LVN licensure). The program keeps detailed statistics on student achievement, progress, and demographics, which are provided to the Boards of Nursing each year. The Director, and faculty review final grades, ATI scores, and NCLEX pass rates annually for the purpose of instructional improvement or curriculum modifications when indicated.

The Committee of Accreditation of Education Programs for the Emergency Medical Service Professions accredits the **Paramedic** program. The program trains 20 paramedic students annually. As the only program in the Imperial County, the Paramedic program trains the majority of paramedics within the Imperial County in addition to paramedics in Riverside and San Diego Counties. The EMT program is the first step for many emergency workers in the county. In addition to Imperial Valley College students, the department trains 15 Federal Border Patrol agents for the BORSTAR Unit (emergency response teams) annually. Both of these programs use external outcome measures (the National Registry Exam) to measure student outcomes.

The **Fire Academy** was begun as a collaborative effort between Imperial Valley College and the County of Imperial in fall 2005. This two-semester course is taught by faculty who are approved by the Chancellor's office and are active fire professionals. The Coordinator of the program and lead instructor is the County Fire Chief. Instructors are all City Fire Chiefs, Captains, or experts in the field in which they teach. The Academy graduated 16 students in June 2006. The fire science program has recently expanded as Firepersons seek additional training and education. Both the California Chancellor's Office and the California Fire Chief approve the curriculum for all Fire Academy and Fire Science programs.

Given the shortage of medical assistants in the Imperial Valley, demand for participation in the **Allied Health** program is high. The Health Assistant/Home Health Aide graduates perform well on state certifying exams and many graduates transition to nursing programs. In 2005 graduates from the **Medical Assistant** program began taking state-certifying exams at the end of their program. However, with the exception of self-reporting this information has not been made available to training centers. The Medical Assistant program graduates 20 students each semester, who have completed course work and clinical experiences in either the front-office or the back-office courses. The **Pharmacy Technician** program began in the fall of 2006, with an enrollment of 50 students. The Pharmacy Technician program is utilizing the National Pharmacy Technician Model Curriculum as the foundation for the Imperial Valley College curriculum.

Enrollment in courses in the **SCIENCE, MATH, AND ENGINEERING Division** is especially strong, with courses in astronomy, biology, chemistry, environmental science, and math closing quickly.

In the fall of 2005, the college was awarded a **Title V Cooperative Grant** from the Department of Education to develop 2+2 transfer programs in computer science and nursing via a partnership with SDSU Imperial Valley Campus. The grant was developed to respond to the community need for additional nurses and computer science trained employees. This five-year grant is funding the hiring of two tenure-track faculty members, curriculum development, and equipment. The district will be funding these two faculty positions when grant funding ends.

Faculty in the **science department** this division has met routinely to help design a comprehensive new science building and other facilities using the bond funds. A campus-wide effort is taking place to develop plans for the use of the existing science buildings once they are vacated.

During the 2005-06 academic year, the IVC Academic Senate approved the realignment of the **Agriculture** Department to the Division of Science, Mathematics, and Engineering. Faculty regularly met with Imperial Valley high school teachers of agriculture to discuss university-bound students who planned to attend IVC during their first two years of college. An Agriculture Advisory Committee was formed and meets monthly to continue developing this program. There are 17 transfer and two vocational agriculture science courses taught by one full-time faculty and adjuncts.

Many sections of the **astronomy** transfer course are taught by a new contract faculty member. Community members and K-12 students visit the planetarium—the only one in the county. A new planetarium is included in the plans for the new science building. The **biology** program includes twelve transfer and two vocational courses, with anatomy, physiology, and microbiology needed for the nursing program. Courses are taught by six full-time faculty members, including four new contract colleagues. Many sections of six different **chemistry** transfer courses are taught by two contract faculty members. The key cross-indexed transfer course of the agriculture science**/environmental science** program is Agriculture 110/Environmental Science 110, “Man and his Environment,” taught by two new contract faculty members and adjuncts. The department hosted an environmental science lecture series for the local community and students to raise the awareness of environmental issues, such as the protection of balance in the ecosystem. The three transfer courses in the **geology** program are taught by a new contract faculty member. One **physical science** and four **physics** transfer courses are offered. A few of the new science courses, Field Ecology and Conservation Biology, General Botany, Ethnobotany: Plants and Human Cultures, and Geology Field Studies have been developed by the science department in order to better serve our student needs. The **science lab** offers open lab hours every semester to serve walk-in students for the study and review sessions.

The **mathematics** program has an extensive curriculum with three developmental courses, 17 college-level courses, and a lab with an instructional specialist and tutors. The department hosts a highly successful annual math festival that reaches out to over 350 high school students countywide. A significant achievement during fall of 2004 was the department’s decision to establish common final exams for the Math 70, 80 and 90 classes. This decision has increased similarity among class syllabi for the same course. In the last few years, the mathematics department has offered four math courses in hybrid and/or on-line format. The faculty is very interested in developing more hybrid and distance education curricula. Several new courses have been developed in order to better serve students’ needs such as Math 113 and 241. Furthermore, the course outlines of classes were updated or are being updated in 2006-2007 in order to have a better correlation

with similar courses at other community colleges. Faculty members strive to maintain currency in the curriculum, confirmed by recent presentations at the AMATYC and CMC3 and faculty attendance at various conferences. The department is leading a pilot program to assess institutional student learning outcomes in Math 90 sections. The department maintains high academic standards. For example, extensive dialogue this fall resulted in a campus-wide decision to raise graduation standards to the competency level of Math 90. In the summer 2006, IVC has set in a new placement test for mathematics which will be studied in the 2006-07 year to ensure that students are placed in the appropriate classes. A new math lab manual for the tutors is also being developed.

The department reactivated the **engineering** program in response to the need of local industries. Three new lower-division transfer engineering courses have been developed.

One challenge facing the division is the inadequate pool of faculty candidates – both part-time and full-time – available to respond to student demand. In order to respond to demand, many full-time faculty members teach extra classes and most adjunct faculty are teaching the maximum number of units allowed. Currently, there are no instructors available to teach biostatistics, biotechnology, or medical technology. The division also needs more reliable clerical support. Faculty want to work collaboratively with other divisions to develop more courses taught using distance education technology. More outreach is needed to both industry and middle schools. It is hoped to develop a biology major. New courses need to be developed in astronomy and additional K-12 school field trips should be planned. Moreover, new courses are needed in geology. The hours of the math lab need to be expanded and math tutors should receive additional training. New computers and software programs need to be purchased for the math lab. Classrooms need to be upgraded to respond to new teaching and learning styles that use technology, Internet and LCD projectors. The students desks also need to be replaced to correspond to the surface area the students need for all the material such as graphing calculators and/or laptop computers. Online formats need to be developed for additional math courses.

Many of the programs described above are challenged to provide appropriate levels of access for students. A major concern is hiring and retaining faculty. The Curriculum and Instruction Committee (C&I) makes recommendations for new full-time faculty positions. These recommendations are based on both quantitative and qualitative criteria including the fill rate, full-time/part-time ratio, certificate/degree completion requirements, availability of adjuncts, program accreditation requirements, community needs, and the Program Review and Planning process. Normally, data is presented to C&I in November of each year for action at the December meeting. (See Doc. 2.a.17) As for replacements for retiring or resigning faculty, the Vice-President for Academic Services, the division chair or department head, and the President of the Academic Senate come to a consensus and make a recommendation.

Beginning 2004, a key strategic goal for IVC was to increase student access through the hiring of 50 additional full-time faculty by 2006. (See Doc. 2.a.18) Thirty-six of these faculty members have been hired. However, due to a budget crisis in fall 2005, a hiring freeze was implemented. (See Doc. 2.a.18) Salary savings due to this freeze, combined with close monitoring of all expenditures and a negotiated return of the 2006-07 raise, allowed the college to effectively weather the fiscal storm; and toward the end of the 2005-2006 academic year, increases in state allocations suggested that some faculty, classified, and administrative positions could be “thawed.”

At a special meeting on April 6, 2006, previous rankings from C&I meeting of October 21, 2005, were suspended as well as the previous method, “The Ponce method,” for developing those rankings. The lists of replacement and new positions were separated, and additional replacement

positions were identified. (See Doc. 2.a.19) C&I reviewed all open positions, taking into account both quantitative and qualitative data at a special meeting on April 13, 2006. Of sixteen openings at that time, six positions were recommended for initial replacement. (See Doc. 2.a.19) As the budget improved and the negative effect of faculty resignations and retirements continued, a second recommendation of eight positions was made to the President. (See Doc. 2.a.19) This recommendation was approved by the Academic Senate and the Planning and Budget Committee and sent to the Superintendent/President. (See Doc. 2.a.19) The Superintendent/President made the final decision to thaw a number of faculty and staff positions. (See Doc. 2.a.19)

SELF EVALUATION

IVC meets the standard, but challenges include the need for new full-time faculty, additional qualified adjunct faculty, updated facilities, updated hardware and software, and adequate funds for instructional supplies.

With limited state, district, and college resources, the goal of hiring new faculty must be prioritized to increase student access and develop new courses and programs. The financial circumstances in the fall of 2005 significantly affected instructional services. The instructors and support staff who resigned and/or retired were not replaced. The atmosphere of fiscal uncertainty seemed to generate additional resignations. In addition, instructional supply budgets were cut. In fall 2006, temporary relief came in the form of Senate Bill 361 which allocated one-time funding for instructional equipment, basic skills, and instructional materials, but it does not address long-term issues such as increasing full-time faculty and support staff.

PLANNING AGENDA

The Academic Senate has begun developing a plan to evaluate the fiscal impact of replacing faculty who resigned and retired. In addition, the Senate will also work with the Vice-President for Academic Services to develop ways to increase IVC's pool of qualified adjuncts.

The Vice-President for Academic Services will investigate sources available for funds for instructional equipment and funds to improve instructional facilities. In addition, the vice president will work with the Planning and Budget Committee to develop and implement an equipment replacement plan.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

In September 2003, as part of the college's visioning process (see IV.A), a committee was appointed by the Visioning Steering Committee to integrate the Master Plan and Program Review processes. Program Review and Planning templates were developed, and community and student needs assessed through the visioning process were incorporated into the institutional goals which were used in the templates. In addition, every effort was made to increase emphasis on research to improve effectiveness. The process was also intended to solidify the link between Program Review and Planning and budget allocations and to support the proactive planning activities of

faculty and staff. The templates were submitted to the shared governance committees during spring 2004 and the first cycle to follow the guidelines began July 2005. (See Doc. 2.a.20)

Using these templates, all divisions participated in a major Program Review and Planning process for 2005-2008 to assess how well programs function relative to the mission of the college and the needs of the community. The process involved the following activities:

- Strengths and challenges in areas such as program accomplishments, areas of special endeavors, growth trends, recruitment, placements, distance education, innovative scheduling, relationship to local community and/or with other programs and services at the college, and/or grant support activities were assessed.

- Student demographic information provided by the institutional researcher was reviewed by faculty to compare program trends with the institution as a whole, and any unusual patterns in student trends were explained.

- Grade distribution and retention data were also provided by the researcher and reviewed in regard to grade distribution, success rate, and retention rate by program. The program data were compared to grade distribution and retention rates for the institution as a whole, and any unusual patterns were explained.

- The need for learning and counseling services for students in the program were reviewed such as library, audiovisual, tutorial, and labs.

- Procedures for assuring that academic standards are maintained and current curriculum is adequately meeting the needs of students were discussed, including advisory committee input, recency and methodology, and how prerequisites and co requisites are reviewed and updated.

- The college's plan for developing and assessing student learning outcomes as they related to program learning outcomes were discussed by faculty.

- Program goals to be accomplished in the upcoming years were stated as well as how the goals related to the institutional goals that were developed through the visioning process. Faculty also provided specific and measurable objectives as to how the goals would be accomplished.

- FTES, FTES/FTEF, unmet demand, and enrollment data provided by the institutional researcher were reviewed by faculty and rationale for major trends or fluctuations was given.

- Budget needs were addressed for facilities, equipment, and software.

As part of the Program Review and Planning process, progress was reviewed and evaluated by all program faculty members at the end of the 2005-2006 school year and will be assessed again at the end of the 2006-2007 school year.

The Institutional Research Analyst works closely with instructional divisions to provide data required for planning and evaluation. However, the implementation of a new administrative database has created issues regarding accessing and reporting data; therefore, the integrity of the data is a concern.

The Academic Senate conducted a number of workshops to increase campus awareness of student learning outcomes. The series of workshops culminated in an Educational Summit that proposed the following institutional student learning outcomes: personal responsibility; global/multicultural awareness; communication skills; information literacy; and analytical/critical thinking. These institutional SLOs were adopted by the Board on May 16, 2006 (Board Resolution 13537). Faculty members began discussing course and program outcomes as part of the Program Review and Planning process. (See Doc. 2.a.20)

The Academic Senate has played a key role over the last three years in the development of institutional student learning outcomes (SLO) and the launching of a pilot program to assess SLOs at the course level. It is anticipated that the pilot programs in Math and Speech will result in recommendations for intervention strategies to improve the curriculum. During fall 2006, the Senate plans to broaden the process in the following ways:

- Appoint a Student Learning Outcomes Coordinator
- Evaluate pilot courses.
- Expand the number of courses and the number of criteria piloted, including additional general education courses.
- Expand pilots to Applied Science programs, including Nursing, Business, Industrial Technology and Child Family and Consumer Science.
- Develop a plan to improve communication to all campus groups and students.

(See Doc. 2.a.21)

Some disciplines have had measured student learning outcomes for many years. For example, the English and ESL departments have a long-standing process of using multiple assessment measures and performance grids which describe the skills necessary to move from one course level to the next. (See Doc. 2.a.21) The Math Department's recent agreement to institute a common final for some courses will provide baseline data for the assessment of SLOs. (See Doc. 2.a.21) The Automotive Body and Automotive Technology and Welding programs have well-defined course entrance and exit performance standards. (See Doc. 2.a.21) The Nursing programs (RN and LVN) have developed very specific student learning outcomes to assure the completion of the program and the passing of State boards. (See Doc. 2.a.21) The Workforce Development Center partners with Imperial County One Stop Business and Employment Services to place students with specific job competencies. (See Doc. 2.a.21)

SELF EVALUATION

Currently, it is difficult and time consuming to acquire timely and accurate enrollment and program information, and use of student success data has been inconsistent and limited. To ensure accurate data can be reported to the institutional researcher to be processed, training is needed for accessing and reporting data from the new administrative database. As the college moves to assess student learning outcomes, accurate consistent data will be essential.

The Academic Senate has led the campus in the process to identify and assess student learning outcomes ("SLOs"); institutional SLOs have been identified and approved by the Board of Trustees, and there is a plan to expand the process.

PLANNING AGENDA

Information Systems will develop and implement a process that will provide faculty and staff with accurate and dynamic information so that programs and student outcomes can be assessed accurately.

A plan will be developed through the Academic Senate to include a focus on student learning outcomes in the Program Review and Planning process. The results of the pilot SLO study will be used to expand assessment of student learning outcomes by identifying and incorporating SLOs within additional courses and programs to improve curricula by meeting students' educational needs.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

The needs of students are addressed using a variety of delivery systems and modes of instruction. In the Accreditation Survey, Questions 14, 15, and 16, the following data were collected:

- 72% of the respondents agreed and 15% disagreed that we effectively use different locations to meet student needs.
- 53% agreed and 9% disagreed that we effectively use different modes of delivery to meet the current and future knowledge and skill needs of our students.
- 60% agreed and 13% disagreed that we encourage the use of different teaching methodologies that reflect the diverse needs and learning styles of our students.

IVC uses a wide range of delivery systems, including day and evening classes, credit and noncredit classes, main and extended campus classes, distance education classes, short-term and weekend classes, and community interest classes. All classes are scheduled with the main objective of meeting the needs of the learning community while maintaining the instructional integrity of the courses offered. Delivery methods and their effectiveness as well as modes of instruction are reviewed by program faculty in the Program Review and Planning process. (See II.A.1.a)

Extended Campuses

Early in the history of Imperial Valley College, IVC recognized the importance of making courses available to students residing in all corners of our service area. Accordingly, IVC offers courses at three extended campuses, with nine classrooms and a computer lab in Calexico; five classrooms, a computer lab, and the Administrative Center in El Centro; classes at Southwest High School (El Centro); and classes at Desert Valley High School in Brawley. Each center provides a full level of administrative services including student registration and modification, collection of fees, financial aid, transcripts, counseling, appointments, and general information. Enrollment across all of the extended campuses increased this year to the level of approximately 788.13 FTES from 588 FTES in 2004. A new Dean of Extended Campuses was hired in December, 2004, who has made an effort to ensure that the quality of instruction is high at all locations. The dean works closely with division chairs to develop schedules to offer courses through extended campuses. In addition, adjunct evaluations are routinely collected for faculty teaching at extended campus locations. These have been analyzed by division chairs to confirm high quality of instruction at all locations.

The campus community is currently discussing the move of the El Centro Extended campus to a larger facility that will allow expansion of classrooms and parking facilities.

Distance Learning

Imperial Valley College also is making additional efforts to respond to student needs by expanding course offerings and diversifying delivery modalities. For example, in fall 2004, Imperial Valley College was awarded a five-year, $2.7 million Title V grant to initiate a distance education and interactive video program. During spring 2005, procedures were developed to ensure high quality online instruction, and extensive training opportunities were provided to faculty. For example, during summer 2005 and 2006, an online "boot camp" training program was held for faculty interested in teaching online. Similar technology camps are planned through 2009. Through this process, efforts have been made to match delivery modes and teaching methodologies to the learning styles of our students. A pilot program of three online/hybrid courses was successfully initiated in fall 2005; by fall 2006, 18 online/hybrid course sections were taught. The number of distance education courses will continue to increase as more and more faculty members are trained to develop and deliver online and hybrid courses. We will also initiate synchronous course delivery, either through interactive television, iLinc, or some other method. (See Doc. 2.a.22)

Discussions are ongoing regarding a process to evaluate quality of online programs. The distance education (ACCESO) team sees quality control as an essential component of a successful program. Currently, an unofficial review process is in place, where members of the ACCESO team work with distance education faculty and help them to develop their course materials. The ACCESO staff work with the Curriculum and Instruction Committee and DSPS to ensure that courses meet both accessibility standards and the standards set by the original course outline of record. In all cases, the ACCESO team will recommend that the course not be taught online unless these standards are maintained.

Instructional Support

The college has a number of services that augment what is done in the classroom by providing assistance that contributes to the academic success of students.

Several computer labs on campus provide support to students. The purpose of the Math Lab is to help students in basic math, beginning algebra and intermediate algebra. The Business Lab offers resources for all business and computer information systems courses. The Nursing Learning Center is designed to provide an area students can use to study and practice and have expert assistance.

The Jean Raulston Reading/Writing lab diagnoses reading and writing problems and provides programmed and individualized instruction and supervision in the remediation of these weaknesses. Students are provided with intensive language exposure through individual multimedia learning experiences as a supplement to foreign language, English as a second language, and speech classes in the Pauline Benoit Rice Language Lab.

Tutorial Services are provided at no cost to the student and are available through the library or the reading/writing lab. Students may be referred by a counselor or by an instructor to receive assistance through success strategy workshops in addition to tutoring.

The Disabled Student Programs and Services (DSP&S) provides support services and instruction directly related to students' participation in the educational process. Students' maximum independence is promoted, their integration is encouraged, and they are directed toward a goal of self-advocacy. Students with documented disabilities are offered educational accommodations such as sign language interpretation, notetaking, tutoring, test proctoring, counseling, and mobility assistance. The program also offers a High Tech Center to provide students with instruction and training in the use of adapted computers and software for students who have learning differences, acquired brain injuries, orthopedic impairments, low vision, hearing impairments, and blindness.

Through Student Services a variety of programs, services and resources contribute to and encourage the success of students, including CARE, EOPS, Student Support Services, and Career and Transfer Centers (See II.B)

The College has a number of programs that have clinical, intern, or field study elements that provide students with on-the-job skills training relating to their educational or occupational goals, such as Nursing, Psychology, and Work Experience.

The College Financial Aid office provides information, application assistance, and financial aid services to all students. Grants, work study, scholarships, book loans, and fee waivers also are available to assist students with tuition, fees, books, supplies, food, housing, transportation, and childcare. Historically, 75 to 80 percent of students attending Imperial Valley College receive financial assistance. This level of support is one of the highest in the state. (See Doc. 2.a.23)

SELF EVALUATION

The College meets the standard.

PLANNING AGENDA

Continue to utilize delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

II.A.1.c. The institution identifies student learning outcomes for course, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

The Board of Trustees entrusted the Academic Senate to provide the leadership to the campus community to initiate the dialogue and sustain an on-going process to develop and assess institutional Student Learning Outcomes (SLOs). The campus community is addressing institutional SLOs and is providing a model for academic divisions and departments to develop and assess program-level SLOs tied to the institutional outcomes. Between October 2004 and January 2005, the following workshops were conducted:

1. Introduction To Student Learning Outcomes
2. Authentic Assessment
3. Classroom Assessment Techniques And Learning Styles
4. Institutional Student Learning Outcomes

These activities included sessions to develop a list of potential institutional SLOs. Out of these discussions, the following five outcomes have been agreed upon by faculty and staff and approved by the Board:

1. Personal Responsibility
2. Global/Multi-cultural Awareness
3. Communication Skills
4. Information Literacy
5. Analytical/Critical Thinking

It is the intent of the Academic Senate that all groups on campus embrace these outcomes and that all activities of the campus support these outcomes. Student learning outcomes will unify the campus and define the campus culture.

Working parallel with the Academic Senate were representatives from the Senate and other campus constituencies who attended several Chancellor's Office workshops to gain knowledge about implementing SLOs at the college. This group shared the information they learned through the shared governance process. In addition, this committee hosted a retreat in the mountain community of Julian to address SLOs and arranged for a presentation on the basic tenets of SLOs as part of the Fall 2005 Faculty and Staff Orientation.

Math 090 and Speech 100 courses were identified by the Academic Senate to be part of a pilot study. Instructors in these programs agreed to collect evidence and document student work that demonstrates students meet the competencies of at least one of the institutional SLOs the College has identified.

During fall 2006, the Senate plans to broaden the process in the following ways:

- Appoint a Student Learning Outcomes Coordinator
- Evaluate Math and Speech courses.
- Expand the number of courses and the number of criteria piloted, including additional general education courses.
- Expand pilots to Applied Science programs, including Nursing, Business, Industrial Technology and Child Family and Consumer Science.
- Develop a plan to improve communication to all campus groups and students

From the campus discussions regarding the institutional student learning outcomes, a proposal was made that one of the five outcomes, information literacy, become a graduation requirement. The Academic Senate appointed an Ad Hoc Information Literacy Task Force in 2005-06. The Task Force asked faculty about information literacy in the classroom, surveyed current practices in the California Community Colleges, and considered best practices. After receiving the Task Force's recommendation, the Academic Senate passed a motion on April 5, 2006 *"That the Academic Senate approves a two semester pilot study to include:*

- *Infusion of Information Literacy (see definition below) into gateway Student Learning Outcome courses, Speech 100 and Math 090, and any other volunteered courses; and*
- *A cohort of students to be tested using an existing, validated Information Literacy test.*

The intent of this study is to move towards aligning our practices in the area of information literacy with WASC/ACCJC Accreditation Standard II and the Statewide Academic Senate Spring 1998 document."

The Senate also voted to use the term "information literacy" rather than "information competency" and agreed on a working definition of information literacy: "Information literacy is the demonstrated ability to search for, find, evaluate, use, cite, and communicate information using a variety of formats, including print and electronic media, with an understanding of plagiarism and copyright issues."

In the Accreditation Survey, 44% of the staff indicated that they agreed or strongly agreed that faculty assess student learning outcomes, and 33% indicated that they neither agreed nor disagreed. In addition, 25% responded that faculty uses the results of student learning outcome assessments to make improvements in instruction, and 45% neither agreed nor disagreed. (See Doc. 2.a.24)

SELF EVALUATION

The college meets the standard, however, the responses to Accreditation Survey questions relating to faculty assessment of SLOs and faculty use of the results of those assessments to make improvements in instruction seem to suggest that communication needs to be improved regarding the SLO processes. Thirty-three percent of the respondents indicated they neither agreed nor disagreed that faculty assess student learning outcomes. Forty-five percent gave the same response regarding the use of outcome assessments to make improvements in instruction. At the leadership retreat in August, it was recommended that a committee be appointed to improve campus communication. A committee was appointed, and informing the campus community about the SLO process is a task that is being given priority. (See Doc. 2.a.25)

PLANNING AGENDA

Under the leadership of the Academic Senate, SLOs will be developed across all courses and programs, and assessment data will be used to evaluate and improve student performance. The Communications Committee will develop ways to improve the knowledge of the campus community as to the SLO process.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Imperial Valley College offers the following educational programs and opportunities for students:

Collegiate/Transfer level courses and programs that are articulated with colleges and universities throughout the state of California. These are the "back bone" of the Liberal Studies program and other programs specifically designed to meet the needs of the transfer student.

Developmental courses and programs specifically in the areas of English language development, reading improvement, and math development which prepare students for improved performance and success in collegiate level coursework.

Continuing education courses and instructional activities for the segment of our student population already practicing in their field and/or profession and needing professional development or continuing education units for continued certification and licensing. Examples include fire science, nursing, and administration of justice.

Community education instructional activities known as Community Service primarily offered and hosted at the extended campuses. This type of instructional activity is available to all areas of instruction within the college. These courses are designed to meet the specific needs of a closed set and controlled segment of our student population. These individuals are not necessarily interested in the "credit/noncredit" modes of instruction but are more interested in meeting their specific and special needs, such as the application of programmable logic controllers.

Short-term training courses offered through noncredit, which include retail, customer service academies, and ESL. To assure quality and compliance with the Chancellor's Office guidelines, IVC invited experts from the Chancellor's Office to visit the campus to provide insight into developing our noncredit programs. A forum was held for all faculty and the representatives also met with administrators and division chairs as well as the Academic Senate. Before approval, noncredit programs are reviewed for quality and demand through C&I, Academic Senate, and the Board of Trustees. (See Doc. 2.a.26)

Contract education is offered on an on-demand basis. This mode of training delivery is most used in the applied sciences to meet the needs of a given entity or business, such as Leadership Skills for Bank Managers, Welding Certification in Pipe Welding, and Customer Service for Business.

Apprenticeship programs offer our students the opportunity to participate in California Department of Industrial Relations, Division of Apprenticeship Standards (DAS) approved programs. Presently there are seven apprenticeship programs, which were approved and implemented in July of 2005. IVC serves as the Local Education Agency and Imperial Irrigation District (IID) as the local sponsor. With a Memorandum of Understanding (MOU) in place between College of the Desert and Imperial Valley College, these programs are available not only within the Imperial Community College District, but also within the southern part of the Desert Community College District at the Imperial Irrigation District's La Quinta Headquarters. These apprenticeship programs are DAS approved and are California Community College Chancellor's Office approved for credit.

The criterion used for developing and/or revising programs is centered on determining the need for the program. Elements for determining need can include the following:

1. Student demand and requests, for example, short term certificate programs
2. Community surveys, for example, focus groups
3. Direct business and industry input and requests, for example, apprenticeship programs with the IID
4. Career Pathways driven in a 2+2+2 environment, for example, agriculture, nursing, and business
5. Emerging occupations, for example computer science and electrical trades
6. Labor market private sector driven, for example construction trades.
7. Duplication of other similar programs in the area

II.A.2.a. The institution uses established procedures to design and identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

The institution makes every effort to ensure the quality and effectiveness of all instructional courses and programs through the Program Review and Planning process in accordance with Title V, Section 51022. (See II.A.1.a) Programs are evaluated every three years (with an update each year). Through program reviews and updates faculty develop recommendations for program improvement. Incorporating student learning outcomes into courses and programs has been a part of faculty discussions during the current planning cycle; and through the leadership of the Academic Senate, it will be expanded during the next cycle. (See II.A.1.c) (See Doc. 2.a.27)

In addition, career technical programs have active advisory committees, whose members help monitor the quality of programs and contribute input on the content and appropriateness of the coursework and programs. Along with the activities of the advisory committees, several programs are accredited and certified which requires them to conduct their own accreditation processes per the standards of their respective industry *and* professional entities. Those programs include

- Nursing, California Board of Registered Nurses
- Paramedic, Commission on Accreditation of Educational Programs for the EMS Profession
- Alcohol and Drug Studies, California Association of Alcohol and Drug Educators

(See Doc. 2.a.28)

Quality and effectiveness for all courses and programs are also ensured by the course/program development process. New credit and noncredit courses and programs or revisions to existing courses and programs may be initiated in various ways, including advisory committees, program review evaluation, and/or State mandates; however, faculty members in their respective disciplines start the process for approval by proposing curriculum changes in consultation with their departments. The proper forms are developed through the division chair and sent to the appropriate Dean for review/input. Curriculum changes are approved by the Curriculum and Instruction Committee (C&I) which is a subcommittee of the Academic Senate. The C&I committee evaluates all items placed on the agenda for quality and makes recommendations to the Academic Senate which makes recommendations the Board of Trustees. In the Accreditation Survey, Questions 19 and 22, 69% of the respondents agreed that faculty play a central role in developing, reviewing, and modifying instructional courses and programs; only 2% disagreed. In addition, 59% of respondents agreed and 10% disagreed that we follow clear procedures to develop, approve, and implement new courses and programs.

Faculty members make recommendation through this process as to the credit type and delivery mode for the courses/programs. Whether the class is offered on main campus, extended campus, or through distance education is also determined by faculty in consultation with the division chair through the class scheduling process.

To assure the quality of online courses, procedures were developed during spring 2005 and extensive training opportunities were implemented for faculty. For example, during summer 2005 and 2006, an online “boot camp” training program was held for faculty interested in teaching online courses. Similar technology camps will be conducted through 2009. (See Doc. 2.a.2

The IVC campus is just twelve miles from the Mexican border. Because of our proximity to the Mexican border, the college became part of a US-Mexico borderlands initiative. Imperial Valley College faculty and faculty from a major Mexicali university, Centro de Ensenanza Superior (CETYS), worked together in a project during 2003-2004 to examine the role of culture in teaching and learning styles and strategies, provide a more effective learning centered environment, distinguish instructional approaches which better fit learning styles of a border population, and to adjust curriculum delivery to improve retention and completion rates. (See Doc. 2.a.30)

IVC is also a part of the California/Baja California (CABC) Silicon Border Project. In 2005, Governors Schwarzenegger and Elorduy met in Mexicali to discuss ways for their states to work more closely together on matters of mutual interest. One of the areas of discussion was economic development with Silicon Border being an initial focus project. The governors authorized the formation of the CABC Silicon Border Work Group to define ways for the states to support the Silicon Border Science Park. The Park is a 10,000 acre high-tech industrial park that is being developed on the California/Baja California border. It is being designed to support the world's highest levels of manufacturing, design, and research. The goal is to provide a location for companies worldwide to manufacture cost-effectively in North America. The Science Park will create jobs in both California and Baja California that would otherwise have been created in Asia. The college wants to be prepared to provide the training to support this high technology industrial park and is represented in both the CABC Silicon Border Work Group and the Education Work Team. (See Doc. 2.a.31)

Significant discussions were held during spring 2006 to develop a course format to respond to the needs of high school students who may not pass the high school graduation exit exam. (See Doc. 2.a.32) In addition, time has been invested in planning ways to respond to the educational needs of prison staff and inmates of local prisons. (See Doc. 2.a.32)

SELF EVALUATION

The institution will continue to improve its processes to assure the quality and improvement of its programs.

PLANNING AGENDA

The institution will evaluate the effectiveness of its 2005-2008 Program Review and Planning processes and assure that these processes include a means to infuse SLOs across all courses and programs. A comprehensive and systematic multi-year plan will be developed for this initiative.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Faculty members initiate and modify course outlines; identify the specific course objectives and the criteria for competency; and confirm that all courses developed meet program needs and are appropriate lower division courses. Courses are evaluated for relevancy in the Program Review and Planning process. (See II.A.2.a for Curriculum Process)

Faculty members are actively involved in the SLO process. Math 090 and Speech 100 courses were identified by the Academic Senate to be part of a pilot study. Instructors in these programs agreed to collect evidence and document student work that demonstrates students meet the competencies of at least one of the institutional SLOs the college has identified. The Senate's plan to broaden the process also includes faculty participation. A SLO Coordinator will be appointed from the faculty, faculty will evaluate pilot courses and decide which courses and criteria should be expanded. Applied science faculty will participate in the pilot to develop and assess program SLOs.

Community advisory committees meet regularly for all vocational programs and provide input to faculty regarding specific course and program objectives. Current advisory committees include:

Agriculture
Business Division
Industrial Technology
Nursing
Allied Heath
Emergency Medical Services
Administration of Justice

(See Doc. 2.a.33)

The College makes every effort to provide students a clear path to achieve student learning outcomes. Access has been broadened by hiring additional full-time faculty; counseling, tutoring, financial aid, matriculation, and other support services are available for students; and academic divisions work with student services to develop schedules that meet the needs of students and that assure timeliness of program offerings.

SELF EVALUATION

While the college meets the standard, there should be an ongoing effort to strengthen advisory committees by adding new members and increasing member involvement.

Collection and reporting of quality data in a timely manner should be improved.

PLANNING AGENDA

Applied Science divisions will assess the need to expand Advisory Committees.

Information Systems in cooperation with the Academic Senate and the Institutional Researcher will develop a plan to implement an institutional tracking system to evaluate student learning outcomes and analyze the success rates of students who transfer or transition to the job market.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

The Program Review and Planning process includes assessment of procedures for assuring that academic standards are maintained and current curriculum is adequately meeting the needs of students. (See II.A.1.a) Educational goals for IVC students are supported by the college's articulation efforts with other educational institutions, including four-year colleges and universities. The articulation process is an ongoing review to ensure the standards and rigor of our courses and to ensure that our courses will be accepted for credit to other colleges and universities. (See Doc. 2.a.34)

Faculty members initiate and modify course outlines; identify the specific course objectives and the criteria for competency; and confirm that all courses developed meet program needs and are appropriate lower division courses. Faculty members develop specific core content to meet program needs in vocational and certificate programs with input from advisory committees. Confirmation of the appropriate sequencing of courses takes place during meetings of the Curriculum and Instruction committee. (See Doc. 2.a.34) (See II.A.2.a for Curriculum Process)

The quality of instruction is confirmed through frequent dialogue among the division chairs and division faculty members as well as through a more formal dialogue in Instructional Council and the Curriculum and Instruction Committee meetings. New faculty members in all divisions, including adjunct and full time, are mentored by veteran staff members to ensure continuity and quality in instruction. When a faculty member is hired at IVC, he/she receives an orientation from the division chair and is invited to attend an orientation workshop. This three-hour meeting includes updates on general enrollment and roster development procedures and information from Counseling, Information Services, Learning Services, Academic Services, and Human Resources. (See Doc. 2.a.34)

In the Question 21 of the Accreditation Survey, 69 percent of the respondents agreed that courses are offered in a predictable, regular pattern to provide students the opportunity to complete their program of study, as announced, within a reasonable time. Through the Visioning process, the College determined a need to hire additional faculty to improve accessibility and reduce the time necessary for students to complete programs. Thirty-two additional faculty members were hired primarily in high-demand areas such as English, mathematics, biology, and history.

IVC has a long-established process for the evaluation of tenure-track faculty, tenured faculty, and adjunct faculty. Adjunct faculty are evaluated the second semester of teaching by another full-time instructor or an administrator. Adjunct faculty members teaching at the extended campus locations also are evaluated by that dean. Tenured faculty members are evaluated every three years by the Vice President for Academic Services or his/her designee and the division chair and/or a faculty peer. Tenure-track faculty complete a comprehensive process of evaluation, including classroom observations by members of the Tenure Review Committee (peer, division chair, VP of Academic Services)

The four-year tenure-review process for tenure-track faculty is clearly defined in the CTA union contract, with peer evaluations taking place the second, fourth, and seventh semesters. Student evaluations are collected for all sections taught throughout the tenure review process. The Tenure Review Committee is composed of the division chair, a peer, and the Vice President for Academic Services. A chair is elected who is responsible to organize each annual Tenure Review Committee meeting where the following information is discussed: classroom observations, the faculty member's self-assessment, a division chair assessment of division and shared governance participation, and student evaluations. If the Tenure Review Committee should feel the new faculty member "needs improvement," a specific contract is developed with measurable objectives and a reasonable timeline for improvement. The committee's recommendation is submitted to the Superintendent/President through the office of the Vice President for Academic Services. (See Doc. 2.a.34)

SELF EVALUATION

The College meets the standard; however, because of the significant increase in the number of new tenure-track faculty members, tenured faculty members, division chairs, Deans, and the Vice President for Academic Services currently serve on literally dozens of tenure review committees. Some evaluations for tenured faculty members need to be completed, and the evaluation of adjunct faculty members on main campus is inconsistent from department to department. The timeline for the completion of the tenure review process also is problematic in terms of time because of the transition to a compressed calendar. In addition, the process for collecting student evaluations is not clear.

PLANNING AGENDA

An effort will be made by the administration and CTA to modify the contract to comply with both the realistic needs of new faculty and the March 15 education code deadline for notice of rehire. In addition, an improved system needs to ensure that tenured and adjunct faculty are evaluated in a timely manner and that the student evaluation procedure is clarified.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

When courses are developed or revised, faculty members determine how students will be assessed. Multiple ways of assessing student learning are used to determine if course objectives have been met. The Curriculum and Instruction Committee reviews and evaluates assessments prior to approval. The same process holds true for selecting teaching methodologies. Common teaching methodologies include lecture, discussion, demonstration, group activity, lab activity, computer assisted instruction, simulation, and case studies.

The Program Review and Planning process includes an evaluation of methodologies used in teaching courses in the program and an evaluation of whether those methodologies are contributing to student success. The process also provides for evaluation of how faculty members are keeping abreast of best practices in education and staying recent in subject areas.

Because of our proximity to the Mexican border, the College became part of a US-Mexico borderlands initiative. Imperial Valley College faculty and faculty from a major Mexicali university, Centro de Ensenanza Superior (CETYS), worked together in a project during 2003-2004 to examine the role of culture in teaching and learning styles and strategies, provide a more effective learning centered environment, distinguish instructional approaches which better fit learning styles of a border population, and to adjust curriculum delivery to improve retention and completion rates. (See Doc. 2.a.35)

The recent addition of online delivery was the result of data collected in the development of the Title V grant confirming student and faculty interest in exploring this delivery mode. The distance education team (ACCESO) initiated conversations with Instructional Council about whether a solely online format would be offered initially to students. The ACCESO team, in consultation with Academic Services, requires online classes during the first three years to include a face-to-face orientation and an on-campus final. Student success has been measured by comparing retention rates and final grade distributions of online courses to retention rates of sections taught using the traditional mode. Preliminary data suggests that retention rates for online courses are lower yet performance rates are higher than for students in face-to-face classes. As students and faculty demonstrate their effectiveness in this mode, it is likely that some courses will make the transition from hybrid to fully online. (See Doc. 2.a.35)

A number of specific programs have been developed in Student Services and Learning Services to respond to student needs to facilitate student success. For example, the EOPS and the Student Support Services program provide specialized counseling services, tutoring, and study skills workshops for students. DSP&S tests for learning differences and learning disabilities and addresses

those disabilities. Learning Services has developed a noncredit tutoring course, following recent Chancellor's Office guidelines, to expand course-specific tutoring. In addition, IVC also offers the following programs and services to ensure that we are meeting the diverse needs of our students:

- Tutorial Services
- Reading/Writing Lab
- Math Computer Lab
- Nursing Lab
- Business Lab
- DSP&S Program High Tech Center

Although the Early Alert program has been temporarily suspended due to budget cuts, through this program faculty members were able to submit progress reports, and students received a computer-generated letter alerting them of their status and recommending a course of action. This program is expected to be reactivated by spring 2007.

Students are also offered the opportunity to enroll in a variety of classes to enhance academic/ college success: Personal Career Development, Survival Skills for College Success, Orientation to College and Life Skills, and Online Learning: An Orientation.

SELF EVALUATION

While the college meets the standard, more effort is needed from an institutional level to encourage faculty to assess student learning styles and to employ techniques to respond to different styles in their classes. The Academic Senate has initiated a discussion about a staff development program. A survey is being developed to assess the needs of the faculty. (See Doc. 2.a.35)

Delivery modes that reflect the diverse needs of students are in place; however, the college should continue to investigate ways to enhance student success.

PLANNING AGENDA

The Academic Senate will work with the Office of the Vice President for Academic Services to develop a plan to assess faculty staff development needs.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Imperial Valley College conducts a major program review and planning process every three years, which includes a systematic review of all programs for their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. 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. All areas of the college community assess progress toward achieving the stated goals and objectives through an annual assessment process. (See II.A.1.a) The type of data available for program evaluation includes student demographics, grade distribution and retention, FTES and FTES/FTEF, unmet demand, and enrollment.

Allocation of budget resources, including the hiring of new faculty, is tied to the Program Review and Planning process. (See Doc. 2.a.36

New programs have been developed as a result of the planning processes, including Pharmacy Technology, Air Conditioning, and Multimedia. In addition, English as a Second Language courses were restructured to better ensure the success of students in mono lingual and college level courses. (See Doc. 2.a.36)

SELF EVALUATION

The college meets the standard. The Program Review and Planning process is a systematic means of evaluation of all courses and programs, and it is intended that budget and faculty hiring requests will not be considered without supporting data in the Program Review documents.

PLANNING AGENDA

The college will continue the Program Review and Planning process and the Academic Senate will develop a plan to incorporate assessment and evaluation of student learning outcomes within the process.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

IVC embraces the idea of supporting, assessing, and improving student learning. The college's mission statement acknowledges the goal to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities. Our mission statement also acknowledges that the college's further goal to assist students in achieving their educational and career goals and to be responsive to the greater community.

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. (See Doc. 2.a.37) (See II.A.1.a)

The curriculum development process allows courses and programs to be initiated by faculty and reviewed by division chairs, with input from the Vice President for Academic Services, the Articulation Officer, the Curriculum and Instruction Committee, Academic Senate, and the Board of Trustees.

Through the institutional researcher, Information Systems provides data to assess student achievement through a variety of means, including demographics, retention rates, calculating certificate

and degree completion rates, and determining transfer rates to higher institutions. This data is used in evaluating programs and services and in planning and improvement. IVC has started dialogue to improve the process to provide accurate, timely, and reliable information to respond to the research needs of the various institutional constituencies.

SELF EVALUATION

While IVC meets the standard, assessment of student achievement using accurate and timely data is essential to implement student learning outcomes in courses and programs.

PLANNING AGENDA

Under the leadership of the Academic Senate, all constituency groups will work with Information Systems to develop a plan to provide accurate data to assess student learning outcomes and to improve the effectiveness of programs, services, and the institution as a whole.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

The Math Department has developed a common course final for Math 90, Intermediate Algebra, and it was administered spring 2005. Results were gathered that suggested a similarity between students' grades. It didn't matter whether the class was taken at the main campus or at an extended campus site, or who was teaching the course. A more in depth study is planned as well as discussion among the math instructors as to how to validate the effectiveness of the common final.

The Associate Degree and Vocational Nursing programs utilize a validated Mastery Exam program (ATI) — nationally normed online exams given at the conclusion of the course — to validate course mastery in the following areas:

Fundamentals of Nursing
Maternity Nursing
Pediatric Nursing
Psychiatric Nursing
Medical Surgical Nursing

At the conclusion of the programs, students take a licensure exam (NCLEX). Results are evaluated by the faculty and adjustments to the curriculum are made based on trend data. The Paramedic and EMT students take a National Registry Exam at completion of the program, prior to certification. All exams in the Paramedic program are reviewed by the Medical Director and are validated by staff against national EMS standards. The Health Assistance students take a state certification exam, which includes both a written and skill component; results of this exam are reviewed by Allied Health Staff. The Medical Assistant students are now beginning to take the state certification exam, but it is not a requirement. The Pharmacy Technician students must take a state certification exam upon completion of the program.

All of these exams are viewed as direct measurable outcomes of the programs. The nursing exams are tracked, not only by our faculty, but by the Boards of Nursing and are one component of program approval.

SELF EVALUATION

The College meets the standard.

PLANNING AGENDA

Through the leadership of the Academic Senate, IVC will expand efforts to create validated common course finals and assess the success of using common course final exams as part of a comprehensive and systematic multi-year plan to incorporate student learning outcomes into programs and courses.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

The official course outline of record includes a listing of the specific course objectives and the means instructors will use to achieve those objectives. Units of credit are consistent with the Education Code, Title 5, Sections 55002 and 55002.5, Standards and Criteria for Courses and Classes; Section 55002.5 Credit Hour; Allowance for Shorter Term; Section 58023 Class Hour Unit. To confirm hour values are appropriate, the unit value of a course and the lecture and laboratory hours of a specific course are reviewed periodically by faculty and any revisions approved by the Curriculum and Instruction Committee. For example, at C&I meetings in fall 2005, unit values of courses as they relate to lecture and laboratory hours were discussed, and it was requested that division chairs work with faculty during the academic year to confirm that lab hours were appropriate within disciplines. (See Doc. 2.a.38)

A review of course outlines will be implemented in 2006-07 which will examine whether courses meet standards for units offered as well as whether the course outline appropriately reflects learning outcomes for the course.

In order to verify that IVC is initiating its new noncredit program following Chancellor's Office guidelines, two Chancellor's Office representatives visited IVC during the spring, 2006, semester to provide technical assistance.

SELF EVALUATION

The college meets the standard. Accepted standards for awarding course credit are followed.

PLANNING AGENDA

The College will continue to follow current practices in the awarding of course credit.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

The systematic integration of student learning outcomes into programs is being led by the Academic Senate. During a three year period, all college colleagues were introduced to the concept of

student learning outcomes. The "welcome back" fall orientation included a keynote presenter who described ways to identify and assess student learning outcomes. Staff development workshops were held throughout the 2004-06 academic years, and faculty and staff attended Chancellor's Office sponsored "Student Learning Outcome Assessment Cycle" workshops in San Diego. Institutional student learning outcomes were identified and approved by the Board of Trustees. (See Doc. 2.a.39)

During fall 2006, the Senate plans to broaden the process in the following ways:

- Appoint a Student Learning Outcomes Coordinator.
- Evaluate Math and Speech courses.
- Expand the number of courses and the number of criteria piloted, including general education courses.
- Expand pilots to Applied Science programs, including Nursing, Business, Industrial Technology and Child Family and Consumer Science.
- Develop a plan to improve communication to all campus groups and students.

In addition, discussions regarding program student learning outcomes takes place during the program review process. Changes in courses and/or programs are proposed by faculty and evaluated by the Curriculum and Instruction Committee.

SELF EVALUATION

Progress has been made at the institutional level to identify SLOs and to come to a consensus about ways to measure student achievement.

PLANNING AGENDA

The Academic Senate will work with all campus constituencies to develop a specific plan for the implementation of program-level SLOs.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

The rationale for graduation requirements is stated in the College Catalog:

> The requirements for graduation represent State and institutional minimum general requirements as well as the firm commitment on the part of Imperial Valley College to the principles of general education. These requirements in general education are designed to develop the potential of every student, broaden their outlook, and contribute to the realization of the well-balanced whole person. (See Doc. 2.a.40)

General education programs are described in the catalog for students planning to transfer to the California State University system. In order to meet certification, a student must complete 39 units of selected general education in the following areas: English communication and critical thinking; physical universe and its life forms, arts, literature, philosophy, and foreign language; social, political, and economic institutions; and understanding life and self-development. The articulation office, department chairpersons and the Curriculum and Instruction Committee update requirements as needed.

The IGETC is also listed in the College Catalog. It helps transfer students, who may be undecided about transfer institutions, make informed decisions on class selections to fulfill lower-division general education requirements that may be used for both the CSU or UC system. The IGETC requirement is updated yearly and reviewed by the Curriculum and Instruction Committee.

It is intended that faculty participate in an ongoing process to review course outlines to confirm that course objectives meet general education objectives. A plan to improve the course outline review process will be developed by the Curriculum and Instruction Committee during the 2006-2007 school year. Discussions will be held regarding how student learning outcomes will be used to analyze courses for inclusion as general education requirements.

The CSU system initiates requests for proposed general education courses that will meet its requirements. Members of the faculty at IVC, working through division chairs and the articulation officer, nominate courses and submit course outlines for approval to the Curriculum and Instruction Committee. Proposals for changes to general education requirements for IVC graduation are made by faculty through division chairs.

Classroom faculty members work closely with counseling faculty to develop new programs and to update existing programs. Ideally, a number of courses in each certificate program also are applicable to A.A. graduation and general education requirements. For example, in many of the Business Division certificates, Introduction to Information Systems and Macro and Micro Economics courses will meet the certificate requirements as well as graduation requirements. The Correctional Science and Administration of Justice certificates list Reading and Composition as requirements, which is a general education requirement. (See Doc. 2.a.40)

SELF EVALUATION

Although the college meets the standard, there is a need to improve the course outline review process.

PLANNING AGENDA

The Curriculum and Instruction Committee will develop a course outline review process that will ensure that course and program student learning outcomes meet general education objectives.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Courses required for degree completion for transfer and vocational programs require both specialized and general knowledge in the humanities and fine arts, the natural sciences, and the social sciences. Courses that fulfill general education requirements provide post-secondary skill level instruction. Appropriateness is confirmed by reviewing similar courses offered at other community colleges and at transfer institutions.

IVC meets Title 5 standards for community colleges in requiring a minimum of eighteen (18) units in the following academic areas:

A. Language and Rationality

1. English Composition
2. Communication and Analytical Thinking

B. Natural Science
C. Humanities
D. Social and Behavioral Sciences

During the fall 2005 semester, IVC confirmed its commitment to high standards of achievement in Math and English by approving an IVC graduation requirement of college-level courses (English 101 Reading and Composition and Math 90 Intermediate Algebra). In addition, a number of reading and mathematical and science competency prerequisites were approved for many English, math and science classes. This process includes review by program faculty, division chairs, Curriculum & Instruction Committee, and the Academic Senate before approval by the Board. (See Doc. 2.a.41)

SELF EVALUATION

The college meets the standard. Pilot programs will take place during fall 2006 and spring 2007 to measure student learning outcomes in math and speech and to assess information literacy. Assessment of student achievement of institutional learning outcomes across all courses is yet to take place.

PLANNING AGENDA

IVC will continue existing practice in this area; C&I will continue to review requirements to ensure appropriateness of each course in GE requirements.

Through the leadership of the Academic Senate, a systematic, strategic plan will be implemented, following the models of pilot programs, to confirm students are acquiring the expected skills in general education courses.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasons, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

IVC institutional student learning outcomes adopted by the Board include personal responsibility, global/multi-cultural awareness, communication skills, information literacy, and analytical and critical

thinking. These outcomes are consistent with the recommended objectives that students be provided individual and life long learning skills. In addition, graduation requirements include the following:

I. Acquisition of a major (18 units)

II. Accumulation of 60 degree applicable units (including 45 degree applicable units in residence or the last 15 degree applicable units at IVC), a GPA of 2.0 or better, and settlement of all financial obligations to the college.

III. Institutional Requirements
   a. American Institutions
   b. Health Education
   c. Physical Education

IV. State Competency Requirements
   a. Math Competency
   b. Reading Competency

During the 2005-2006 academic year, discussions about including information competency/literacy as a graduation requirement took place at meetings of the Academic Senate, the Curriculum and Instruction Committee, and College Council (September 12, 2005; March 13 and April 10, 2006.) The following definition of Information Literacy was adopted: "Information literacy is the demonstrated ability to search for, find, evaluate, use, cite, and communicate information using a variety of formats, including print and electronic media, with an understanding of plagiarism and copyright issues." (See Doc. 2.a.42) In addition, a decision was made to pilot assessment of Information Competency in the Math 090 and Speech 100 Oral Communication students.

SELF EVALUATION

The college meets the standard. Pilot programs will take place during fall 2006 and spring 2007 to measure student learning outcomes in Math and Speech and to assess information literacy. Assessment of student achievement of institutional learning outcomes across all courses is yet to take place.

PLANNING AGENDA

Through the leadership of the Academic Senate, a systematic, strategic plan will be implemented, following the models of pilot programs, to confirm students are acquiring the expected skills in general education courses.

II. A.3.c. A recognition of what it means to be an ethical human being and effective citizen; qualities includes an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Institutional student learning outcomes adopted by the Board of Trustees respond specifically to these concerns. Personal Responsibility and Global Awareness are two of the five Institutional

SLOs. The Academic Senate will lead the campus discussion to determine how students demonstrate they have achieved those outcomes. In addition, degree requirements and course outlines in American Institutions, Health Education, Physical Education, and General Education confirm that students will have the opportunity to function following ethical principles and to demonstrate an appreciation of and respect for other cultures and experiences.

Students and colleagues are encouraged to participate in civic activities on campus, in the community, and in the region. For example, Imperial Valley College has an active Association of Student Governments (ASG) composed of an elected Executive Committee and elected Senators. Students also participate in club activities. Historically, there have been between 10 and 15 clubs and organizations active each year. Faculty members serve as club advisors, meeting regularly with students and supporting student planning of campus events. Each year, the ASG honors one "club of the year" as a way to reinforce the importance of club co-curricular and extra-curricular activities. For example, "Students for Political Awareness" (SPA) was selected as "club of the year" for both 2004-2005 and 2005-2006. Community service club activities included delivering food commodities from the IV Food Bank, cleaning the Veterans display at the Pioneers Museum, helping with the Vietnam Veterans Dinner, helping at the IVC Indian Fair, helping at the Earth Day/Solar Olympics, and contributing to the Yuha Desert Workday. The Business Club provides another example; students in this club work each year with a community group to develop, organize, and implement the Annual Salton Sea International Bird Festival.

SELF EVALUATION

The college meets the standard. Pilot programs will take place during fall 2006 and spring 2007 to measure student learning outcomes in Math and Speech and to assess Information Literacy. Assessment of student achievement of institutional learning outcomes across all courses is yet to take place.

PLANNING AGENDA

IVC will continue existing practice in this area; C&I will continue to review requirements to ensure appropriateness of each course in GE requirements.

Through the leadership of the Academic Senate, a systematic, strategic plan will be implemented, following the models of pilot programs, to confirm students are acquiring the expected skills in general education courses.

A systematic assessment plan needs to be implemented for assessing student learning outcomes.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Graduation requirements include the following:

1. Acquisition of a major (18 units)
2. Accumulation of 60 degree applicable units (including 45 degree applicable units in residence or the last 15 degree applicable units at IVC), a GPA of 2.0 or better, and settlement of all financial obligations to the college.

3. Institutional Requirements
4. American Institutions
5. Health Education
6. Physical Education
7. State Competency Requirements
8. Math Competency
9. Reading Competency

Many of IVC's vocational and transfer programs include interdisciplinary course requirements. For example, the Agriculture Science program includes a general education course requirement of Environmental Science. The certificate in Alcohol and Drug Studies requires a number of Psychology and Sociology courses. Many of the certificate programs in Allied Health require general education courses in Biology or Chemistry.

Most certificates include a core that can be used as the core for the major that leads to the Associate degree. Programs facilitate the movement of a student from completion of a certificate program to AA completion and graduation. In addition, many programs are designed to create a "career matrix" where students can begin with one emphasis and move to a different area of specialization and/or certificate, degree, or transfer goal. Examples include Nursing, Administration of Justice, Management, Alcohol and Drug Studies, and Child Family and Consumer Studies programs.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue existing practice in this area.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Imperial Valley College provides students with the opportunity to earn a degree or certificate from many different vocational areas. For example, over two dozen vocational degrees and over sixty certificate programs are offered. (See Doc. 2.a.43)

Vocational/Occupational certificate and degree programs include well-defined levels of proficiency that have been identified through frequent and regular interaction with local business and industry. To ensure student competencies meet employment and other applicable standards and that students are prepared for external licensure and certification, review processes are in place. For example, the Nursing division tracks students pass rates through the National Council of Licensure Examination (NCLEX), faculty review the data, and make recommendations for curriculum revision based on trends. Other examples of programs requiring external certification are Peace Officer Standards and Training, Auto Technology, Child Family Consumer Studies, Alcohol and Drug Studies, Correctional Science, Fire Technology, Water Treatment Technology, Welding Technology, Paramedic, EMT, all Allied Health Programs, Licensed Vocational Nursing, and Electricity.

All vocational programs include community-based advisory committees that provide input into the curriculum and confirm that student skill sets are appropriate for local employment. Some advisory committees are extremely active. For example, the Business Department Advisory Board is composed of leading business professions, including the CEO of the El Centro Chamber of Commerce. On the other hand, the Agriculture Advisory Committee is being reconstituted to involve agriculture-related industries of a more technological nature. Both student and community input will be used to decide in what ways content about the use of new technology in agriculture should be added to the curriculum.

Apprenticeship programs offer our students the opportunity to participate in California Department of Industrial Relations; Division of Apprenticeship Standards (DAS) approved programs. Presently there are seven apprenticeship programs which were approved and implemented in July of 2005. IVC serves as the Local Education Agency and Imperial Irrigation District (IID) as the local sponsor. With a Memorandum of Understanding (MOU) in place between College of the Desert and Imperial Valley College, these programs are available not only within the Imperial Community College District, but also within the southern part of the Desert Community College District at the Imperial Irrigation District's La Quinta Headquarters. These apprenticeship programs are DAS approved and are California Community College Chancellor's Office approved for credit.

SELF EVALUATION

While many programs on campus have a process in place to evaluate students meet professional and technical competencies, in other areas efforts need to be made to link directly with employers to confirm student performance.

PLANNING AGENDA

A more systematic process will be coordinated by the Dean of Applied Science to confirm student job performance and to evaluate curricula to further support student success.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Prospective and current students as well as community members receive timely and accurate information about educational courses and programs and transfer policies through the printed class schedule (mailed to every Imperial Valley household), the College Web site, the College Catalog, Counseling personnel, and media ads (television, radio, and press). In addition, individual programs distribute materials throughout the year on campus at events such as College and University Day and Career Day and off campus at events such as the Business Exposition, the Imperial County Fair, and local community career fairs. An information booth was also set up at the Imperial Valley Mall prior to registration for fall 2005 and spring 2006 semesters to inform the public about educational courses and programs at IVC. In the Accreditation Survey, Question 23, 72% of the respondents agreed or strongly agreed that IVC provides clear and accurate information about courses, programs, degrees, and certificates to its students.

The catalog is updated each year after careful review by the Curriculum and Instruction Committee and the office of the Vice President for Academic Services. Information on enrollment procedures, regulations, financial aid, the student grievance process, and curricula including degrees and certificates is reviewed each year as well by the appropriate instructional or student services office. Types of courses and programs, regulations, transfer requirements, and vocational occupational curriculum information are also printed in Spanish.

The schedule of classes also includes enrollment procedures, policies and regulations, and course information. In addition to the name and number of each course, the entire catalog course description is included in the schedule to assist students in enrolling in appropriate courses. During the first introduction of a winter intersession (January, 2006), the schedules for winter and spring were published together as a way to broadly notify the community of winter intersession courses. The Admissions Operating Committee, in conjunction with Instructional Council, decided to publish the summer 2006 schedule separate from the fall schedule because the timeline for the fall schedule was delayed because of the budget crisis. It could not be determined if the hiring freeze would be lifted until late in the process for the fall schedule.

Other publications include a newly developed guide that describes courses and programs at IVC that link directly to programs at San Diego State University – Imperial Valley Campus (SDSU-IV). (See Doc. 2.a.44)

Catalogs of the last few years and schedules of past semesters are posted on the college Web site. The site is updated by the Technology Center Technician through the Dean of Technology.

Each faculty member is required to provide the division chair and the Vice President for Academic Services with a course syllabus. Syllabi are reviewed by division chairs to confirm content consistency across sections.

Data is also collected for an Imperial Valley College Pocket Guide that contains brief information regarding the campus and is updated yearly. The Fact Book outlines IVC's mission and goals and provides information on academic programs, areas of study, income and budget, foundation projects and scholarships, financial aid scholarships, enrollment demographics, student educational goals and transfer rates, and growth rates. (See Doc. 2.a.44)

SELF EVALUATION

While the college meets the standard and printed materials are current, new procedures need to be developed to confirm that materials on the College Web site are updated regularly.

PLANNING AGENDA

Working with all constituencies, a new process will be developed by the Technology Council to improve accuracy and relevance of content on the College Web site.

II.A.6.a. The institution makes available to the students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credit to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreement as appropriate to its mission.

Policies and procedures for the transfer of credit in articulation documents on file with the campus articulation officer, are set forth in ASSIST (Statewide Repository of CSU & UC Articulation Agreements) and are identified in each course description in the College Catalog. In addition, students are strongly urged to meet with a counselor to develop an educational plan that confirms the specific program of study and any course prerequisites that already have been taken. The Articulation Officer is an active participant in the Curriculum and Instruction Committee and currently has been appointed by the Academic Senate to serve as co-chair of the committee. The articulation officer provides information during the course development process on the likelihood that specific courses will articulate to other institutions.

In accepting credit to fulfill degree requirements from other colleges and universities, Student Services staff members determine how each individual course articulates to a course in the College Catalog by reviewing the codes, the course description, and the course objectives. How the course was used to meet GE requirements for the institution granting the credit is also reviewed. If there is a question about accepting credit, the course information is discussed with the division chairperson and/or faculty in the subject area.

SELF EVALUATION

The College meets the standard.

PLANNING AGENDA

As student learning outcomes are developed for all courses, IVC will confirm that transfer credit continues to be based on course objectives and that course outlines of record are reviewed by four-year institutions on a yearly basis if significant changes are made to a course.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Imperial Valley College policies and procedures clearly articulate the process for the development, modification, and elimination of programs. Faculty members review enrollment statistics and job placement potential in the development of the Program Review documents. Sometimes program reductions are recommended. If a program is recommended to be discontinued, the community is notified through the program Advisory Committee and suggestions are received for updating or modifying the program. (See Doc. 2.a.45)

Some program changes are minor; others include “substantive changes” and must be submitted to the Chancellor’s Office. Counselors, division chairs, and faculty work collaboratively to assist students when programs or courses are eliminated or revised significantly. So that the student is not penalized, catalog rights are honored. In addition, the student petition process is used to make adjustments on behalf of the student.

The Agriculture Science program has been a concern. It was strong twenty years ago, but was discontinued over the last decade due to low enrollments. During fall 2005, a new full-time temporary faculty member was hired to re-invigorate the program. A tenure-track faculty member was hired during fall 2006, and additional efforts were made to reach out to the community. As of the printing of this document, this instructor is working to increase student enrollment and expand the community advisory committee.

SELF EVALUATION

While the college meets the standard, procedures for notification to the community of program changes need to be more clearly identified.

PLANNING AGENDA

Student Services will work with Academic Services and division chairs to review and evaluate the process to ensure that procedures are in place so that enrolled students may complete their education in a timely manner and with a minimum of disruption when programs are eliminated or program requirements are significantly changed.

II.A.6.c. The institution presents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies and procedures regarding publications to assure integrity in all representations about its mission, programs, and services.

Class schedules and course catalogs are reviewed regularly by members of the Curriculum and Instruction Committee and members of Instructional Council, Executive Council, and the office of the Vice President for Academic Services. The college mission and all programs and services are presented to accurately describe procedures and educational opportunities for students. The documents also are developed to include photographs that depict the diversity of programs offered.

During the spring 2005 semester, a Blue Ribbon Enrollment Management Committee was established which included classroom faculty, counseling faculty, the Public Relations consultant, and representatives from the Executive Committee, Academic Services, and the Reprographics Department. Suggestions from this varied group were used to assure current publications were both accurate and engaging. (See Doc. 2.a.46)

The Colleges Fact Book, which is updated annually and distributed in the community, outlines IVC's mission and goals and provides information on academic programs, areas of study, income and budget, foundation projects and scholarships, financial aid scholarships, enrollment demographics, student educational goals and transfer rates, and growth rates. (See Doc. 2.a.46)

The Public Relations consultant serves on the Administrative Council as a way to confirm he has access to all information on courses, programs, and college initiatives. An annual marketing plan and an annual report to the community are developed. Copies are provided to all the visioning stakeholders, all Imperial County principals and superintendents, the County Board of Supervisors, and the Imperial Irrigation District Board. (See Doc. 2.a.46)

The information presented on the College Web site as well as the design of the site is currently being reviewed. The Technology Council is working with consultants to improve the design and create a more functional site.

SELF EVALUATION

Although the college meets the standard, the college Web site needs to be improved. Currently, the Technology Council is working with consultants to design a more functional and aesthetic site.

Once a new design is in place, a process for updating and maintaining accurate and current information will be developed and submitted to campus groups for review.

PLANNING AGENDA

The Dean of Technology will work through the Technology Council to redesign the College Web site and to clarify roles and procedures for updating and maintaining the site.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic\freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Free inquiry and free expression are indispensable to the achievement of these goals. As members of the College community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students at Imperial Valley College may rightfully expect that the faculty and administration will maintain an environment where there is freedom to learn. Meeting this expectation requires that there be appropriate conditions and opportunities in the classroom and on campus. As members of the College community, students shall be encouraged to develop the capacity for critical judgment and to exercise their rights to free inquiry and free speech. These policies are outlined in Board Policy 4030 and Administrative Procedures 4030 on Academic Freedom and in the College catalog (see 2.a.47).

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue existing practice in this area.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

The policy that demonstrates institutional commitment of the free pursuit and dissemination of knowledge is Board Policy 4030 and Administrative Procedures 4030 in which the concept of Academic Freedom is outlined in relation to teaching duties and to the teaching profession.

SELF EVALUATION

IVC does not have any process or procedure to evaluate how successfully faculty distinguishes between personal conviction and professionally accepted views in a discipline. IVC views it as an individual commitment. Some department faculty members do engage in discussions regarding this expectation. For example, discussions have taken place among biology instructors regarding

the concept of evolution and how it is taught. Even though instructors may have different personal views, it is agreed to present this concept as they would any other concept. If students want to offer other views, discussion is encouraged.

PLANNING AGENDA

IVC will continue existing practice in this area.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Board Policy 5500 and Administrative Procedures 5500 lists the standards of conduct for students. (See Doc. 2.a.48) Cheating and plagiarism and student conduct expectations are included in the college catalog. (See Doc. 2.a.48) *(Imperial Valley College General Catalog, Page 25)* It is assumed that the entry of a student into Imperial Valley College constitutes the student's acceptance of the Standards of Student Conduct and the regulations published by the college. The complete Standards and procedures may be found in the Handbook for Faculty Advisors and Student Leaders, which is available in the Office of Student Affairs and on the College Web site. (See Doc. 2.a.48) Currently these procedures are being revised through the Office of Student Affairs in conjunction with the Academic Senate, Associated Students, and College Council. The procedures are being expanded and clarified for students. (See Doc. 2.a.48) Faculty also informs students of expectations of academic honesty through course syllabi.

In addition, a site license for Turnitin software was purchased that allows instructors to use a Web based program to assist in assessing the extent of plagiarism. The program was piloted by English instructors summer 06, and access to the software was broadened after the pilot.

SELF EVALUATION

While the college meets the standard, incidents of Web-based plagiarism have not subsided. Strategies to minimize plagiarism and cheating have been shared at workshops for faculty. (See Doc. 2.a.48)

PLANNING AGENDA

Academic Services will continue to work with Student Affairs to develop workshops and publications to assist students in understanding the definition of plagiarism.

II.A.7.c. The institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

The Board of Trustees indicated satisfaction with the Board of Trustees Code of Ethics/Standards of Practice policy at the Board Study Session on March 15, 2005. (See Doc. 2.a.49) The President/Superintendent shared this information at a College Council meeting and also informed the Council that the College as a whole did not have a common code of conduct, values, and professionalism for the campus community to follow. The shared governance bodies were asked to make recom-

mendations to develop such a policy. The Associate Dean of Human Resources had developed a draft for such a policy, and the College Council agreed that this draft would serve as the beginning of the dialogue. The draft of the Code of the Conduct statement was distributed and discussed at subsequent College Council meetings. Since this initial draft was rejected by the Academic Senate, the President/Superintendent subsequently asked the College Council to "re-start" the discussion of a Code of Ethics. The College Council appointed a subcommittee to begin new discussions regarding the process for development of an IVC core values code at a meeting on June 27, 2005. (See Doc. 2.a.49)

The Academic Senate President notified the College Council that a statement defining "professionalism" would fall within the jurisdiction of the Academic Senate. (See Doc. 2.a.49) Concerns were voiced by several members of the College Council that any development of a campus-wide code of ethics and standards of conduct should have full participation and input of all employee groups on campus. Subsequently, it was reported to the College Council that the Academic Senate voted to allow the College Council subcommittee to spearhead the development of a campus-wide code of ethics and standards of conduct. (See Doc. 2.a.49

The College Council subcommittee presented a new version which included a definition of "ethics," along with other general responsibilities. (See Doc. 2.a.49) The draft of a new version was forwarded to the various groups on campus for consideration. At subsequent meetings drafts were reviewed and revised, and it was agreed that the Code of Ethics would be taken back to all constituent groups. The subcommittee gave all constituency groups the opportunity to review and give input and, while perhaps not unanimous, there seemed to be substantial agreement. On February 27, 2006, the College Council approved the Code of Ethics, and a recommendation was made to the President to send it to the Board for approval. (See Doc. 2.a.49)

SELF EVALUATION

College groups are in the process of discussing the implementation of a common code of conduct, values, and professionalism for the campus community to follow.

PLANNING AGENDA

If a Code of Ethics is approved by the Board, the Human Resources Department will develop a plan for distribution, which will include all employees signing a statement that they have received a copy. Human Resources will also contact the appropriate constituencies to include the Code of Ethics in the catalog and/or appropriate faculty or student handbooks.

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Consistent with its mission, the college provides quality student services to support student learning and achievement. The college's Student Services provide support for a diverse set of disciplines, learning approaches and teaching methods; this includes support for high school students, students with disabilities, those requiring basic skills, and students seeking associate degrees, certificates, occupational licenses, transfer, and job advancement. The college provides these comprehensive services regardless of location or means of delivery.

These programs and services include: the Office of Admissions and Records (A&R), Disabled Student Programs and Services (DSPS), Extended Opportunities Programs and Services (EOPS), Financial Aid (FA), Matriculation (MAT), Student Support Services (SSS), Upward Bound (UB), Educational Talent Search (ETS), CalWorks (CalW), Transfer Center (TC), District (DIST), and Student Affairs.

College demographics in Spring 2005 include the following: 86.8 percent of the student population is Hispanic; 73 percent of the student population are 29 years old or younger; and, 68.3 percent of the student population is female. Since the last accreditation, the college has revised and expanded the delivery of support services to students based on changes in student input, student demographics and available new technology. Student Services offers programs to support the changes in demographic trends that include a growing DSPS population and an increase in students identifying AA/AS and transfer as their primary goal. County figures also indicate that the Hispanic population in the Imperial Valley is the fastest growing segment within the Region X community colleges. (See Doc. 2.b.1)

Student Services has made a commitment to support the major college strategic planning priorities in various ways. The college provides programs and services to the three extended campus sites located in the south (Calexico), north (Brawley) and central (El Centro) cities of Imperial Valley. To ensure that this student population receives quality services, the Student Services staff has been actively involved in the discussion, planning, and implementation of new and/or expanded services to the respective extended campus sites.

Services at the Extended Campus Sites include regular staff visits from financial aid, a bilingual Admissions and Records clerk who assists with registration, acts as a liaison between the sites and the main campus, assists in the handling of all residency determinations, and provides better accountability for the collection of college fees. Counseling services and appointments as well as general assessment and orientation, have continued to increase. Evening counseling appointments have been added to meet the demand for services.

Student Services Council, composed of program/area managers meets monthly to discuss and address any issues or problems identified by students or staff. This council actively addresses the challenges that range from specific student needs or programs all the way to fulfilling needs that arose during the recent state budget crisis.

Student Services supports college-wide planning initiatives with development and expansion of distance education and the use of new technology. The college has used new technology to improve access for students enrolled at both the Extended Campuses and main campus. Online

services, including an application process, registration, applications for financial aid, college catalog and class schedule, provide 24-hour access to students. In addition, students use their secure student I.D. number to add and drop classes, review their transcripts, and view their grades though the college's Web site. (See Doc. 2.b.2)

The Office of Admissions and Records must provide support in a student environment that is rapidly changing, with the students served becoming increasingly familiar with online services. In the Fall 2005 semester, the online application process was launched and 100% of the students enrolled using that method. The new WebStar online registration and information system allows students to use tools to search and select classes by department, start time, and/or specific teaching faculty. Faculty can also make use of the system to look up student information and class schedules. In addition, grade collection has moved to an online format. Faculty have embraced the process, which has reduced staff time and errors by eliminating the need to convert data from paper to electronic form. This process has been used college-wide since the Fall 2005 semester. (See Doc. 2.b.3)

The district-wide BANNER™ Users Group (BUG) assumes quality control for these student services. Since its inception, the Imperial Valley College Student Services staff has taken a leadership role in the committee for the implementation of the new system. Working with consultants, the staff modified student applications for both Instruction and Student Services while developing training materials and facilitating user training. The committee meets as needed with the district Information Technology (IT) staff to test all new versions of BANNER™, report problems, and prioritize needed improvements. Committee members have also been instrumental in providing on-site support for users. System problems, identified through the interaction of students with the Admissions and Records staff, are continually addressed with the IT staff. (See Doc. 2.b.4)

The Associated Student Government (ASG) of Imperial Valley College have taken responsibility for overseeing the Casbah room located in the Student College Center which provides students with access to both the Web and computerized college services and information with 18 stations available. These are dedicated for online registration during peak registration times. Trained students and staff assist during the registration period. The location of the Casbah, near the college cafeteria, is highly visible and has become an important part of the campus culture.

Student Services is currently in the development of contributing to the growth of distance education through the development of an online college orientation class. It will be open to all students with the class designed to provide information about college success with regards to the catalog and class schedule, assessment, advising and follow-up.

Imperial Valley College also uses technology to improve access for students with disabilities. The college hired a full-time high technology center specialist to assist faculty and staff in the development of student service and educational materials; the specialist also ensures quality and accessibility of materials and information to disabled students, including textbooks, brochures, video and audiotapes, computerized classrooms and distance learning classes. The specialist regularly evaluates all services on the Web site to ensure that they meet appropriate access standards.

The college has responded to community requests for increased student access based on a Visioning Process conducted in 2003 throughout Imperial Valley. In response to these requests the following items have been implemented:

- High School Recruitment (reaffirmed)
- "Adopt a High School" Program
- ASPIRE (Acknowledging Students Prepared in Recognized Excellence) for new Freshman
- Fast Track Classes - Short-term (8-Week) Classes
- Cross-Enrollment with Four Year Institutions
- Online Courses
- Weekend Courses
- 16-Week Semester
- Winter Session - 5-Weeks
- SARS (Scheduling and Reporting System) - Implemented Fall 2005

The college provides and maintains student support services that assist student learning and enhance the achievement of its mission. The Transfer Center hosts the annual College and University Day combined with the Career Fair and assists with employment applications as well as university applications, workshops, meetings with university representatives, and field trips.

Imperial Valley College has recently instituted a student health plan that commenced in Fall 2005. Services provide wellness education, including programs targeting smoking cessation, communicable diseases control, and women's health issues. A Crisis Intervention Team, beginning in 2000, was created to establish a network to address general crisis intervention affecting the campus community as a whole.

Academic counseling is addressed in II.B.3.c. Other student support services include the College's EOPS/CARE Program, DSPS, CalWORKs, Financial Aid, and the Federal TRIO programs (Student Support Services [SSS], Educational Talent Search [ETS] and Upward Bound [UB]).

The Mel Wendrick Access Center, home of the Disabled Student Programs and Services (DSPS), provides strong support for students with disabilities, including tutors, interpreters, note takers, readers, scribes, learning disabilities assessment, and a computer lab with adaptive equipment. The Center has played a vital role in increasing access to services for students with disabilities. The High Technology bus provided assistive computer technology as a mobile classroom and computer lab to area high schools until funding from the Department of Rehab was terminated in 2003. Accessible computer stations have also been placed in many student service areas, such as the Transfer Center. The introduction of Text Teletypewriters (TTY's) in several pay phones have improved access for students with hearing disabilities. The DSPS office receives feedback on student needs from its advisory committee, which includes faculty, community members and students. The DSPS office has a Workability III grant which provides employment services for DSPS students who are clients of the Department of Rehabilitation. The Center's staff includes assessment specialists, academic counselors, and faculty who teach learning skills classes, classes in American Sign Language, and classes for the Rehab Technician for the Disabled certificate and major. It is one of the college's best examples of integrating instructional and student services components.

The college is committed to providing quality service to students. Student Service Programs actively participate in the college's program review process. The Student Services units have been conducting informal "goals and objectives" reports for many years. With the campus-wide adoption of the streamlined program review procedures, the Student Services Units moved into the new program review format commencing with the 2005-06 academic year.

SELF EVALUATION

The college and Student Services are continually assessing how services are delivered to the students, how to improve support through new delivery methods and new hours, and how new technologies can add to the success of our students. In its outreach efforts, the college provides information to all students who have an interest in our institution, and to at-risk and underrepresented groups. The services provided through the different Student Services programs are all based upon student success.

Limited state, district, and college resources have affected services to students. Providing expanded and new services has come at the expense of other programs; every student service program has had to prioritize its core services. All operational budgets have been reduced. In late fall 2005, college-wide financial restructuring significantly affected student services. This included the elimination of a full-time Assessment Technician, the loss of a full-time athletic counselor, the loss of part-time hourly and extra-hourly counseling, and reduction in service hours at the Assessment Center. It has also affected the ability of the DSPS office to maintain accessible computer work stations at all computer labs on campus and extended campuses. Student Services has taken a proactive approach to these problems.

EOPS assists students with academic planning, tutoring, book loans, counseling, references to outside organizations, childcare, and other services to promote student success. EOPS works with the faculty to monitor the academic progress of students in the program, and provides early alerts to students when tutoring or counseling may be necessary. Students who use the services of the EOPS office tend to complete their degree, certificate, and transfer programs at a high rate of success. The CARE program combines with EOPS to fill any gaps in service to students who are single parent heads of households and on public assistance.

The Financial Aid Program provides financial assistance through grants and loans (state and federal), and work-study opportunities for students seeking higher education but lacking the necessary resources without assistance from programs such as these. Scholarships are awarded to students who meet a variety of criteria based upon need, grade point average, major, and transfer requirements. Students are able to secure scholarship funds for the next semester to offset enrollment and living expenses.

With more students using computers, the college now offers online access to registration, adding and dropping classes, requests for general and academic information, forms and individual schedules and transcripts. The Admissions and Records Office has also provided a more user-friendly online application process for students. These changes have provided students more time to devote to studies and class preparation. All students receive the same information, follow the same instructions, and have the same opportunities for success.

Matriculation assesses students for appropriate placement in English (writing and reading), ESL (English as a Second Language), and mathematics classes. The campus has implemented

ACCUPLACER assessments as of July 2006 to determine proper placement and promote success. Matriculation assessment is required of all incoming students who have not been assessed or have not met the assessment requirements at another institution. Matriculation includes an orientation session conducted by college counselors. During the session students are introduced to the programs, services, polices, and expectations of the college. Counselors help students formulate an education plan to ensure that they pursue their college studies in an orderly manner and with the expectation of success. Students have the opportunity to enroll in a variety of classes to enhance academic/college success; Human Relations 100 (Personal and Career Development), Human Relations 061 (Survival Skills for College Success) and Human Relations 064 (Orientation to College and Life Skills).

Counseling provides students with academic and vocational counseling to ensure accurate program selection information for degree, certificate, and transfer. Students have the option of meeting with counselors to assist them in staying on track with their academic plans, or to obtain personal counseling if needed. The Counseling Office helps to relieve anxiety for any students during tests (midterm and finals) or other stress related problems. These services provide students with the tools to function successfully in the classroom environment.

The Transfer Center provides the resources for students to transition successfully to the next phase of their academic plans. Students have the opportunity to meet with representatives of four-year private and state institutions for assistance with applications, major requirements, philosophy statements, and other transfer related questions. Computers and catalogs are also available for research in the center, and knowledgeable staff members can answer questions or direct students to the appropriate resource. Statistics are available in the center and through the California Postsecondary Education Commission (http://www.cpec.ca.gov/) regarding the success of IVC students who have transferred to four-year institutions throughout the state and nationwide. (See Doc. 2.b.5)

The Associated Student Government (ASG) of Imperial Valley College recruits new and current students to participate in the leadership roles of student government. Participants in ASG reflect the diversity of the community the college serves. This diversity leads to differing priorities and approaches to decision-making, and engenders an environment of respect and appreciation for all IVC Students.

Student Affairs oversees the funds and functions of clubs on campus and athletics. Students can join existing clubs or start new clubs by recruiting members, finding a faculty advisor, drafting a constitution, establishing meeting times, and electing officers. Participants must maintain a GPA of 2.0 and be enrolled in at least six units. These programs help student leaders to organize, set goals and objectives, manage their time, and partner with other peers. ASG officers learn to allocate funds, develop a budget, follow the California open meeting law (Brown Act), use parliamentary procedures, develop agendas, conduct meetings, compromise, plan events, participate in college/district-wide committees, and meet crucial deadlines.

The college must assess long-term plans to provide stable funding for student support services. The college also needs to develop a long-term solution for providing students with career education services. Given the magnitude of recent cuts, the college must address the stress on student services created at peak registration times with the implementation of a winter session. Student Services offices and programs no longer have any “slow periods” of time.

PLANNING AGENDA

By the end of spring 2007, all student service programs will have completed the second year of the program review process and will maintain updated program review plans on the college's website.

By the end of summer of 2006, Student Services will work with the Vice President of Academic Services to provide a transitional plan for all program moves to temporary facilities for campus remodeling and construction of a new Science building. Existing offices/portables for Upward Bound, Educational Talent Search, Assessment and Mathematics laboratories are being temporarily relocated.

By the end of spring 2007, all Student Services areas will assist with the restructuring of the degree and certificate evaluation process so students can apply and be notified in a timely manner about their status and can make informed decisions on how to proceed with transfer or graduation.

By the end of spring 2007, Matriculation Services will have completed the development of an online orientation program/class.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

Official Name, Address(es), Telephone Numbers, and Web Site Address of the Institution
Educational Mission
Course, Program and Degree Offerings
Academic Calendar and Program Length
Academic Freedom Statement
Available Student Financial Aid
Available Learning Resources
Names and Degrees of Administrators and Faculty
Names of Governing Board Members

b. Requirements

Admissions
Student Fees and Other Financial Obligations
Degrees, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

Academic Regulations, including Academic Honesty

Nondiscrimination
Acceptance of Transfer Credit
Grievance and Complaint Procedures
Sexual Harassment
Refund of Fees

d. Locations or Publications Where Other Policies May be Found.

The Imperial Valley College catalog is published annually and implemented with the fall semester. Prior to publication, all contributing departments and divisions review and revise the catalog. Approximately two months is allowed for each review. Production of the catalog is the responsibility of the Office of Instruction. The articulation officer and the chief instruction officer (CIO) as the curriculum co-chairs coordinate the review and submission of changes. New courses, programs, degrees and certificates must have been reviewed and approved by the Curriculum and Instruction Committee. Depending on the nature of the policy (institutional, local district or legislatively mandated), the Administrative Council, review and approve new policies or policy changes and pass through the Board for ratification. Contributing departments and divisions review and update general information regarding admissions, registration, fees, financial aid, and student resources. (See Doc. 2.b.6)

In response to the growing population of students with disabilities, the catalog is available on request offered in alternative formats through the DSPS office. It is available in print to all matriculated new students. Copies are available for use in the Library, Counseling Offices, Admissions Office, Transfer Center, and copies are available for purchase at the Bookstore. The catalog is distributed to all faculty members and staff in the Student Services and learning resources divisions and departments.

As advertised in the schedule of classes, Imperial Valley College offers its full catalog online through the college Web site. As stated, the college's Web site is frequently reviewed to ensure accessibility to students with disabilities. Finally, the college participates in College Source, a virtual library of college catalogs available through the Internet. (See Doc.2.b.6)

The 2006-07 catalog presentation was changed slightly to identify sections better. Continued improvements to identify sections, improve content and presentation and be better able to navigate the catalog information will be expanded in future catalogs.

Governing policies can also be found in the district Board Policy Manual (which can be accessed through the district Web site), in the California Education Code and Title 5 Administrative Code, also accessed through the Internet. Printed copies are available in the college library. Regulations and procedures pertinent to student admission, registration, program changes, financial aid, and other services and resources can be found in the college student handbook, which is distributed to new matriculated students, and in the semester-based schedule of classes, both of which are available in English and Spanish.

SELF EVALUATION

The college has taken steps over the past five years to improve and enhance the catalog, including such features as easier readability and presentation. The college is continuing to restructure the information, such as acceptance of transfer credit, and improve the location of college policies and available support services.

PLANNING AGENDA

Continued upgrading and enhancement to the college catalog and websites.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

The college provides and assures equitable access to a comprehensive array of programs and services to address the learning support needs of its student population. The college believes that quality assessment, advisement and placement are keys to each student's success, and that the diversity of its student population is best served by providing a variety of venues for these services. During the week, assessment, orientation and counseling are offered on the main campus and at the Extended Campuses. To accommodate working students evening services are available on the main campus.

All students are provided access to language (reading and composition) and mathematics assessment. The assessment schedule is on the Web. Assessment is also available, by request, at all local high schools. Test results are available the same day. All scores are uploaded to the district's computerized student database for automatic check for prerequisites. Counselors use this information to guide students to appropriate class levels. Printed score reports are produced immediately at the completion of the placement examination and given to the students. (See Doc. 2.b.7)

Two additional assessments are available to students. The English as a Second Language (ESL) assessment test for ESL students is the CELSA testing instrument, which incorporates listening, speaking, and writing components. ESL assessment testing occurs daily on campus. Ability to Benefit Tests (ATB) are used to qualify students without high school diplomas or GEDs for financial aid. This testing is provided in English.

All student services programs cover the offering of assessment, orientation and academic advisement in the college-wide program review process. EOPS/CARE and TRIO also integrate their college program review with their annual state and federal reporting process. The program review process requires the identification of changing needs and program recommendations. These in turn provide the foundation for the program unit plans.

The new student appointment system (SARS Grid), which can track the number of students using services, has proven a valuable tool for evaluating the appropriate level of services. Counseling, Student Support Services, and Disabled Student Programs and Services (DSP&S) will use the data to compare student services use from year to year. SARS was just implemented in Fall 2005 so the review of the data is currently taking place. (See Doc. 2.b.8)

The Counseling Department and the Assessment Office consider student contact data from each prior semester before making changes to the next schedule. The schedule of services is published on the Web and a printed schedule is available at various campus sites. (See Doc. 2.b.9)

The college engages in ongoing research to assure both the validity and the effectiveness of assessment and placement. The English Department, the Matriculation Officer, and a consulting researcher have conducted validity studies for the tests and for cut-off scores. On a regular basis, they survey faculty and students about the assessment/placement process. Since the last accreditation, the college has locally validated and implemented assessment testing and cut-off scores for mathematics and English, and has implemented prerequisites for English, mathematics, and science courses. (See Doc. 2.b.10; Doc. 2.b.11; Doc. 2.b.12)

Academic advisement is offered in a variety of ways. The Counseling Department provides academic and vocational counseling for students throughout the year. As part of the college recruitment process, the Counseling Department provides full-day sessions at high schools that include assessment, orientation and advisement. On campus and at the Extended Campuses, students can receive counseling on a drop-by basis, or by scheduling an appointment. The department has been looking for alternative ways to deliver counseling services, which include group counseling of same-major students and online counseling.

Services for new students are coordinated through the college's Matriculation Program, which provides funding for hourly counseling and many of the support services staff. It has sponsored research on the impact of new student services on student success. It has also helped improve student access to services by providing support for the Spanish language admissions application and other materials of general interest.

The college is evaluating the most effective way to provide students with feedback and follow-up information on their academic progress. The Early Alert System uses faculty reports to identify at-risk students; these students receive a computer-generated letter alerting them of their status and recommending a course of action. Due to budget cuts this program has been temporarily suspended but will be reactivated by Spring 2007.

In Fall 2003, the college implemented the computerized probation system, alerting students to their grade point average and academic progress (number of units and drops). After a counselor reviews the student's unit load, academic goal, course history and work obligation, strategies and campus resources are recommended to improve the chances of success. Since the last self study, the college has implemented academic and progress probation intervention. A district wide Admissions and Registration Committee, which includes counselors, matriculation coordinator, district staff and appropriate college managers, reviewed the district policy and a number of probation letters from other colleges. The committee created a series of letters targeting students identified as performing below district standards. The letters strongly suggest that students on probation contact counselors; this is encouraged by progressively limiting the number of units for which a student can enroll, depending on the number of semesters the student has been on probation. Due to the BANNER™ program conversion and imposed budget cuts the campus has not been able to continue with our academic probation program.

Students are most often referred to the following support services: assessment, tutoring, testing for learning disabilities, basic skill classes, learning skills classes, financial aid, EOPS program, TRIO programs, the Transfer Center, the reading/writing labs, and, appropriate faculty. Students may also be referred to personal/psychological counseling through the Student Health Center, family support through the Child Development Center, or to the CalWORKs Program.

SELF EVALUATION

The college needs to improve the services for its students who are taking courses exclusively online. A matriculation process that can be accessed completely online needs to be designed. Assessment and orientation processes also need to be adapted to serve the college's online students. At the same time, the college needs to ensure that all products or processes created for online services remain compliant with section 508 of the Federal Rehabilitation Act. (See Doc. 2.b.13)

Due to financial cuts, evening assessments have become extremely limited.

PLANNING AGENDA

The college will develop ways to provide additional services for its online students.
The Matriculation Officer will attempt to reactivate the Early Alert program and work with the Admissions and Registrations Committee to develop a plan to contact academic probationary students.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Imperial Valley College is committed to providing a variety of programs, services and resources that encourage overall development of students into socially responsible citizens. Through services such as the counseling center, matriculation services, and transfer center, students are given the resources to enable overall development. Organizations such as the TRIO programs (SSS, UB, and ETS), PUENTE and ASPIRE, and various campus events give students the awareness of their responsibility to the community. The college also encourages intellectual development through the dean's list and other academic organizations. Programs and events that enrich the aesthetic experience of students in areas of visual and performing arts are available. Additional resources are also offered by the college to enhance personal development.

The Counseling Center offers personal, career, and academic counseling to all students. While academic and vocational counseling is in highest demand, students may receive personal and/or crisis counseling when requested or required.

IVC matriculation services conducts assessment testing in which basic skills are evaluated and students are asked to identify their goals and interests. Assessment test results assist the counselors and students in initial placement and help guide students on a path to success. The primary goal of the matriculation process is to help students design and complete an educational goal.

Transfer students are encouraged to meet with counselors in the Transfer Center and make use of the technical assistance available in the Transfer Center. Matriculation counselors conduct orientations as part of matriculation where they interpret student's assessment scores and assist them in selecting first semester classes. In addition to providing counseling services, the counselors teach college success, career development, psychology, social work and sociology courses. The applied college success courses are designed to help students increase their academic success and retention in college.

The Transfer Center helps students intending to transfer to a four-year college/ university to research and plan their academic goals. The Center strives to provide accurate and timely information within the context of a comfortable, inviting, and accessible facility. The Transfer Center sponsors visits from representatives of four-year colleges and universities, college fairs, and workshops relevant to transferring. Resources include college catalogs, comparison guides to colleges, and computer software such as College Source and Project Pathways. Scholarship and financial aid information, articulation agreements, and close working relationships with area universities all serve the students in a positive fashion.

IVC encourages students to participate in a variety of events related to personal and civic responsibility. The Associated Students Government (ASG) of Imperial Valley College is recognized as the official governing body for students and an organized voice at the college. It participates in the

shared governance of the college by participating in several college-wide committees, including the Student Affairs Committee, Curriculum and Instruction Committee, Safety Committee, Bookstore and Cafeteria Committee, Board of Trustee's meetings, and the Administrative Council. Members of ASG are also active in the accreditation committee that has prepared this report. ASG participates regularly in the meetings of the District Board of Trustees. Overall, the program is designed to educate students to be responsible leaders and provide them with opportunities to develop and enhance their leadership skills.

The Student Affairs Office encourages club awareness, supports faculty advisors, and encourages students to sponsor activities and events that promote a positive campus climate. Additional events that encourage civic responsibility include blood drives, food drives, and holiday gift drives.

Students have the opportunity to participate in a variety of additional organizations geared toward intellectual development. They include Agriculture club, Amnesty International club, Business club, DSPS Student Club, Educational Talent Search Club, English Club, French Club, the Students for Political Awareness (SPA) Club, and Student Support Services Club, to name a few.

The college encourages aesthetic enrichment not only through comprehensive course offerings in the arts, but also through exhibitions showing the work of numerous professional artists, culminating annually in a student show. As part of the visual arts program, student artists are encouraged and expected to exhibit their work annually.

The Music Department exemplifies the spirit of performance and traditional music education. The growing music curriculum encourages and trains students at all levels. From the general education student to the advanced performer there is a place for everyone. Pacific Fire, a music ensemble, performs on-campus and in the community.

Students may also pursue personal growth through the college's community education, non-credit and distance education programs. Services supporting personal development include the book-store, library, learning center, computer centers, life fitness center, and mathematics tutorial center.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue existing practice in this area.

II.B.3.c. The institution designs, maintains, and evaluates counseling, and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

The Student Services unit is comprised of the following distinct areas: Assessment and Matriculation; Financial Aid; Counseling; Disabled Students Programs and Services (DSPS); Extended Opportunities Programs and Services (EOPS); CalWorks, Student Health and Wellness program; TRIO Programs; Student Affairs; Career Center; and, the Transfer Center. Each of these areas is designed and maintained to provide students with resources and qualified staff who have received and understand current legislation and trends in their respective areas.

SELF EVALUATION

The college meets the standard.

Student Services provides two in-services each month during the regular semesters for all counselors. These in-services cover a spectrum of topics including clinical concerns, crisis management, advising issues and updates from the CSU and UC institutions. All personnel in counseling participate in ongoing professional development, when budgets permit, by attending in-person and online workshops, conferences, and seminars. Before each academic cycle (fall, winter, spring, summer), the Vice President for Student Services or designee analyzes and presents to college faculty the appointment usage statistics. These statistics are readily available to those with access to the Scheduling and Reporting System (SARS) grid. The SARS report indicates how many students made appointments by time and day, and this data is used to develop the counseling and advising schedule. Counseling/advising is maintained by appropriate allocation of regular and overload counseling hours, and adequate support staff. (See Doc. 2.b.8)

PLANNING AGENDA

Imperial Valley College Student Services units will complete the second year of their scheduled program reviews in the academic year of 2006-2007.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

IVC is committed to programs that support an understanding and appreciation of diversity. The student services offices all strive to minimize barriers and ensure equal access to all student services. The college provides outreach and recruitment to all populations, including underrepresented students, and equal access to admission and enrollment for all students.

Imperial Valley College is an ethnically diverse campus due to its location next to the Mexican border. Statistics from the IVC Spring 2005 term indicate the diversity of our population here in the Imperial Valley along with our strong Hispanic heritage. (See Doc. 2.b.1)

ETHNICITY - SPRING 2005	**Students**	**Percentage**
African-American	96	1.3%
American Indian/Alaskan	19	0.3%
Asian	86	1.2%
Filipino	35	0.5%
Hispanic	6,279	86.7%
Pacific Islander	8	0.1%
White	584	8.1%
Unknown	130	1.8%
Total	**7,237**	**100.0%**

In addition, the Associated Student Government (ASG) provides opportunities for students to participate in diverse organizations and club sponsor activities throughout the year to bring an awareness

of diverse cultures to all students. These events include celebrations of Black history month, Cinco de Mayo, St. Patrick's Day events, the Disability Awareness Fair, Halloween, "Life's a Beach!" event, Patriot Day, and Veterans Day. Multicultural events such as the Veterans Day celebration, and various guest speakers and music programs throughout the year also enhance understanding of diversity.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

The college will continue to design and maintain a range of programs and services that support and enhance student understanding and appreciation of diversity.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

The Matriculation Committee is comprised of a cross section of the college community including Admissions, English, Mathematics, Information Systems, Financial Aid, EOPS, DSPS, Transfer Center, and, an Extended Campus representative. The Committee works to facilitate the smooth entry of students into the college and successful completion of their goals through participation in the matriculation process. (See Doc. 2.b.11)

The Matriculation Officer oversees the review of all assessment and placement tools, and their effectiveness and biases. While reviews are done every two years, a research assessment test validation is done every six years as required by state regulations. In the past nine months, validation tests have been done in three areas: reading, writing and mathematics. New assessment instruments in these areas were reviewed for consequential, content, and bias validity and upgrading to a state authorized assessment tool(s). The assessment tool under consideration and accepted for use was ACCUPLACER™.

The Matriculation Officer, in consultation with the faculty of the appropriate department, coordinated the validation process for each instrument along with an outside consultant. Faculty assisted in reviewing the validity of the cut score and selecting the multiple measures. All assessment instruments in use have received approval by the office of the Chancellor of the California Community Colleges. In order to receive full approval, a test must be proven valid, reliable, and unbiased. IVC has taken the responsibility for revalidating all instruments. (See Doc. 2.b.14)

SELF EVALUATION

Through the work of its matriculation committee, the college regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

PLANNING AGENDA

The institution will continue to evaluate procedures and instruments used in admissions and assessment to provide the college's students an effective and unbiased process.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

IVC's office of Admissions and Records maintains permanent student records for the college. Records are held in hard-copy form. Hard copies of documents and imaged documents are contained within a secured office and in secured file cabinets located in a vault of the Admissions and Records Office. Archived documents are contained in a secured, fireproof room and in secured file cabinets. Access to electronic student information and imaged documents is available to designated staff at the college through the BANNER™ system. Access to archived records is limited to Office of Admissions and Records staff.

The policy on release of student records complies with the Family Education Rights and Privacy Act (FERPA) and is published in the college catalog annually and in the schedule of classes each semester.

The Office of Admissions and Records continues to transition from its storage of hard-copy documents to an imaging system. The college holds historic records either in hard-copy form or as imaged documents. Student documents are stored in a systematic order based on chronology. The Office of Admissions and Records is in the process of imaging a variety of documents for permanent archive. These include student applications, course substitution petitions, credit/no credit petitions, degree and certificate evaluations, change of grade requests, k-12 concurrent enrollment applications, incomplete forms, instructor drop forms, permanent grade rosters, general petitions, positive attendance rosters, residency applications, supplemental grade cards, and transcripts. In cases where imaged documents are current, hard copies are held for the duration required by state law and then shredded. Only after any of the above documents are imaged and held for the period required by law, are they then shredded. Current technology used within the student services offices allows staff with secured accounts to access student information. Staff in the Office of Admissions and Records, Counseling and support services, Financial Aid, and the Bursar's Office can access this information using the BANNER™ system. The BANNER™ system is a secured, district-supported network requiring login access that can be accessed only through an assigned account. The BANNER™ system provides access to real-time student information. The campus information systems unit provides regular backups of all BANNER™ data.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

Imperial Valley College's office of Admissions and Records will continue to transition its archived documents into it's imaging system and anticipates that all documents will eventually be imaged at the time received.

Imperial Valley College's Office of Admissions and Records will continue to hold documents in hard copy form for the period required by law. The college will also continue to comply with all federal, state, and district policies on the maintenance and release of student records.

The Office of Admissions and Records is requesting a scanner to provide a more efficient process for reading official transcripts and downloading them onto the campus database system, BANNER™.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement?

The Imperial Valley College student services units have had in place an internal program review of goals and objectives for well over ten years. Student Services has been involved with the campus wide program review and reassessment of procedures to make it also address student learning outcomes. Commencing with the 2005-06 academic year, all student services units followed the new format and guidelines for the campus program review. The program review oversight committee developed a review template specifically for the student services programs that works well with the instructional side of the house. Student services programs will undergo program review as part of the college's regular program review cycle. (See Doc. 2.b.15; Doc. 2.b.16)

SELF EVALUATION

All Student Services programs have undergone the older version of goals and objectives review and have now moved into the new program review. The programs include financial aid, admissions and records, matriculation, Transfer Center, district and extended campuses, counseling, and CalWorks.

PLANNING AGENDA

IVC will develop tools and procedures to evaluate whether its student support services contribute to the achievement of student learning outcomes.

As part of program review, student surveys will be administered this year to help determine how well a program is serving its target students. To better address the needs of the college's students, the results of these surveys will be provided to each program review team from the office of research, planning, and grants. The results will be discussed, included in the program review documentation, and ultimately used to improve the services offered by the college.

II.C. Library and Learning Support Services

The library and other learning support services for students are sufficient to support the institution's instructional programs and activities. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services to facilitate educational offerings, regardless of location or means of delivery.

    a. The institution selects and maintains educational equipment and materials to support student learning and support the mission of the institution.

b. The institution provides ongoing instruction to ensure students develop the necessary skills in information competency.

c. The institution provides the IVC community adequate access to the library and other learning support services.

d. The institution provides effective maintenance and security for its library and other learning support services.

e. When the institution utilizes other institutions or other sources for its instructional programs, it ensures any such resources are adequate for the intended purposes and easily accessible. These services are evaluated on a regular basis.

2. The institution regularly evaluates library and other learning support services to ensure adequacy in meeting identified student needs and learning outcomes.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

The goals of the Spencer Library Media Center ("the Library") and Learning Services are consistent with the goals and mission statement of Imperial Valley College. Learning materials and tutoring, research instruction, and reference services are available to both students and faculty. The Library provides learning materials, research instruction, and reference services to all students. The Dean, the Librarians, the Library Technicians and other staff are scheduled to provide maximum availability for students and faculty.

Library

The Library collection consists of print, electronic, audiovisual, and microform resources. There are approximately 53,000 books, 410 periodical subscriptions, 13,439 units on microfilm, in addition to a growing collection of videos, DVDs and CDs. All materials are available in the online catalog. The Library uses the SIRSI Integrated Library System. Currently there is a collection of 2,708 eBooks through NetLibrary available through a link on the Library home page. The Library website is currently under the direction of the Microcomputer Media Technician. It links to the online catalog, the eight major databases, the eBooks, as well as additional Library, Learning Services, and community resources (http://www.imperial.edu/campus_info/Departments/Library/default.html).

The Library is managed by the Dean of Technology & Learning Services. There are two full-time Librarians with staggered day shifts, one part-time Librarian who works twelve evening hours each week, four Library Technicians, two part-time Student Library Assistants, one part-time Work-Study Student, and one full-time Administrative Secretary

The annual budget for library materials is currently $60,000.00. The two Librarians, with the input of the Dean, the faculty, students, and library technicians, select the materials according to the Library's Collection Development Policy. (See Doc. 2.c.1., LibraryCollectionPlanWeeding.doc) The policy calls for the review and approval of requests from faculty, staff, students and community members by the Dean and librarians according to IVC's Administrative Policy 4040. All areas of the collection are added to each year, and each year a specific section of the collection is emphasized.

For the 2006-2007 academic year, the Library's Annual Collection Development Plan calls for replacing outdated key reference texts, and obtaining new material for programs with little representation in the collection. Requests for suggestions are solicited through individuals, class visits, email, and through the Materials Suggestion Form on the Library website.

The Library provides approximately twenty-four research computers, with Internet and database access, and four computers dedicated to the catalog. Handicapped access is provided in the assistive technology lab in the Health Sciences Building. Eventually, the Library may want to consider developing assistive technology capabilities. The library instruction room, Room 1502, currently provides seventeen computers, a teaching computer, and an overhead projector.

The Reference Librarian and the Assistant Librarian have annually conducted between 160 and 200 research technique overviews in Room 1502 for individual writing classes. During 2005-2006 approximately 194 classes, and approximately 3,778 students went through Room 1502 during these instructional sessions where students are guided in use of the online catalog, selected databases, periodicals, eBooks, web-searching, or a combination of these tools and resources as decided by the instructor and librarian. Room 1502 is also used as needed, remote vendor database demonstrations, and library-related meetings being two examples.

The number of circulating items from July 2005-June 2006 was 28,691 books, 2,191 reserves (counting only materials checked out with SIRSI), 855 audiovisual items, and 704 pamphlet files. A total of 33,127 items were checked out using the SIRSI system. The in-house materials count is approximately 33,127 items. The Interlibrary Loan requests made by the Library in July 2005-June 2006 were 124, with 101 filled. Interlibrary Loan requests made by other libraries were 78, with filled 70. Turnstile statistics, counting individuals leaving the library one-way, were 187,186 individuals in July 2005-June 2006.

Learning Support Services

Learning & Tutoring Center

The current Learning and Tutoring Center was constructed in 1999/2000. The Learning and Tutoring Center has 32 tables, seven computers for word processing comma and various group study and audiovisual viewing rooms, and offers tutoring in a variety of areas. The center offers free tutoring and a series of study skills workshops every semester. Topics range from time management and organizational skills to test taking techniques, library research skills, and Power Point presentations. (See Doc. 2.c.2, Fall 06 classes tutored.xls) The Tutoring Center is in the process of transitioning to a new web-based student log-in system, Tutortrac (http://www.tutortrac.com/) enabling students to schedule tutoring session online. Currently, IVC counselors make recommendations and refer students for tutoring services. As of the Spring semester, 2006, faculty also refer students for tutoring services. (http://www.imperial.edu/campus_info/Departments/Library/tutoring/tutoring_intro.htm).

The center has two full-time employees. Approximately 20 tutors are hired each semester on a part-time basis serving approximately 1000 students per semester. Student tutors meet minimum grade and educational requirements in specific subjects. Apprentice tutors already have an Associates or Bachelors degree. The College Reading and Learning Center has awarded The IVC Learning and Tutoring Center a three-year Level I certification which certifies that the Center provides a high level of training for all tutors, who then become CRLA certified tutors (http://www.crla.net/Welcome.htm).

IVC has received funding to expand its Basic Skills offerings. Learning Services has set a goal of providing tutoring services to 25% of basic skills students, some of whom will be accommodated by the writing lab.

Reading and Writing Lab

The Reading and Writing Lab is housed in the 2600 Building. There are three full-time staff members, three work studies, and 12 tutors. There is a central check-in counter for both Labs. The Reading Lab has a Computer Lab with 42 student computers and two staff computers, and a Reading Room with fifty student desks and a tutor desk. The Reading Lab serves approximately 1200 developmental reading students every semester. These students spend a minimum of 18 hours each semester in the Reading Lab. The Reading Lab curriculum is overseen and designed by the English Division Reading Facilitator in consultation with the reading instructors.

The Reading Lab curriculum includes reading fluency software called Reading Plus. (See, Doc. 2.c.3, RP PO Sp05.pdf) This software is internet-based and provides assignments in reading comprehension activities, and phonics exercises. (See Doc. 2.c.4, RW Lab Calendar Spr06 086a.pdf, and Doc. 2.c.5, RW Calendar Rules Sp06.doc)

The Writing Lab contains thirty-five student computers, two DSP&S student computers, and one staff computer. There are four tables and chairs for twelve students for writing tutoring. The Writing Lab program is supervised by the English Division Writing Facilitator. The Writing Lab program was reorganized in Fall 2005. This included the Writing Partnership Program designed to help instructors across campus make greater use of our writing tutoring services. A new writing skills software program, SkillsTutor, was purchased in Spring 2006 for the Writing Lab with ACCESO funding (see 2.c.6, ST PO Sp06.pdf). The program is internet-based and provides access for all students on or off campus.

The Writing Lab supports students enrolled in LRNA 800 Supervised Tutoring a noncredit course passed through C&I in Spring 2006 (see 2.c.7, LRNA 800 course outline Sp06.pdf) and approved by the Chancellor's Office in July 2006 (see 2.c.8, LRNA 800 CCCC approval Fa06.pdf). All students receiving tutoring enroll in this noncredit course.

The Computer Lab and the Writing Room are rooms are also used for lab orientations at the beginning of each semester (see 2.c.9, RW Lab Orientation Schedule Sp06.xls). Installed video projectors for each room are on order. The Writing Lab computers are used by reading students for the Phonics strand of the Reading Lab curriculum.

The Reading and Writing Lab has transitioned to a web-based student log in system called TutorTrac which provides weekly reports on student attendance, Lab time, and tutor hours, and work schedules (see 2.c.10, TT PO Sp06.pdf).

Tutors in the Reading/Writing Lab take EDUC 202 Tutor Training (see 2.c.11, EDUC 202 syllabus Fa06.doc) during their first semester. The course is one credit (18 hours) and transferable to CSU. Upon completion, tutors earn their College Reading and Learning Association Level 1 certification. (See Doc. 2.c.12, CRLA certification June 2006-09 adobe.pdf) During their second semester, tutors are given advanced training and earn their CRLA Level II certificate.

Language Lab

The Language Lab is located in Building 2600 along with the Reading and Writing Lab. There are three full-time staff members, two work studies, and two tutors. There are 60 computers for student use in two rooms allowing flexibility. Language Lab computers are multimedia offering digital audio, video, and internet. (See Doc. 2.c.13, Language LabResource InventorySpring 2006.doc) Orientations are provided for all classes that use the lab as a classroom. (See Doc. 2.c.14, Lang Lab Orientations Spring 2006.xls) Installed video projectors for each room are on order.

SELF EVALUATION

Library

Last year's budget uncertainty froze the book budget at approximately $40,000, cutting approximately $20,000 and creating the possibility of long-term consequences. Restoring a collection is a lengthy process, and the average book age in the Library is 1976. The budget for 2006-2007, allocates the library $60,000, and may include the approximately $20,000 cut last year. As well as developing and updating, the collection is undergoing review according to the Library's Annual Weeding plan (see II.C.1.a). Specific subject areas are developed and culled with input from specific divisions.

The growth of the college and the retirement of the former Dean, a professional librarian as well as the manager/administrator, has meant that the library staff workload has increased. The Library is short at least one Librarian. Since the former Dean-Librarian's retirement, the new Dean of Technology and Learning Services, a non-librarian, is managing much more work, and employees. In addition to the Library, the Learning and Tutoring Center, the Reading/Writing Labs, the Language Lab, Reprographics, and the Bookstore, the new Dean is responsible for Information Systems. The new Dean is in charge of departments that are both academic support and infrastructure departments with little time for focus on the Library. As the college continues to grow, information literacy requires more of the two Librarians. The Librarians and the Administrative Secretary have picked up some of the former Dean's responsibilities. To more effectively meet our campus needs, the Library needs one additional Librarian to meet current needs, and two additional Librarians if student population growth is considered..

The College needs to reconsider the recently created money-saving restructuring when it combined Information Systems with Reprographics and the Bookstore, and the Library and Learning Services. A structure with an additional faculty Librarian and a revolving Division Chair, who would report to the VP of Instruction, should seriously be considered if Learning Services is to truly fulfill its academic support mission.

The Association of College and Research Libraries (ACRL) standards state that a college with 1,000-2,999 FTES should have a minimum of three professional Librarians, whereas IVC has two, plus twelve evening hours with a community librarian, one Administrator, and three Library Technicians. Imperial Valley College is close to reaching 3,000 FTES, which would push the number of Librarians to a minimum of five.
http://www.ala.org/ala/acrl/acrlstandards/standardscommunity.htm#three

TABLE A*

Staffing Requirements for Single-Campus Services**

FTE Students	Administrators	Professional		Technicians		Other Staff***		Total Staff	
	Min & Excel	Min	Excel	Min	Excel	Min	Excel	Min	Excel
Under 1,000	1	2	4	2	4	2	3	7	12
1,000-2,999	1	3	5	3	6	3	6	10	18
3,000-4,999	1	5	7	5	8	4	8	15	24
5,000-6,999	1	7	9	7	12	6	11	21	33
7,000-8,999	1	8	11	9	17	7	14	25	43
9,000-10,999	1	10	15	11	20	9	17	31	53
11,000-12,999	2	14	21	13	24	11	20	40	67
13,000-14,999	2	16	24	16	28	13	24	47	78
15,000-16,999	2	18	27	19	32	16	28	55	89
17,000-19,000	2	20	30	21	36	18	32	61	100

* Does not include student assistants
** Additional Staff will be needed if enrollment is 50% greater than FTE
*** Secretaries, clerks, lab aides, etc.

Room 1502 with 17 computers cannot accommodate classes of 25-30 students. Upgraded computers are needed enabling students to conduct basic research tasks.

Learning Support Services

Learning and Tutoring Center

The Learning & Tutoring Center conducts end-of -semester surveys which have indicated that the level of tutoring provided is well within the expectations of students. Faculty has requested new tutoring techniques be considered. As a result, new tutor training techniques have been implemented that should enhance the program.

Reading and Writing Lab

Student satisfaction surveys are distributed and analyzed every semester. In the Spring 2006 survey, students positively rated the Reading Plus software program and the rest of the Reading Lab curriculum. Students also rated the tutors highly. Students were divided on the question of needing more tutoring help with their assignments: 40.17% wish more help while 47.01% do not wish more help. Over 70% of students responded that they had no suggestions for improvements in the Reading Lab. (See Doc. 2.c.15, Reading Lab student survey Sp06.xls)

Faculty satisfaction surveys for Spring 2006 indicate a need to upgrade computers. (See 2.c.16, Reading Lab faculty survey Sp06.xls)

Currently the Reading Lab processes student written assignments and creates completion reports weekly. This task is labor intensive and there is a need to develop procedures for handling this electronically.

The Writing Facilitator convenes an advisory committee near the end of every semester. Significant progress has been noted since the new program began in Fall 2005 when three writing instructors came together as part of the Writing Partnership Program to coordinate their writing assignments with tutor availability. Tutors were specially trained to respond to these instructor's assignments when tutoring students. Nine instructors participated in the program in the Spring 2006 semester. This Fall 2006 semester should see a significant increase in tutoring services. (See Doc. 2.c.17, Writing Lab Advisory Committee Sp06.pdf) The Writing Lab is growing and more tutors are needed to meet the increased number of students using the lab's services.

Language Lab

Student satisfaction surveys are distributed and analyzed every semester. In the Spring 2006 survey (, students positively rated the Reading Plus software program and the Language Lab tutors. Over 79% of students felt the Language Lab was doing a good job. (See Doc. 2.c.18, Language Lab student survey Sp06.xls)

PLANNING AGENDA

Library

Hire a Head Librarian, to assume the position of Dean of Learning Services thereby freeing the current Dean to concentration his efforts, training, and expertise as the Dean of Technology to the benefit of both areas.

Plans are underway to expand room 1502 with smart classroom setups and 40 computers, To build a dedicated video conference plus two new staff offices.

Learning Support Services

To complete a plan to update computer resources in the Learning and Tutoring Center, the Reading/Writing Lab, and the Language Lab.

Learning and Tutoring Center

New computers with updated software should be installed by spring 2007. Tutor training in ESL is being provided to increase the number of tutors in this area. Instructor referrals are being encouraged, and small group tutoring is being considered.

Reading and Writing Lab

Replacement computers and projectors should be installed and operational by spring 2007. Two additional writing tutors are included in the 2007-08 budget request. The Tutor Trac software is expected to ease lab operations and reduce paperwork.

Language Lab

Replacement computers should be installed and operational by spring 2007.

II.C.1.b. – The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Library

As information literacy is one of the college's five Student Learning Outcomes, the college is working towards requiring information literacy as a graduation requirement. Both librarians served on the Academic Senate Ad Hoc Information Literacy Task Force (2005-06) which surveyed faculty, current practices in California Community Colleges, and considered best practices in this area. The library offers instruction in informational literacy skills covering online databases, research skills, reference assistance, and interlibrary loan services, and additional related services as needed.

From fall 2005 to summer 2006, librarians conducted 194 IVC student class instruction visits, and library technicians conducted 5 group sessions of off-campus visitors. In the 194 class instruction sessions, there were 3,778 students who participated in hands-on instruction in the use of the library and in finding information in print and electronic sources. The number of reference questions handled on a one-on-one basis is estimated at approximately 10,000 over the course of this past year. Verbal feedback indicates that both faculty and students feel library use has helped them with their coursework.

The library offers a number of events for both students and the community. The Poetry on the Patio event takes place every April to celebrate National Poetry Month. Over the academic year 2005-2006, a grant-sponsored series of lectures and videos on World War I were presented to the campus and surrounding communities.
Other events the past few years include "IVC Writes" – a display and a workshop on writing and publishing by IVC employees. There are also monthly displays in the two glass display cases in the Library.

Learning Support Services

Learning and Tutoring Center

The Learning and Tutoring Center offers a series of workshops every semester. Topics include: time management and organizational skills, memory and concentration skills, how to use textbooks, test taking techniques, how to manage test anxiety, library research skills, and training on Power Point presentations (http://www.imperial.edu/campus info/Departments/Library/tutoring/workshopsched.htm).

Reading and Writing Lab/Language Lab

The Writing Lab encourages information competency by offering workshops on citing sources and preparing bibliographies for students' research papers. (See Doc. 2.c.19, Writing Center WorkshopsSpring 2006.doc; Writing Center WorkshopsFall 2006.doc)

SELF EVALUATION

Library

With the recent focus on informational literacy, standardized staff training is essential in furthering the goal of students as independent researchers. The two Librarians are working with faculty on a pilot program to integrate information literacy into Speech 100 and Math 090. That IVC lacks the number of librarians necessary to support a college of its size limits the time the two librarians can devote to this effort. Another librarian is needed if the integration of this SLO into current instructional practices is to be achieved in a timely fashion.

To serve the increasing student population, the library needs to provide remote access to all eight databases and to educate the student population in the use of eBooks. Fiscal constraints have prevented complete implementation at this time.

Learning Support Services

Learning and Tutoring Center

Surveys show students have found the workshops to be helpful but feel the frequency and times the workshops are offered are too limited. The Learning and Tutoring Center's operating hours are currently limited to the Library hours. More tutors are needed for the external campuses.

Reading and Writing Lab/Language Lab

The Writing Lab will benefit from more resources to support the growing involvement of students from disciplines other than English. Discussions have begun regarding an online tutoring program.

PLANNING AGENDA

Library

An online measure of information literacy must either be developed or borrowed from another group, such as that headed by Topsy Smalley, and should be put on the Library home page.

The Librarians will share all the information they receive with all library staff and faculty. This will be done through email, training, informally when discussing this issue, and through committee work.

Learning Support Services

Learning and Tutoring Center

By the end of Fall 2006 we expect all workshops to be in PowerPoint and online. Three more workshops will be implemented: Basic Internet Usage, Note-taking Skills, and a training session for TutorTrac (new login system).

Reading and Writing Lab/Language Lab

The Writing Facilitator will continue to hold Advisory Committee meetings to reach out to all interested instructors and incorporate their ideas and needs into planning for the future. Requests for more tutors are forthcoming.

II.C.1.c. – The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Library

From off campus students can search SIRSI, the Library's online catalog, search four of eight subscription databases remotely, as well as receive reference assistance, instruction, personalized assistance, and interlibrary loan services remotely through email, telephone, and fax. There is also a "24/7 Reference" online reference link located on our Reference Services web page for round-the-clock reference assistance. This allows students to ask a question of an academic librarian at any time of the day or night. Faculty teaching online courses are informed of these services.

Library hours have recently been extended from 65 to 74 hours per week. Library hours during fall and spring semesters are 7:30AM-9:30PM Monday-Thursday, 8AM-5PM Friday and Saturday. Library hours are still to be determined for Summer 2007. Last year the summer hours were 8AM-7PM Monday-Thursday and 8AM-5PM Friday.

Learning Support Services

Learning and Tutoring Center

The Learning and Tutoring Center is located in the Spencer Library Media Center, in the 1500 building, at the north end of the Imperial Valley College campus. Hours are Monday – Thursday, 9:00 a.m. – 7:00 p.m. and Friday, 9:00 a.m. – 2:00 p.m. On Saturdays, when classes are in session: 9:00 a.m. – 1:00 p.m. During the summer, hours are shorter and there are no weekend hours.

The Center has a web page that is linked from the Library's main page (http://www.imperial.edu/campus_info/Departments/Library/tutoring/tutoring_intro.htm). The web page provides information on the services offered with schedules and contact information. Both email and telephone assistance for tutoring is offered for those students who cannot come to the campus for help.

Reading and Writing Lab

The Jean Raulston Reading/Writing Lab is located in the 2600 building on the eastern edge of campus. Hours are Monday - Thursday 8:30 – 7:45 p.m. and Friday, 8:30 a.m. to 1:45 p.m. On Saturday, when classes are in session, the lab hours are 9 a.m. to 12:45 p.m. During the summer, hours are shorter and there are no weekend hours.

Students may complete their lab reading assignments from any computer with DSL internet access. During the Summer 2006 session, 76% of students did their lab work off campus, up from the previous average of 65%. (See Doc. 2.c.20, RP at home users Fa05-Su06.xls)

The Reading/Writing Lab has a webpage providing information for faculty and students. The page is accessible from the IVC home page under Library. (http://www.imperial.edu/rwlab)

The Writing Lab program is developing an online tutoring service in conjunction with ACCESO staff members. This includes developing a tutor training program for online tutors and selecting an online tutoring platform. (See Doc. 2.c.21, RoundTable Sp06.doc)

Language Lab

The Pauline Benoit Rice Language Lab serves students in ESL classes, English 50 students, both from the main campus and the Extended Campus, use the lab as their classroom, as well as students in French and Spanish classes. Hours are Monday - Thursday 8:30 – 7:45 p.m. and Friday, 8:30 a.m. to 1:45 p.m. On Saturday, when classes are in session: 9 a.m. to 12:45 p.m. During the summer, hours are shorter and there are no weekend hours.

The Language Lab uses the same web-based reading software as the Reading Lab. Sixty per cent of students complete their work off-campus (Documentation. (See Doc. 2.c.22, Language Lab Reading Plus at Home Sp06.xls) Students taking ESL reading classes at the Calexico and El Centro extended campuses also use this software.

The Language Lab has a webpage providing information for faculty and students. The page is accessible from the IVC home page under Library. (http://www.imperial.edu/campus_info/Departments/Library/langlab.htm)

SELF EVALUATION

Library

The Library Microcomputer Technician has been on medical leave since the end of April 2006. As a result, our online catalog has been inaccessible remotely. In addition, since May 2006, the Library has been unable to add any batch MARC records into the online catalog, resulting in only the occasionally originally-cataloged item being added to the catalog since May. The Library and Information systems must put into place strategies so that such problems can be fixed promptly in the future.

With the growth of distance education, the Library needs to provide more remote access to databases and eBooks, as well as ensuring easy avenues for remote reference.

Learning Support Services

Learning and Tutoring Center

The Learning & Tutoring Center's operating hours are currently restricted to the Library times. Also, the number of tutors sent over to the external campuses is limited.

Reading and Writing Lab

The Labs are increasingly available to students off-campus. The internet-based Reading Plus software program, instituted in Spring 2005, offered students the option to complete lab assignments off-campus. By Fall 2005, all students were using the Reading Plus program and 65% of those students had signed contracts to work at home (See Doc. 2.c.23, RP at home users Fa05-Su06.xls) Reading Plus coordinates with the ACCESO distance education reading classes offered each semester.

The Writing Lab has begun discussions to select an online tutoring platform.

PLANNING AGENDA

Library

The Library will continue to collect eBooks. At present, the Library has 2,708 eBooks.

A plan must be put into place as to trouble-shooting and repairing the online catalogue, SIRSI, and the remote access for the databases when problems arise. These were part of our Microcomputer Technician's job. In his absence, there has been no one responsible for repairs in this area.

The Library is working in collaboration with the Science/Math/Engineering Division to select a high quality science database.

Learning Support Services

Learning and Tutoring Center

The Learning & Tutoring Center's hours will be incremented during the fall in order to service more students. There is a pilot program being developed that will provide an online tutoring program.

Reading and Writing Lab/Language Lab

We are on target with making our services available to students working off campus. The Writing Lab will pilot online writing tutoring for a limited number of distance courses in the Spring 2007 semester.

II.C.1.d. – The institution provides effective maintenance and security for its library and other learning support services

Library

Effective building maintenance is assured through Maintenance. Security is provided by a roving campus-wide security guard who can be contacted by telephone. If emergency assistance is needed, the library staff phones 911 first, as well as the on-duty administrator's cell phone, and the security guard. Some concern has been expressed that only one staff member works on Saturday and on some evenings.

A remote access authentication device will eventually strengthen cyber security for remote access to library materials such a eBooks.

Learning Support Services

Learning and Tutoring Center

Since the Learning & Tutoring Center resides inside the Spencer Library Media Center, it shares external security with the Library. Internally, all equipment that is available to the public during business hours is secured when the center closes.

Reading and Writing Lab

These Labs are located in the 2600 building which has an alarm system. Only staff have security codes for the alarm system. When late classes held in the Lab a staff member is present to engage the alarm when closing the building.

General computer technical service is available through the Microcomputer Lab Assistant. Computers are routinely setup to prevent students from altering general settings and harming any of the installed educational software.

SELF EVALUATION

Library

The Library needs a minimum of two staff members at night.

The Library also has an exit gate that sounds when library materials are removed without being checked out. In addition, the emergency doors sound, except one. The fire alarms also work.

Learning Support Services

Learning and Tutoring Center

An overall alarm is needed.

Reading and Writing Lab and Language Lab

The security systems in this building are sufficient.

PLANNING AGENDA

Library

A request should be put in to Maintenance to fix the one emergency door in the Library that does not sound when it is opened.

For safety reasons, the Library, should consider whether two staff members should always be present in the building, particularly when the library is open to the public.

Learning Support Services

Learning and Tutoring Center

An overall alarm should be installed.

Reading and Writing Lab and Language Lab

Meets the standard.

II.C.1.e. – When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Library

The Library is a long-time member of the Community Colleges Learning Resources Cooperative with the San Diego County Office of Education (SDCOE). This provides faculty with access to and borrowing privileges to the combined audiovisual resources of the SDCOE through their web-based catalog and booking services. We have a reciprocal agreement to loan audiovisual materials to other participants in this library cooperative.

Members of the SDCOE Media Committee have bimonthly meetings to discuss issues related to the cooperative, to distribute statistics on usage by each member library, and to discuss budget issues related to the organization. The Reference Librarian participates in these Media Committee sessions.

The Library is a dues paying member of the Serra Library Cooperative (Serra) that serves a combination of academic and public libraries in Southern California. Serra meets bimonthly for the members to discuss fiduciary and policy issues. Statistics on usage by members in the cooperative are disseminated. As a member of this library cooperative, the Library has access to regular deliveries of interlibrary loan materials from member libraries. Serra also provides the Library with access to photocopies of microfilm and paper documents from member libraries in the cooperative.

The Library is a member of the Tierra del Sol Library Cooperative headquartered in Riverside County, but the organization is mostly inactive at present.

The Library and its Librarians are members of the local Desert Valley Library Media Association (DVLMA), which meets the first Friday morning of each month. Its members consist of an academic library, public libraries, school libraries, public library directors, academic librarians, a prison librarian, a school media teachers, and library technicians and assistants. A recent discussion focused on IVC's Library Technician program.

Learning Support Services

Reading/Writing and Language Labs

The Reading Plus software license is being renewed for an additional year to cover the Spring 2007 and Fall 2007 semesters. (See Doc. 2.c.24, Proposasl RP Fa06.pdf) The license includes telephone technical support and ongoing contact with the Research Assistant for Community College clients. The Skills Tutor software license runs from Spring 2006 – Spring 2008. The license includes telephone support and there is ongoing contact with the Sales Representative. The Tutor Trac software package was purchased with the Premium Support package. (See Doc. 2.a.25, TT_Proposal (2).pdf) The Support contract is renewable every year and is budgeted for.

SELF EVALUATION

Library

The cooperation and collaboration between other organizations and the Library has been carefully built and nurtured through the years, thanks to the former Dean and the input of the librarians. This cooperation and collaboration continues to create a positive atmosphere and aura of cooperation for the library and the college.

Learning Support Services

Reading/Writing and Language Labs

Both Labs are satisfied with the scope of services purchased for each software package. Other software programs are being researched for possible future purchase.

PLANNING AGENDA

Library

It is critical that the Library and its staff maintain successful collaborative relationships and memberships, both within the library itself, with IVC faculty, and other libraries in and outside the Imperial Valley to raise an awareness of developments in the field and share information.

Learning Support Services

Reading/Writing and Language Labs

Both labs are satisfied with the services purchased for each software package.

II.C.2. – The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute

Library

The Library does a paper survey of its offerings and services every other spring. This past spring, we discussed doing it each spring rather than every other spring, particularly with the many changes that are taking place in the Library and on campus. In the future, we may do a broader, campus-wide survey, and make it online. Following are the results from our Spring 2005 and Spring 2006 surveys.

Spring 2005	Of 100 initial surveys, 62 were returned - a 62% return rate.
	There were 57 students out of 62 respondents. 92% of respondents rated library services excellent or good.
Spring 2006	Of 200 initial surveys, 135 were returned - a 67.5% return rate.
	There were 131 students, out of the 135 respondents. 90% of respondents rated library services excellent or good.

In past years, this survey would have received many comments about needing more computers. There was only one comment about needing a Macintosh computer in the most recent survey. In past years, open hours has also been a need. This past survey did not highlight it as a need, but we know some need for extended hours was still there, which is why the Library recently expanded its open hours.

The SIRSI report dtailing the average year of publication of a book in the collection as 1976 is unacceptable. Every effort is being made to bring the collection up-to-date. The Assistant Librarian recently requested, with the Dean's approval, an additional amount of $60,000 this academic year to focus on updating the most-used areas of the reference collection.

Learning Support Services

Learning and Tutoring Center

In Spring 2006, 117 surveys out of 200 were returned – an 82.2% return rate. 94% expressed our services were outstanding and 6% rated our services as satisfactory. (See Doc. 2.a.26)

Reading/Writing and Language Labs

Surveys were distributed and the results analyzed and discussed (See Std. II.C.1.a).

SELF EVALUATION

Library

Students have repeatedly requested a color photocopier and a color computer printer. This will be added to the library resources when the budget permits. The average age of publication of 1976 of a book for a college Library is unacceptable.

Learning Support Services

Learning and Tutoring Center

As requested by faculty, English tutors now attend tutor training in the Writing Lab.

Reading/Writing and Language Labs

Computers will be replaced in Spring 2007.

PLANNING AGENDA

Library

All the steps described for updating the Library materials collection under II.C.1.a. will be taken. Help for this endeavor will also be asked of the Academic Senate, the College Council, and the VP of Academic Services. This is one of the top three things we can do in the Library to improve our

collection and services. The other two top needs are undoing the recent restructuring of Learning Services, and hiring an additional faculty librarian.

The need for a color photocopier and color computer printer will also be raised during committee work in the hope that this request can be met as the budget improves.

Learning Support Services

Learning and Tutoring Center

The Tutoring Center will continue to improve its tutoring practices in response to faculty input.

Reading/Writing and Language Labs

Surveys will continue to be distributed and adjustments made as needed.

STANDARD TWO
LIST OF EVIDENCE

Document	Name
2.a.1	Accreditation Survey
2.a.2	Curriculum and Instruction forms
2.a.3	Program Review and Planning and Assessment Documents (Binders)
2.a.4	ACCESO Technology Camp Training Agendas
2.a.5	Fall 2005, Winter/Spring 2006, Fall 2006 Class Schedules
2.a.6	C&I Minutes, 11/17/05; Distance Learning Course Outline Addendum
2.a.7	Industrial Technology Documentation
2.a.8	CFCS Minutes, CFCS Advisory Committee Minutes
2.a.9	SPA Club Information
2.a.10	Office Administration Scheduling Plan Documents
2.a.11	International Bird Festival Communication
2.a.12	C&I Minutes, 4/29/04
2.a.13	Memorandum and Communication for National Retail Federation Proposal; CCC Economic & Workforce Development Communications; Memorandum of Understanding HUD-HSIAC Grant Proposal
2.a.14	Course Revision and Major/Certificate Change Documents
2.a.15	C&I Minutes, 12/1/05
2.a.16	C&I Minutes, 2/16/06
2.a.17	C&I Minutes, 11/17/05, 12/1/05
2.a.18	C&I Minutes, 12/2/04; Program Review Documents and Board Minutes, 4/20/04, 3/15/05, 10/18/05; Planning & Budget Committee Minutes, 9/28/05
2.a.19	C&I Minutes, 4/6/06, 4/13/06, 5/25/06; Academic Senate Minutes ; Planning & Budget Committee Minutes, 6/28/06
2.a.20	Board Minutes, 5/18/04, 5/16/06; Program Review and Planning documents (Binder)
2.a.21	Academic Senate Minutes, 5/19/04, 9/1/04, 10/20/04, 11/3/04, 12/15/04; 4/5/05, 11/2/05, 11/16/05; 2/16/06, 3/15/06, 4/5/06, 9/6/06; English Division documentation; Industrial Technology Division documentation; Nursing Division documentation; Workforce Development Center data
2.a.22	Title 5 Distance Education Grant (ACESSO); Online Instruction Procedures; Online Boot Camp documents; Online Pilot Program; Fall 2006 Class Schedule
2.a.23	California Community Colleges Chancellor's Office data, March 2006
2.a.24	Accreditation Survey
2.a.25	Fall 2006 Leadership Retreat documents
2.a.26	C&I Minutes (Binder)
2.a.27	Program Review and Planning documents; Program Review Assessments; Board Minutes, 5/18/04
2.a.28	Applications for Accreditation/Certification
2.a.29	Title 5 Distance Education Grant (ACESSO) documents; Online Instruction Procedures; Online Boot Camp documents
2.a.30	CONEHEC Project documents
2.a.31	California/Baja California (CABC) Silicon Board Work Groups 2006; CABC Work Teams 2006
2.a.32	High School Diploma Concept Paper; Prison Program Concept Paper

2.a.33	Advisory Committee Minutes
2.a.34	Articulation documents; Division/Department Minutes; Adjunct Orientation Agendas; CTA Contract; Tenure Review Policy; Adjunct Faculty Evaluation Procedures
2.a.35	CONEHEC Project documents; ACCESO Retention Rate data; Academic Senate Minutes, 9/6/06
2.a.36	Program Review and Planning documents; C&I Minutes, 2/16/06
2.a.37	Program Review and Planning documents
2.a.38	C&I Minutes, 9/15/05, 11/3/05, 11/11/05
2.a.39	Board Minutes, 5/16/06
2.a.40	Imperial Valley College General Catalog 2006 – 2007
2.a.41	C&I Minutes, 11/17/05, 12/1/05
2.a.42	Academic Senate Minutes, 9/12/05, 4/5/06; C&I Minutes, 3/13/06; College Council Minutes, 4/10/06
2.a.43	Imperial Valley College General Catalog 2006 – 2007
2.a.44	Title 5, 2 + 2 Collaborative Program documents; IVC Pocket Guide
2.a.45	Board Policies 4020 and 4021; Administrative Procedures 4020 and 4021
2.a.46	Imperial Valley College General Catalog 2060 – 2007; Fall 2006 Class Schedule; IVC Brochure; IVC Pocket Guide; Public Relations Plan 2006 – 2007
2.a.47	Board Policy 4030; Administrative Procedure 4030
2.a.48	Board Policy 5500; Administrative Procedure 5500; IVC General Catalog 2006 – 2007; Handbook for Faculty Advisors and Student Leaders; Staff Development/Flex Schedules
2.a.49	Board Study Session Minutes, 3/15/05; Board Policy 2715; College Council Minutes, 4/11/05, 4/25/05, 5/2/05, 7/2505, 9/12/05, 10/24/05, 11/14/05, 11/28/05, 2/27/06; Academic Senate Communication, 7/12/05; Code of Ethics 2005/10
2.b.1	Spring 2005 Pocket Guide to IVC
2.b.2	College Website www.imperial.edu
2.b.3	College Website www.imperial.edu (Webstar)
2.b.4	Banner™ Users Group http://www.imperial.edu/facultystaff/default.html#2
2.b.5	CPEC Website www.CPEC.ca.gov; CSU Data; UC Data and National Student Data Warehouse
2.b.6	2006-07 Catalog: www.imperial.edu/catalog/ ; www.imperial.edu/facultystaff/default.html#2\C&I for C&I Minutes
2.b.7	Assessment Information found: http://www.imperial.edu/student.resources/matriculation/assessment/default.htm
2.b.8	SARS Student Appointment Reports (Fall 2005; Winter/Spring 2006; Spring 2006; Summer 2006; Fall 2006)
2.b.9	Class Schedule Information found on IVC Website: www.imperial.edu
2.b.10	IVC Standing Committee Survey
2.b.11	Matriculation Agenda and Minutes for September 14, 2006
2.b.12	Request for Renewal of Approval for Use of the Combined English Language Skills Assessment Test for Fall 1999
2.b.13	Section 508 of the Rehabilitation Act
2.b.14	Research Report from Gordon Associates, LLC.
2.b.15	Program Reviews: www.imperial.edu/academics/acc.htm; Student Services Program Review 2005-08
2.b.16	Student Services Assessment of Goals and Objectives 2005-06, Vol. 6

2.c.1 Library Materials Collection Development Procedures
2.c.2 Classes Tutored, Fall 2006
2.c.3 Purchase Order for Reading Plus Software
2.c.4 Reading/Writing Lab Calendar, Spring 2006
2.c.5 Reading/Writing Lab Rules
2.c.6 Purchase Order for Skills Tutor Software
2.c.7 Course Outline for LRNA 800, Supervised Tutoring
2.c.8 Noncredit Course Certification for LRNA 800, Supervised Tutoring
2.c.9 Reading/Writing Lab Orientation Schedule, Spring 2006
2.c.10 Purchase Order for Tutor Trace Software and Lab Trac Software
2.c.11 Course Syllabus, EDUC 202, Fall 2006
2.c.12 CRLA Certification
2.c.13 Language Lab Resource Inventory, Spring 2006
2.c.14 Language Lab Orientations, Spring 2006
2.c.15 Reading Lab Student Survey, Spring 2006
2.c.16 Reading Lab Faculty Survey, Spring 2006
2.c.17 Writing Lab Advisory Committee Minutes, 5/23/06
2.c.18 Language Lab Student Survey, Spring 2006
2.c.19 Writing Center Workshops, Spring 2006 and Fall 2006
2.c.20 Lab Reading Assignments Completed Off Campus, Fall 2005 – Summer 2006
2.c.21 Grossmont College Reading/Writing Center Round Table Discussion
2.c.22 Language Lab Assignments Completed Off Campus, Spring 2006
2.c.23 Reading Lab Assignments Completed Off Campus, Fall 2005 – Summer 2006
2.c.24 Reading Plus Software License Renewal Proposal
2.c.25 Skills Tutor Software (Tutor Trac and Lab Trac) License Renewal Proposal
2.c.26 Learning and Tutoring Center Survey Data

Websites

http://www.imperial.edu/campus_info/Departments/Library/default.html
http://www.tutortrac.com/
http://www.imperial.edu/campus_info/Departments/Library/tutoring/tutoring_intro.htm
http://www.crla.net/Welcome.htm
http://www.ala.org/ala/acrl/acrlstandards/standardscommunity.htm#three
http://www.imperial.edu/campus_info/Departments/Library/tutoring/tutoring_intro.htm
http://www.imperial.edu/rwlab
http://www.imperial.edu/campus_info/Departments/Library/langlab.htm

STANDARD THREE

Resources

STANDARD THREE
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.

Team Members:

Kathy Berry, Associate Dean of Nursing Education and Health Technologies
Richard Fragale, Interim Vice President for Business Services/
Interim Associate Dean of Human Resources
Marion Boenheim, Past Associate Dean Human Resources
Suzanne Gretz, Faculty, History
Michael Heumann, Faculty, Distance Education Coordinator
Eric Jacobson, Faculty, History
Jan Magno, Dean of Financial Assistance/State Programs
Barbara Nilson, Faculty, Math
Rick Webster, Director of Maintenance and Operations
Carlos Fletes, Director Fiscal Services
Mary Carter, Administrative Assistant, Business Services

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Imperial Valley College is committed to hiring the most qualified persons for all job positions. With the goal of being one of the top community colleges in the state, IVC recognizes the need to attract highly qualified faculty, staff, and administrators.

The procedures for selection of personnel are described in Board Policy and Procedures, which were approved on 7/20/2004. All job announcements and descriptions include minimum qualifications, preferred qualifications, and expected responsibilities. These are available online (www.imperial.edu/employment). Only applicants meeting and/or exceeding minimum qualifications or their equivalent for a position are interviewed, hired, or promoted. The District recruits widely to increase diversity and to assure highly qualified individuals are found for vacant positions.

Hiring committees are created for all open positions, members are drawn from throughout the institution to reflect the diversity of the institution. Educational degrees and professional experience of applicants is confirmed through a thorough reference check process. Transcripts are routinely reviewed to confirm accuracy and authenticity.

Staff

The need for staff is determined by individual departments as well as the institution as a whole. The supervisor of a department or area makes a proposal to the appropriate administrator or manager when additional support services are needed in the area.

For new positions, the human resources specialist works with the area supervisor to determine the job duties and skills sets appropriate to the position. Data is collected from other community colleges to determine what education, training and/or experience is required in comparable positions. When a preliminary job description is defined, the position is evaluated by the Reclassification Committee to determine the salary ranking for the position. The committee makes the recommendation to hire to the District. For replacement positions, existing job descriptions are reviewed and evaluated by the area supervisor to see if the listed job duties and minimum qualifications are still appropriate. If there are any change to the duties or skill sets, the Reclassification Committee evaluates the new job description, determines the salary ranking for the position, and makes a recommendation to the District.

All applicants who met the minimum qualifications for secretarial positions are required to take a skills test to determine the candidates' basic skills and computer office skills.

Faculty

The process of determining if additional faculty members are required to meet students' needs and the mission of the institution involves a review of staffing needs and institution al goals. The process originates in the academic department concerned, goes to the Curriculum and Instruction Committee, the Academic Senate, Budget and Planning, and the President, all of whom utilize qualitative and quantitative data in making a decision. Once a request is approved the hiring procedure commences.

The Division Chairperson or Area Administrator is responsible for discussing staffing needs with division faculty members each fall, then evaluating the staffing needs of the entire division. Based on discipline faculty input, the Division Chairperson determines if division staffing needs should best be met with part-time or full-time faculty members. This decision is based on an evaluation of whether the need arises from enrollment pattern changes that are perceived to be permanent or transitory in nature, whether the qualifications and training of existing faculty members is adequate to meet the discipline instructional needs, and on the availability of qualified, experienced part-time faculty members. Additional information on enrollment or student trends may be sought from Student Services to support the decision. A description of the position needed and the general qualifications required for the position are developed at this time from all of the above input sources.

If the Division Chairperson decides that the faculty staffing need can best be met with the hire of a full-time faculty member then the Division Chairperson takes the division's full-time faculty staffing needs to the Curriculum and Instruction Committee for review. The Curriculum and Instruction Committee, which has representation from all instructional and instructional support areas, solicits input from all the Division Chairpersons on staffing needs, discusses the pros and cons of each desired position and evaluates the division's request as it relates to institutional goals, programs and needs. Finally, C&I recommends which positions should be filled, prioritizes the desired posi-

tions, and makes a hiring recommendation to Academic Senate. Academic Senate evaluates the decision of the Curriculum and Instruction Committee and then makes a recommendation to the Superintendent/President regarding the desire to hire additional faculty for the following academic year. The President may confer with the Budget and Planning Committee, College Council, the Executive Committee, and/or Instructional Council to make a final decision regarding the hiring of new full-time faculty positions. Once the President has given his/her approval to hire additional full-time faculty, the appropriate divisions are notified and the hiring procedure commences.

SELF EVALUATION

The current process and procedures for determining the need for sufficient and appropriate faculty resources is for the most part, highly effective. The budget crisis of 2005 – 06 was blamed, in part, on hiring faculty for predicted growth that was itself based in inaccurate and inflated figures. This led to the threat of layoffs that, while they did not materialize, created a serious moral problem and loss of trust in the institution. A number of recent, highly qualified hires left creating unexpected vacancies in several departments. While some academic areas still feel that they require additional faculty to meet program needs, no single area has benefited from recent hiring to the detriment of others.

Throughout the college support staff members are well-qualified, knowledgeable and effective, yet the hiring or movement of support staff to meet changing institutional program needs has not always been effective. As needs shift within the institution, the appropriate support staff are not always in place to meet those changes.

PLANNING AGENDA

The college will continue to hire replacement and new faculty positions in the manner that has proven to be effective over the past few years.

The college will develop a long-term plan to better determine the need for additional support personnel in critical areas of changing or developing needs so as to adopt a pro-active rather than reactionary approach to support services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

All hiring procedures are detailed in the Board Policies and Procedures manual. In addition the basic hiring procedures are available on the college's website in the Human Resources section.

Area supervisors, academic area leaders, discipline faculty, and/or hiring committee members develop job descriptions in concert with the appropriate Human Resources area specialists. Administrative job descriptions are often evaluated by members of the President's Cabinet, which includes

representation from all campus constituencies, to ensure that the position description accurately reflects the position and the needs of the institution.

When a need is identified for additional personnel within the institution, or to fill open positions due to resignation or retirement, established procedures are followed.

Faculty

Imperial Valley College Faculty are involved in the process of hiring new faculty members.

The chairperson of each hiring committee is a tenured faculty member who is either in the same or a similar discipline to the position to be hired. The chairperson selects six members, diverse as to race and gender, with at least four being faculty members. An effort is made that the committee members be knowledgeable of or interested in the subject area, and/or sensitive to the unique needs of IVC students.

The chairperson of the hiring committee works with the hiring committee members, discipline faculty, the Division Chairperson, and the Human Resources area specialist, as appropriate, to develop the job description, interview questions, and teaching demonstration topics to ensure that all materials are clear, accurate, fair, and consistent with college standards, policies, and procedures. All faculty job descriptions clearly list the application procedures, the desired and minimum qualifications as well as equivalency criteria, based upon the guidelines established by the Chancellor's Office. The job description lists the typical duties and responsibilities of the position and emphasizes the institution's unique student needs and sensitivity requirements.

Job descriptions for all faculty positions are posted on the college's website and advertised in local papers, the Community College Registry, the Chronicle of Higher Education and/or other appropriate discipline specific publications for a period of at least thirty days. All application packages are reviewed as received by Human Resources staff for completeness. Then the Associate Dean of Human Resources and the chairperson of the hiring committee review each application to determine if the applicant meets the stated minimum qualifications for the position or should be evaluated for equivalency.

The Equivalency Committee, a subcommittee of the Academic Senate, includes faculty and administrative representation, reviews any faculty application packages that do not meet the minimum qualifications for the position. To facilitate the prompt review of equivalency packets, committee members review materials individually. If different interpretations of transcripts and/or experience arise, the Committee meets together to resolve the issues, requesting information from appropriate discipline area experts.

The faculty hiring committee reviews the complete applications of all candidates who meet minimum qualifications or equivalency. Each committee member individually evaluates and rates each application on a predetermined numerical scale based on the candidate's experience and knowledge in the appropriate teaching or non-teaching area, experience with diversity and cultural sensitivity, and experience with community college operations and procedures. Once all the packets have been evaluated by all members, the committee meets to tabulate a total ranking for each applicant and determine those candidates invited for an interview.

All candidates selected for interview are asked the same set of standard questions designed to elicit the candidate's knowledge about the discipline, their teaching or non-teaching experience, as well

as their understanding of and sensitivity to the needs of Imperial Valley College students. All candidates are required to demonstrate their skills through a mock lesson, counseling session, or other appropriate activity. Committee members then evaluate the candidate. Committee members not subject area experts rely on committee members knowledgeable in the subject area when necessary. After all interviews are completed, the candidates are ranked by the committee and a hiring recommendation is made to the President/Superintendent.

A background check of final candidate(s) is undertaken by the appropriate Vice President and the Human Resources staff. Educational degrees and professional experience is confirmed through a thorough reference check process; transcripts are reviewed to confirm accuracy and authenticity. All final candidates must possess the appropriate academic preparation at an accredited U.S. institution of higher learning or a recognized foreign institution. Foreign credentials are always cleared through appropriate national clearing houses.

The President/Superintendent, the appropriate Vice President, and the hiring committee chairperson conduct a second interview of the finalist candidate(s). Rarely does the second interview change the outcome of the hiring committee's recommendation.

Administrative
Administrative hiring committees function in a similar fashion to faculty hiring committees but incorporate representation from all the appropriate campus constituencies. The hiring of the President or Vice President positions includes a campus wide forum for all interested employees where each of the candidates make a presentation and answer questions.

Staff
Permanent staff positions are determined by hiring committees of four members, balanced as to gender and ethnicity. Usually the supervisor serves as the chair of the hiring committee and selects other members who have knowledge of the open position.

Open positions are first offered for transfer or reassignment to all qualified current employees. If no internal transfer candidates declare themselves, then positions are opened to existing employees outside of the transfer criteria and to the general public. All positions are posted on the college website and advertisements are placed in the local newspapers as appropriate. For specialized positions, such as technical specialists, job advertisements may also be placed in newspapers outside the area or in appropriate trade publications. The closing date, usually two to four weeks from posting, is always clearly stated.

The Associate Dean of Human Resources evaluates all applications to determine that the candidate meets the minimum qualifications of the position. All applications of candidates who meet the minimum qualifications, and who have passed the basic skills test (if required) for the position are evaluated by the hiring committee members. Each is ranked using a pre-determined numerical score. The candidates are then ranked by the entire committee to determine those selected for interviews.

All candidates are interviewed with the same set of questions to elicit the candidate's skill, knowledge and experience. The hiring committee ranks the applicants and makes a recommendation. For all candidates who are interviewed a statement is made by the committee as to their recommendation for or against hire, explaining in specific detail why a candidate is not being recommended if appropriate. In certain higher lever staff positions a second interview with an area administrator or Vice President and the Associate Dean of Human Resources may be required. In most cases, the supervisor tenders a job offer to the highest ranked candidate.

SELF EVALUATION

The college meets the standard, although when there are many vacant positions occurring over the same time period, there is difficulty finding a variety of volunteers to sit on the committees.

PLANNING AGENDA

The college will continue to follow its existing hiring procedures while working to improve the timeliness of the hiring process. A decrease in the amount of time sitting on a committee requires may involve more employees in the hiring process.

III.A.1.b. The institution assures the effectiveness of its human resources be evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evaluation procedures for employees of the district are clear and easily accessible to all personnel. Procedures for the evaluation of full-time faculty members are part of the negotiated contract with the exclusive representative (IVC CCA/CTA/NEA). Procedures for classified staff evaluations are negotiated with the IVC chapter of CSEA. Procedures for evaluations are also posted on the web www.imperial.edu/employment).

Staff
The probation period for classified staff positions is six months. Probationary employees are evaluated in their third and fifth months of service. If a probationary employee receives a poor review in the third month of service they are given an improvement action plan for the next two months.

Confidential staff members and Classified Managers have a one year probation period. They are evaluated in their fifth and tenth months of service. If a probationary employee receives a poor review in the fifth month of service they are given an improvement action plan for the next five months.

All classified staff successfully completing the probationary period are evaluated every two years between February and April. The forms and the process steps are available on the website. The Human Resources staff specialist ensures that all staff evaluations are completed in a timely manner, in compliance with District policies and employment contracts.

If a classified staff member earns a poor job performance evaluation, the Associate Dean of Human Resources meets with the evaluating supervisor to discuss the review. The supervisor develops a written performance standard plan and discusses the implement of the plan with the employee. The supervisor then informally evaluates the employee on a regular basis to determine if the performance is improving satisfactorily. At the end of the period specified in the performance standard plan the employee is re-evaluated. If the performance has improved, no further action is required. If the employee's performance has not improved then formal disciplinary procedures are initiated in compliance with the contract. This formal procedure includes a Formal Verbal Warning, a Written Reprimand, Suspension and then Termination.

Faculty
Full-time faculty are evaluated in accordance with the contract and applicable provisions of the education code. These procedures are clear, effective, and accessible to all faculty members.

The tenure review procedure for new tenure-track full-time faculty involves a tenure review committee consisting of the appropriate Vice President, the chairman of the faculty member's division or academic area, and a tenured peer faculty member selected by the tenure candidate. Full-time tenure track faculty are formally evaluated in their second, fourth and seventh semesters of employment. For teaching faculty, the evaluation consists of an observation and evaluation of classroom performance by each of the members of the committee and an evaluation of non-classroom professional job duties by the division chairperson. For non-teaching faculty, formal observations are made of their interactions with students in the performance of their normal duties. In addition, student evaluations of the faculty member's performance are also considered. In cases where a tenure candidate does not meet expectations, a formal improvement plan is developed by the three members of the committee and discussed and implemented with the candidate. The improvement plan consists of specific objectives, means of improvement, and a realistic timetable for implementation. Candidates who do not meet the improvement goals after at least a year are not offered tenure and/or contract renewal.

Tenured faculty are evaluated by the appropriate Vice President every three years. This evaluation may include a peer review as well. Faculty members who do not meet expectations are encouraged to improve their performance, and a performance improvement plan may be implemented.

Part-time faculty are evaluated in their second semester of employment by a tenured peer, and in subsequent semesters as is deemed appropriate, not less than once every three years. During their first semester of teaching, part-time faculty are mentored by full time faculty in the department or division.

Administrators
Administrative personnel are evaluated every two years by a supervising Vice President or the Superintendent/President as appropriate. These biannual evaluations also include an evaluation by faculty. All faculty are invited to participate and these responses are reviewed with the Administrators.

SELF EVALUATION

Evaluations are effective in determining successful job performance, though better follow up on performance improvement needs to occur in some areas.

The Tenure Review process for new tenure-track faculty is considered effective in evaluating the individual's performance and also helping to develop the faculty member's skills. In the past there has been some confusion about appropriate procedures and timetables. Currently tenure review evaluations of new faculty are on schedule.

The evaluation of tenured faculty members has fallen behind schedule and recent institutional problems have interfered with efforts to catch up with scheduled evaluations. The evaluation of part-time faculty members is sporadic and inconsistent. Some academic areas are on schedule with all evaluations, while others have rarely if ever evaluated their part-time members. Part of the reason for the lack of consistency has been the high turnover in the administrative and support staff in the Academic Services office. Tenure review is perceived to be the most important evaluative function, and therefore should receive highest priority. Unfortunately, with insufficient staff to support the remainder of the evaluations, they have not always occurred as required.

PLANNING AGENDA

The college has in place good procedures for evaluating faculty and staff members. These procedures will continue to be followed in the upcoming years. More effort needs to be made to ensure that evaluation procedures are understood and followed consistently throughout the institution.

For faculty, a major revision to the employment contract is underway that should help to clarify evaluation procedures and develop all needed forms for both full-time and part-time faculty member evaluations. Once these have been developed and approved, the procedures and forms will be made available on the college website as well as being disseminated to all faculty members.

As stability in staffing is established in the Academic Services area, something that is currently underway, a long-term plan to get and keep up-to-date on all full- and part-time faculty evaluations will be implemented. These changes should be in place by the Fall 2007 semester.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

The Academic Senate of Imperial Valley College has, with Board approval, taken the leadership in the implementation of Student Learning Outcomes within the institution. The Senate has defined the Institutional Student Learning Outcomes (ISLO) (Board approval on 1/25/2005) and initiated pilot programs to develop course and program level SLOs.

Faculty are expected to achieve the course objectives defined by the official course outlines. Faculty evaluations include criteria addressing course objectives, but at present faculty evaluations are not directly related to specific SLOs as both faculty and administration oppose combining the evaluation of SLO achievement with individual faculty evaluations. Currently, the college has determined that aggregate data is instructive to curriculum development, but that data for individual faculty achievement of SLOs will not be considered in faculty evaluations.

SELF EVALUATION

The Academic Senate has taken the lead in developing Student Learning Outcomes and all district stakeholders have endorsed this. The development of Student Learning Outcomes throughout the curriculum is in its early stages, and it will take 2 – 3 more years before Student Learning Outcomes are represented in individual course syllabi. The District has made the decision not to link individual faculty evaluations to Student Learning Outcomes at this time.

PLANNING AGENDA

The Academic Senate needs to continue the development of Student Learning Outcomes throughout the college, including all campus stakeholder groups in the discussion and implementation of SLOs.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

IVC began to develop a written code of professional ethics during the 2005-06 academic year. This effort is continuing under the direction of the Academic Senate.

SELF EVALUATION

In 2005, the administration determined that the college was in need of a code of ethics and began a dialog on this issue with faculty and staff groups on campus. This dialogue is ongoing.

PLANNING AGENDA

In the fall of 2006, the Academic Senate began the first step of developing a code of ethics. This entails looking at and evaluating codes from other institutions and associations. The Academic Senate expects to have a preliminary code of ethics drafted by the end of this calendar year. Once a code is accepted by the Academic Senate, it will be forwarded to the College Council for evaluation by the other constituent employee groups on campus. Once a code is accepted by the various campus groups it will go to the Board of Trustees for final approval. This is anticipated to occur during the Spring 2007 semester.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

The college has increased the number of full-time faculty from 120 in fall 2001 to 165 in fall 2005, an increase of 37.5%. Teaching faculty increased from 85 to129 and counseling faculty increased from 29 to 30; non-teaching faculty did not increase. However, the budget crisis during the 2005-06 academic year caused a 6.1% decline from fall 2005 to fall 2006 in the number full-time faculty, 165 to 155 positions. Although non-teaching faculty positions increased by 1 position, teaching faculty were reduced by 10 and counseling faculty by 1. It is anticipated that the vacated positions will be replaced by fall 2008.

Over the past five years the turnover in the administrative staff involved the positions of President, Chief Instructional Officer, Chief Business Officer and Associate Dean of Human Resources. Currently, the college has interim staff members in all of the above positions except President.

Staff support has generally been adequate throughout the institution, though certain areas that have seen growth due to institutional changes have felt strained. The hiring freeze that was implemented for the 2005-06 academic year has had a negative impact in staffing in some areas. Replacements for critical positions are gradually being hired.

SELF EVALUATION

The college's decision to hire additional faculty in the past three years has had a generally positive outcome. Additional full-time faculty members are making a contribution to our students and the campus community. The hiring freeze implemented in 2005-06 in response to the economic crisis at the college had a negative impact on the college as a whole. As vacated positions are replaced this trend will reverse.

Instability in the administrative ranks has had a detrimental effect on the institution. Quick turnover in some positions has not allowed for consistent implementation of institution plans and goals and has created confusion over direction.

The hiring freeze has had a significant impact in support staff in certain areas of the college. Some offices saw a 100% reduction in support staff during 2005-06. As the hiring freeze is lifted, and replacements are hired, the critical need for support staff in certain areas should ease.

PLANNING AGENDA

The college plans to retain faculty staffing at the current level, to fill replacement positions as funds become available, plus maintain the instructional level as close to the state mandated 75%/25% as possible.

The college will seek to fill the administrative openings with highly qualified individuals who have a long term commitment to the institution. Stability in key positions is essential to ensure the college's mission is fully realized.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Human Resources policies are itemized in Chapter 7 of the Board Policies and Procedures Manual. A task force with representation from all campus constituencies has met bi-monthly for the past two years to evaluate and update all District Board Policies and Procedures. During the 2006-07 academic year Human Resources procedures are to be addressed. The task force is working through all district procedures to ensure that IVC is in compliance with the best practices among all California Community Colleges.

A committee was organized more than two years ago to meet with the Associate Dean of Human Resources to give input and suggestions for procedures, policies, and methodologies.

Equitable and consistent administration of policies and procedures is documented through both the appropriate implementation of procedures with accompanying documents and the limited number of complaints, grievances, and legal proceedings against the college.

SELF EVALUATION

All personnel policies and procedures are being fairly and consistently applied throughout the institution. Few complaints are received, and those are settled through the existing grievance procedures without the need for outside adjudication. There are some specific areas where procedures need to be better defined. These are being addressed through the contract negotiation process and through the Board Policies and Procedures Task Force.

The college needs to do a better job of disseminating all personnel policies and procedures throughout the institution. Some information is accessible on the website but more needs to be made available.

PLANNING AGENDA

Throughout the 2006-07 Academic Year, the college will work with its employee representatives to update and clarify personnel policies as they are incorporated into the new employment contracts. The college will, as an ongoing activity, continue to evaluate and update Board Policies and Procedures as they apply to personnel and Human Resources.

Personnel policies and procedures will be made more accessible through the website as it is expanded and updated during the next two years.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Throughout the hiring process, Human Resources staff members work with the hiring committee members to ensure that appropriate, fair, and impartial procedures are being followed.

Policies and procedures for employment are posted on the web. Adherence to the procedures is documented in individual employment files. Procedures and process forms confirm that screening criteria are consistent with the requirements of the specific position and administered consistently and fairly across all candidates.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

The college will continue to promote the use of existing fair employment policies and procedures and continue to monitor that these procedures and being followed.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Board policy requires that all personnel records be maintained as secure and confidential. College procedures require that only those individuals with authorization have access to personnel files. These procedures are reiterated in the employment contracts with the IVC chapter of CSEA, and with IVC CCA/CTA/NEA. Personnel files are maintained in the Human Resources office and cannot be removed from that office. Files are kept in locked, fire-proof file cabinets, and only Human Resources staff members have access to the keys to the cabinets, which are also kept in a secure location.

Files can be viewed by the individual, his/her supervisor, or a person authorized by the individual whose file is being reviewed, at any time the Human Resources office is open. Human Resources staff members make every effort to make files available for employees' own review at any time that is mutually convenient.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

The college will continue to pursue the existing policies and procedures to ensure that employee records are kept confidential and that employees have appropriate access to their personnel records.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Board policies and procedures document IVC's commitment to equity and diversity both in its employment practices and in the need to reduce any disparate impact that college policies or procedures could create on student success.

IVC has a commitment to equality and diversity in employment practices and to ensuring that equality and a respect for diversity are evident in college policies and procedures as they apply to the unique cultural needs of the community, staff, and students.

A faculty member acting as Student Equity Coordinator monitors and ensures equity. Data from student support services programs (i.e. DSPS, EOPS, etc.) confirms the effectiveness of these programs in equalizing educational opportunities for all students. Student groups are encouraged to recognize the different cultural or ethnic groups represented at the institution through ceremonies or celebrations of important culturally specific holidays or events. Disability Awareness Day involves students and community members from all over the county and increases awareness of countywide educational and social support systems for disabled children and adults.

Title IX Sexual Harassment Awareness training is done on a routine basis for faculty and staff. Two Title IX coordinators, one male, one female, and both bilingual in English and Spanish, serve as intake persons to facilitate the resolution of concerns in this area.

In 2004, the District extended health care and other applicable employee benefits to domestic partners of faculty and staff.

In 2005, Diversity Day provided speakers from outside IVC to address issues of cultural respect, tolerance and individuality.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

The District will continue to support a wide range of activities and actions to ensure respect for diversity and equity throughout the institution.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Current personnel policies exist to support employees with individual needs. The Flex program which was the main vehicle to provide activities and training to build connections between different groups of employees is no longer in operation. This program was canceled with the transition to the compressed calendar since the college was no longer in compliance with Flex calendar guidelines.

SELF EVALUATION

The District was required to suspend the Flex program in 2005 that was the main vehicle to provide programs to support diverse personnel. No adequate staff development program has been implemented to meet those needs. Although a series of forums on cultural diversity have been held on campus, additional programs should be developed to support its diverse personnel.

PLANNING AGENDA

The Academic Senate and the faculty union will be surveying the campus community in Fall 2006 to determine the employees' desires and needs for staff development and other activities. The District will reinstate a Staff Development program, whether as a Flex calendar or through another means, by the Fall 2007 based upon the results of this survey and develop additional programs and services to support its diverse personnel.

III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

The institution reviews its record in employment equity and diversity on an annual basis and reports findings to the Chancellor's Office. (See Demographic/Background Data)

SELF EVALUATION

The District reviews its record in employment equity and diversity annually. The college has a diverse workforce which is representative of the demographics of Imperial County.

PLANNING AGENDA

Human Resources will disseminate findings from the annual assessment of employment equity and diversity to the college community and place the findings on the Human Resources webpage.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

The college treats all persons with integrity and high ethical standards. Over the past five years the commitment to and respect for shared governance has been enhanced by increased reliance on these groups for advice to the Superintendent/President and the Board of Trustees. Employee morale and esprit de corps improved significantly in late 2002 under the interim leadership of Dr. Jack Fujimoto and the first years of Dr. Paul Pai's tenure. However, at the Leadership Retreat held in August 2005, participants still identified that the college needed to work on improving trust and communication throughout the campus. As the fiscal crisis unfolded in 2005-06, errors were made in the way the administration, negotiators, and the Board handled the crisis. These errors caused a crisis of trust across the campus community. .

The administration determined that the fiscal crisis required the development of a tentative layoff list of faculty. Because a significant increase in faculty numbers was made between 2004 and 2006, only faculty positions were identified for reduction. Minutes of the Instructional Council confirm an

attempt to elicit faculty division chair input on criteria for program reduction. The administration was urged to consider that the effects of program reduction would fall under the purview of the Academic Senate. Instead, the Executive Council independently developed a set of nine quantitative and qualitative criteria that were used to identify programs and services that it believed could be reduced with a minimal negative impact on students. Unfortunately, the list of programs and services to be reduced was released to the local newspaper before it was given to the affected faculty members or their division chairs. Faculty, staff, students, and community members protested the proposed program reduction to the Board, with no effect. Effective negotiations with each of the unions on elimination of pay increases, a loan from the Chancellor's Office, and reduction of 4000 and 5000 budget categories, and an improved economic climate for the State, all prevented the college from having to implement the layoff plan.

Financial compensation has also been a point of contention across the college community. There is a perceived lack of equality in relationship to other community colleges of similar size. Some campus groups are closer to this equality than others leading to dissention between groups that has affected campus moral and unity. An eventual return to financial health should also allow the college to compensate all its employees in a manner commiserate with employees holding comparable positions in community colleges of a similar size to IVC.

SELF EVALUATION

Prior to Fall 2005 the college was making progress toward improving trust and morale on campus. However, the fiscal crisis of 2005-06 clearly displayed that the institution still has a great deal of progress to make in this area.

Although the Executive Council's nine quantitative and qualitative criteria for identifying program reductions were used, the criteria were developed during a crisis period and without college-wide input. This led to poor decision making. The crisis was averted, but with a tremendous negative impact on college morale and a loss of credibility in the community.

Trust and morale, which were seriously eroded, are slowly being rebuilt. Efforts are being made to work more closely with all campus constituencies to assure that adequate feedback is received in all decision making processes.

PLANNING AGENDA

To maintain the integrity of the process of program reductions during times of contraction, the Academic Senate and College Administration must work together to develop criteria and procedures for program reduction that are mutually agreeable.

The college will develop a plan to ensure that all campus constituent groups are compensated in a fair and equitable manner, relative to each other and relative to comparable community colleges in California. It is hoped that this will go some way in rebuilding the trust and morale of all employees.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

IVC provides all employees with professional development opportunities. A stipend is budgeted for the Staff Development Coordinator whose job is to ensure a faculty staff development plan, including recruitment, scheduling, and evaluating the effectiveness of workshops. Professional development activities over the last three years have included the implementation of Student Learning Outcomes, Best Practices in Teaching, an exploration of World War I through video and lecture presentation, an Environmental Lecture Series and Presentations of individual faculty research. For the past few years in August, the college has also invited a wide array of campus employees in leadership positions to participate in a two-day Leadership Retreat, to improve the skills and knowledge of participants in various types of management and leadership styles.

Money is made available to all faculty members on a divisional basis to support participation at professional conferences, although the amount was reduced in 2005-06 as a result of the budget crisis All faculty members are encouraged to develop their educational and subject area expertise beyond the minimum requirements of their positions by salary schedule column increases for additional educational attainment.

The District has in the past participated in a Flex/Staff Development program in which all personnel were encouraged to attend workshops/ seminars and activities that supported the core mission of the college. The program was suspended during the 2005-06 and 2006-07 academic year due to the shift to a compressed calendar. In Fall 2005, during the implementation of the compressed calendar, IVC was notified by the Chancellor's office that over the previous decade, teaching hours had not been officially converted to staff development hours. Accordingly, faculty could no longer be required to attend staff development activities.

Classified staff members, as detailed in the CSEA contract, have the opportunity to participate in a Professional Growth Program which enables them to earn additional income for education and training that is appropriate to their positions or stated employment development goals. The goal of this program is to allow the employee professional development that will potentially provide the employee the opportunity to advance to higher classifications.

SELF EVALUATION

While the college is still offering staff development support, programs and services, since the suspension of the flex program, the number of staff development activities has decreased significantly.

The suspension in the formal professional development program has had a negative impact on personnel. A more limited schedule of staff development activities is currently being offered. In addition, the budget crisis has had a negative impact on support for staff development as well. Budgeted money for conference participation has been reduced. Individual faculty members have continued to seek professional development but with less financial support from the college.

PLANNING AGENDA

Given the isolation of the district from other institutions of higher learning it is imperative that the District allocate financial and employee resources to restore professional development programs.

The Academic Senate and the faculty union will be surveying the campus community in Fall 2006 to determine the employees' desires and needs for staff development and other activities. The District will reinstate a Staff Development program, whether as a Flex calendar or through another means, by the Fall 2007 based upon the results of this survey and develop additional programs and services to support its diverse personnel.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evaluation of Staff Development/Flex activities were an integrated part of the Flex/Staff Development program. Evaluation of the program was made through the number of participants interested in any given activity and through a post-activity evaluation form. Those activities showing both high enrollment and high satisfaction were continued.

With the suspension of the Flex program, there have been various professional development programs offered, such as an environmental lecture series. However, since there was no formal program, there was no systematic process to determine participation or evaluation of activities.

SELF EVALUATION

Evaluations made prior to the suspension of the Flex/Staff Development program in Fall 2005 noted that for the most part the programs were met with a positive response from those attending. Participants felt that the activities presented an appropriate array of skills and information.

PLANNING AGENDA

The Academic Senate will survey the campus during 2006-07 academic year to determine the employees' desires and needs for staff development and other activities. Based on the results of this survey, programs and services will be implemented for staff development. Along with the implementation will be a systematic evaluation of the effectiveness of the programs and activities.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Human Resource planning has been included in all shared governance procedures. Where appropriate Human Resources has sought input from the Academic Senate, Curriculum Committee, Instructional Council, Campus Operations, Planning and Budget, Administrative Council, and Executive Council on all personnel recommendations and/or decisions made. This strong support of shared governance is documented through committee/council minutes.

The Human Resources department participates annually in the CUPA administrative comprehensive surveys and uses the results to analyze IVC's pay plan. The measure of progress would be the extent of the competitiveness using CUPA data and salary data from our sister institutions to move us up from the bottom quartile in the state. Another necessary outcome assessment is to look at the classification system or a local job class study and allow the divisions to successfully support the strategic plan. We need to annually evaluate the workload and continue to seek additional resources, which include the salary structure of the entire campus. It is the administration's intent to move all salaries up from the current fourth quartile as soon as possible, and no later than five years from now.

SELF EVALUATION

The policies and procedures that govern the operation of the Human Resource Department have been developed through the shared governance process. Outside of confidential concerns, issues that arise are discussed with shared governance committees in order to seek a shared understanding of the issue and its solution.

Classified staffing needs to be better integrated into the long-range plans of the district. In most cases, the institution applies a reactive attitude to classified staffing instead of anticipating changing needs. Classified staff salaries remain in the bottom half in the state and this has had some negative impact on the ability of the district to attract and retain highly qualified staff members at the institution.

The fiscal crisis of the past year has jeopardized the college's progress in providing a sufficient number of qualified faculty to provide instructional programs. The college is currently in the process of hiring additional replacement faculty for key faculty positions vacated during the past year. Continued efforts need to be made to ensure that faculty resources are allocated in the correct areas to meet the current needs and the long-term planning and mission needs of the college. Faculty salaries remain in the bottom quartile in the state and this further complicates the ability of the District to attract and retain highly qualified individuals at the institution.

PLANNING AGENDA

The institution will continue to use existing shared governance groups to ensure that Human Resources needs and concerns continue as part of the campus agenda.

Staffing requirements must be considered in advance and revisited regularly to ensure the necessary staff is in place when needed as the college continues to grow.

During the 2006-7 academic year, a study will be undertaken and a plan developed by campus leadership and union negotiations to determine how best to move all constituent groups on campus into the appropriate salary level in relation to other similarly situated colleges.

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Imperial Valley College consists of 34 buildings and is located on a 160-acre parcel in an unincorporated area of Imperial County. The campus includes an Olympic-sized swimming pool, a large lap pool, eight (8) tennis courts, a baseball field, and a track field. A 4,345 square-foot learning resource center was added to the Spencer Library Media Center in 2000 and includes the Tutoring Center, small group study rooms and a shaded patio. High quality construction has enabled the older buildings to continue to provide excellent classroom facilities. Regular maintenance has included replacement of roofs, upgrades of air conditioning equipment, replacement of flooring, masonry, plumbing, and installation of telecommunications and Internet access.

The Maintenance and Operations Department is responsible for maintaining the main campus, three extended centers, and the Ocotillo Desert Museum. Besides maintaining facilities, the department is also responsible for mail/shipping services, waste diversion, and water/sewer treatment services, in addition to maintaining campus equipment and grounds in a way that is conducive to higher learning. At this time, the Maintenance and Operations director has been working closely with the newly hired Bond architect to fulfill the many bond projects in progress.

Although the original buildings, the expansive lawns, and dynamic rose-lined entrance to the college continue to be a source of great pride, lab facilities and the building infrastructure require updating. The "Visioning" process of the college confirmed community support for a $58.6 million local bond (Measure L) to develop a new Science and Technology Center and to update the campus electrical, plumbing, and telecommunication infrastructure. Voters expressed strong support of the bond projects, with a 63.5% pass rate. An Advisory Committee was created to implement the bond. This committee was comprised of 11 community members and facilitated by the Dean of Business Services. Competitive bids were submitted by seven (7) architectural firms and analyzed by the Advisory Committee. The firm of Sander's Incorporated was selected. In Spring, 2005, the Vice President of Academic Services, the Science, Math, and Engineering faculty and the architects began collaborating on a building plan that incorporated the learning needs of faculty and students. Drawing of the proposed buildings (Science, Technology and Career Technical Education) projects were presented at the fall 2005 convocation. That fall, the newly hired Interim Dean of Business Services continued the direct interaction with campus groups to implement plans for the new buildings. Campus-shared governance groups also began conversations about the use of the buildings that would be vacated once the new buildings are completed.

The first step in the process will include the groundbreaking for a new parking lot and perimeter road expected in Fall 2006. Construction of the Science Building will begin during spring 2007. The district is committed to upgrading classrooms to be able to incorporate modern teaching/learning modalities including computer video projection units with Internet capability.

SELF EVALUATION

The physical plant will be undergoing tremendous growth over the next several years as the college's bond projects begin. The campus is well maintained and the environment supports learning. However, over 40% of respondents noted that the IVC campus (including facilities, equipment, and land) were inadequate for the implementation of the college's mission statement. In response, several of the existing buildings on campus have had new roofs and air-conditioning units have been upgraded. Several classrooms have been updated to include computer video projection units with Internet capabilities. Plans have been approved by the Board of Trustees to begin the construction of the Science Building through Measure L funds.

PLANNING AGENDA

IVC will continue to work closely with community and shared governance groups as the Measure L Bond projects begin. The architect has worked closely with instructional staff to ensure new building support instruction and learning activities.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

IVC colleagues take great pride in describing the safety and beauty of the physical campus. The Environmental Health and Safety Committee meet monthly (See Doc. 3.b.1) and sends Planning Agendas to the Campus Operations, Planning and Budget, and the College Council for facility improvements. Fire marshal inspections occur regularly. Plans for maintaining and upgrading facilities are developed and updated annually. Respondents to the Accreditation Survey 42% agreed or strongly agreed that the IVC campuses assure the safety of students and staff (See Doc. 3.b.2) The 2005-2006 Five-Year Construction Plan includes information and prioritization of facility projects. High quality services are made available to the Brawley, El Centro, and Calexico Extended Campus centers.

SELF EVALUATION

The District is set to begin construction on the new science building this fall, which will necessitate the disruption of the north parking lot and relocation of some portable buildings. The campus grounds continue to be well groomed, which leads to a comfortable learning environment. Maintenance and Operations works diligently to maintain well kept physical resources.

PLANNING AGENDA

As the building phase of the bond project begins, the campus community must be kept informed of any disruptions to services and/or the physical plant.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

The campus community provides input on facility needs to shared governance committees including: the Campus Operations, Planning and Budget, and Bond Oversight Committee. One such example was the addition of the modular Reading/Writing/Language Lab to replace an older modular structure that was too small and in need of constant repair. In addition to the Math and Reading/Writing/Language Labs, there are several other projects that are either upgraded existing structures or were replacement projects. These included; classroom conversions, remodeling of Team rooms, installation of gym chillers, floors, windows, instillation of a handicapped accessible wheelchair lift in the Gym and five (5) new portable buildings on campus. During Fall 2006, the softball, soccer, and track fields will be relocated to allow a new access road and parking lot renovations to occur prior to construction of the new Science building.

SELF EVALUATION

The District is in the process of replacing the Science building with a modern complex. Bond funds were also utilized to modernize the existing building and install new roofs. Oversight of the bond project has been the Construction Advisory Committee and the Citizens Oversight Committee. The Campus Operations Committee and Planning and Budget are also charged with oversight of the campus physical resources. When asked in the Accreditation Survey if IVC effectively maintains, upgrades, and expands physical resources in order to meet the needs of programs and services, 63.7% answered either neutrally or agreed with the statement *(See Doc. 3.b.2)*.

PLANNING AGENDA

The District should continue to maintain the present facilities as well as the new ones as they are built.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Facilities on main campus were designed to assure easy and safe access and security. All buildings include compliance with sections 504 and 508 of the Rehabilitation Act, and new construction will comply with the Americans with Disabilities Act. All extended campus locations have been redesigned as needed to facilitate access. Campus security services are provided on main campus and are easily accessible at extended campus locations.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue to maintain facilities to assure easy and safe access to students and staff, and provide safe and secure environments for learning.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

The District has developed a long-term capital equipment replacement plan, and facilities plan, however, due to the fiscal crisis encountered in 2005-2006 the capital equipment replacement plan was suspended. Modernization, remolding or replacements of facilities that are funded through bond funds were temporarily suspended during the 2005-2006 academic year. In addition, centralized inventory control was reinstated after being suspended during the 2004-05 year as a result of the loss of several untagged computers during fall 2005. The responses to the accreditation survey were split over whether or not facility and equipment planning takes place regularly and systematically. Comments in the survey were also split over this question (See Doc. 3.b.2).

To more effectively utilize the facilities, attempts have been made to schedule additional classes on Fridays and Saturdays; yet, this effort resulted in minimal success. The conversion to the 16-week compressed calendar included the development of class time blocks that maximize utilization of classroom space.

SELF EVALUATION

The Maintenance and Operations staff of the Imperial Valley College take pride in maintaining a campus environment that is pleasant, safe, and secure to support student learning plus give students a sense of pride in their campus.

PLANNING AGENDA

IVC will continue to review and update the facilities plan annually. The District plans hopes to secure non-district funds to replace some of the outdated equipment that is still in use. The district will continue to work to utilize all facilities effectively.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

The Facilities Plan was developed based on input from the "Visioning" process and the campus community. Long-range capital planning has taken place through the Planning and Budget Committee and the College Council. The Chancellor's Office has provided guidelines for identifying and funding equipment and personnel costs over the life-cycle of technical equipment. Although the capital replacement plan was suspended during the 2005-2006 academic year, it was partially reinstated during the Fall 2006 term due to the California Chancellor's Office one-time equipment/ capital improvement funds. During Fall 2006, the instructional divisions reviewed and prioritized equipment replacement needs utilizing these one-time funds to secure the needed instructional equipment. Sixty nine percent (69.6%) of responses agreed that physical resources planning are integrated with institutional planning (See Doc. 3.b.2).

SELF EVALUATION

Although the District is committed to the long-range plan to support institutional improvement goals, planning in this area is lacking. The college approved a plan to hire 50 replacement and additional faculty, but the plan did not provide resources to support the faculty or allot resources to provide for any increase in instructional support that additional FTES would require. During the 2004-2006 years, Division Chair, Faculty and the College Council discussed procedures to determine the resources each new staff member would require. This process will provide the college leadership with more accurate information on the type and amount of resources required for each new staff member.

PLANNING AGENDA

The campus community must develop a long-term plan to support institutional improvement goals and to allocate resources to meet those goals.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis of improvement.

Decisions regarding physical resource planning begin with the Campus Operations Committee. Planning agendas for budget allocations are made to the Planning and Budget Committee. These are prioritized based on need and financial resource allocations. Emergency needs are funded out of the college "reserve" funds, while non- emergency needs are funded out of either district funds, deferred maintenance funds or categorical funds. In addition, the district looks at community needs such as the "Visioning" process which provided the district information on facility needs, and through which a facility plan was developed for Measure L. The Campus Operations Committee reviews the Facility plan annually and makes adjustments to the strategic plan when appropriate.

SELF EVALUATION

Physical resource planning is integrated with institutional planning. During the early development stage of the bond projects, faculty met with the project Architect to brainstorm instructional functions for the new buildings. Modern technological tools have been embedded in the design to support instruction.

PLANNING AGENDA

Institutional planning should continue to incorporate physical resource planning. The college community must continue to assess the effective use of the physical resources and plan for improvements in those resources where appropriate.

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

The role of information technology at Imperial Valley College has changed dramatically in the last five years. In the Spring of 2002, with a shared vision that technology can be a powerful tool for teaching, learning, research, communication, and services, the college embarked on a technological transformation that encompassed infrastructure, applications, hardware, support services, and training. Built upon shared purposes and needs, the Information Technology Plan became the foundation for the college's goal to use technology efficiently and responsibly to help people do their work and to improve learning.

The first step on the road to change must always be thorough planning followed closely by effective communication. To that end, the college established four planning committees to guide the technology transformation.

- Administrative Technology Advisory Committee (ATAC) – initially charged with procurement of the ERP software and making recommendations to ITEC regarding all administrative technology needs and uses.
- Instructional Technology Advisory Committee (ITAC) – responsible for making recommendations to ITEC on the use of technology for teaching and learning.
- Planning Technology Advisory Committee (PTAC) – wrote the initial Technology Plan after conducting visioning workshops, student and staff surveys, and group discussions.
- Institutional Technology Executive Committee (ITEC) - Oversight committee for all campus technology.

Over the last four years these committees have been instrumental in the college's ability to meet incremental goals. However, in recent months, it became clear that many of the initial changes to the infrastructure, hardware and software procurement, and upgrades to Web and distance education delivery had been accomplished and that on-going technology planning would be better served by combining the knowledge and resources of these committees. In August of 2006, these four

committees were combined into a single Technology Council to better facilitate the on-going evaluation of technological needs of the college.

Instructional Technology

The Instructional Technology Advisory Committee was established in 2002 and has become the vehicle for ensuring that appropriate technological support is provided to all instructional areas. The committee focused on the needs of teaching and learning and how technology can enhance the efforts of faculty and students. It was also instrumental in recommending policy and procedures in such areas as Intellectual Property Rights and campus standards for the use of technology, such as e-mail and appropriate technology usage.

The committee took the lead in selecting campus-wide course management software and, after many months of demonstrations, evaluations, and discussions, recommended the purchase of EtudesNG for this purpose. Appropriate training is provided to all faculty members who choose to use this instructional tool.

The committee also took up the challenge of setting a campus standard for desktop/laptop configurations in order that our limited Help Desk support staff could stay ahead of the curve in their ability to provide technical service. In addition, this standard served as the baseline for new computer purchases in order to ensure that new hardware was consistent with the minimum required for Banner users.

College-wide Communications

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 or drop classes, access their transcripts, or pay fees online.

Most faculty and staff have college e-mail, voice-mail, and internet service at their desks. The college sponsors two campus-wide user groups specifically for the dissemination of information. The first is called All Users and is limited to college business information applicable to all employees. The Superintendent/President uses this mechanism to send out a weekly “campus update,” an informal newsletter presenting information of local, regional, and state concern affecting the college. The second is Open Comm, a listserv open to all staff who sign up and which is regulated only by the membership, resulting is a wide open discussion board that encourages far reaching dialogue on a limitless variety of topics.

It should be noted, however, that there is currently no email service available for students; this is something that the Technology Council, among other groups, is seeking to rectify.

Research

The Institutional Research Analyst conducts independent research and provides research assistance to the campus community. The Analyst uses Crystal Reporting, Excel, Access and SDA (Simple Data Access) to extract and examine the data from Banner for the purpose of analyzing

enrollment, productivity, demographic information, student demand, and success and retention rates, class offerings and faculty need.

In addition, the Research Analyst uses Survey Monkey to collect data for analysis. Survey Monkey has been used in the production of this self-study as well as by departments and divisions as part of their Program Review.

Operational Systems

The campus integrated administrative information system is Banner, an ERP software package purchased four years ago from SCT Higher Education. This powerful tool allows for the collection, manipulation and reporting of data in four basic modules: Finance, Student (includes instruction and registration), Human Resources, and Financial Aid. The conversion process has proven to be an on-going endeavor as the college community learns to put the expanded capabilities of this software to good use.

Key to optimizing the administrative functionality of Banner is training. The Technology Advisory Committees (ITAC and ATAC) have been instrumental in identifying training needs and following through with appropriate levels of training for all constituent groups. Core development groups within each module received end user training prior to conversion and were then responsible for disseminating this knowledge to the rest of the campus as each module came on-line. The Technology Council, new for 2006-07, will assume this function as it replaces the 4 implementation advisory committees.

The ATAC also took on the task of selecting a product and a vendor for a document imaging system. In the spring of 2005, the committee held product demonstrations by multiple vendors, inviting all campus groups to participate. After careful evaluation of product and integration with Banner, SCT X-Tender Solutions was chosen as the campus document imaging software. In spring of 2006 interested staff from all affected offices, including all IS staff, participated in X-tender training. Currently, the Financial Aid Office is planning to begin using the new imaging system with its 2006-07 Financial Aid and BOGG files. Other offices will become operational as they complete the set-up process.

SELF EVALUATION

The college meets the Standard.

The newly formed Technology Council will be the 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 2007-2010 Technology Plan will determine the growth and direction of technology at IVC over the next three-to-five years. The council will also consult with the Planning and Budget Committee and College Council to move forward on recommendations and to ensure follow-through.

PLANNING AGENDA

None

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

In April of 2002, the Imperial Valley College Board of Trustees made the decision to invest in the technological future of the college through the procurement of enterprise application software that would enhance administrative support for instruction, streamline college operations, expand access to important resources, improve productivity through the use of Web-enabled applications, and effectively meet state and federal reporting requirements. With the assistance of Strata Information Group, a technology consulting firm, the college took on the task of expanding access to information technology for all constituent groups: students, instructors, support staff and community. This expansion of technological resources has broadened the number and quality of services offered to users. However, there remain significant problems related to technical support.

Access to adequate hardware and software was needed to support excellent teaching and learning. This includes access for students, staff and faculty and a provision of assistive technologies to assist persons with disabilities. In 2002, the college made the commitment to provide all instructors with up-to-date computers on their desktops and this has been achieved. In recent years, the college has updated this plan to include TabletPC computers which have allowed instructors greater mobility and flexibility. All campus offices, departments, and divisions have access to the administrative software system, Banner, as well as internet service.

Facilities and programs that support learning, teaching, and research through technology include on-line library services and student lab infrastructure. The Spencer Library Media Center offers an on-line 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. Non-instructional labs include two student access labs used for registration purposes and a Career Center Lab.

Access to campus networks and computing resources is also a basic necessity in determining the effectiveness of technology across the campus. This includes maintenance and upgrade of hardware and software and the outfitting of “smart classrooms” with computers and internet access which link to a projector. The college has made the commitment to provide this access in all classrooms. Funding issues, however, have limited the number of classrooms so equipped.

The Help Desk has also been instrumental in helping the campus technological expansion as well as dealing with daily questions and problems involving technology. Run by the Information Systems Department, the Help Desk has two full-time staff members who provide technology support for all staff.

Currently, program reviews do not include specific sections for assessing technology. However, each department/division assesses Student Support Services, which includes computer labs. Unless a department or division includes a review of technology within its own review, it is not assessed. Further, technological review is not tied to the institutional goals given to each division. The newly-formed Technology Council hopes to improve the review and assessment of technology on campus.

Despite the many areas of progress at the college since the last accreditation, there remain serious problems with information technology support and services. According to a 2005 report written by Richard Middaugh,

> Turnover in information technology staff has led to the replacement of more senior individuals with those with lesser experience. With new technology systems and applications that include Banner, Sun Solaris, anti-spam, and more, it has been exceptionally difficult for the current staff to keep up, even with help from the Strata Information Group. As additional technology is layered on—including human resources, document management, and financial aid and ETUDES, to name a few—the current level of support delivered by the IVC technology team is going to fall short given current management and the lack of standards. (See Doc. 3.c.1)

Middaugh goes on to list twelve areas where the IT staff "is challenged," including Windows server system administration, networking, voice system support, and Banner knowledge. Finally, Middaugh suggests two alternatives: retain consultants for the long term or augment the existing IT staff. Currently, the Technology Council is examining these issues.

SELF EVALUATION

Despite the problems with information technology support, the college meets the standard.

PLANNING AGENDA

In the next five years the college faces many technological challenges, including but not limited to:

- Migration from Banner 6 to Banner 7
- Replacement of voice-mail system and telephone switch
- Network overhaul, including wireless deployment
- Enhancement of college web page structure and style
- College assigned student e-mail accounts
- Equipment Replacement Plan
- Augmenting existing IT staff

Addressing these issues will be the primary responsibility of the Technology Council. The council will consult with the Planning and Budget Committee and College Council to move forward on recommendations and to ensure follow-through.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Because Imperial Valley College's technological infrastructure is still developing and expanding, it is not surprising that the majority of faculty and staff are often in need of training in how to use up to date technology. Two significant programs provide this training: the Technology Center and the ACCESO Project.

The purpose of the Technology Center is to provide faculty and staff with technical training and support in the use of computer hardware and software for academic purposes. To provide significant aid and support in the accomplishment of this objective, computer hardware and academic and institutional software is available in the Center. Faculty and staff are trained in software applications such as MS Word, Excel, PowerPoint, Access, FrontPage, Outlook, Adobe, Help Desk, Docutech, SPAM filter, and WebSTAR. The IVC faculty and staff also can schedule individual appointments with the Technology Center Technician to provide support in instructional technology. Much of the equipment meets the need for the design and development of multimedia elements such as audio recordings and videos that can be incorporated into various vehicles for the delivery of instruction, including web pages. There is also equipment such as a multimedia projector, laptops, digital cameras, and a Tablet PC that can be checked out by the faculty and staff specifically for educational purposes.

The training necessary to utilize the resources available in the Technology Center is available from the Technology Center Technician during any of the regularly scheduled workshops on specific topics listed on the Technology Center Web page. These workshops are designated flex activities for the faculty. The equipment is available on a drop-in or appointment basis outside of the regularly scheduled workshops. Faculty/staff can reserve the use of specific hardware or software as well as obtaining individualized help in its use. Individualized help is also available for particular tasks or projects. The Technology Center Technician can also make "office visits" to provide instructional technology and technical support on campus. (See Doc. 3.c.2)

Project ACCESO, a $2.7 million Title V grant, established training for faculty to develop and deliver online/hybrid courses. Each year, at least fifteen faculty members participate in a week-long Summer Technology Camp, where they learn the basic pedagogical differences between face-to-face and online courses, learn how to use the EtudesNG course management system (CMS), learn how to design documents for online delivery, and learn how to design rich format documents and multimedia presentations. Specific training in software such as Microsoft PowerPoint, TechSmith Camtasia, Adobe Dreamweaver, TabletPCs, and Turnitin.com is also available. At the end of the week-long training camp, camp participants are ready to begin the process of developing online/hybrid courses. To date, ACCESO has trained a total of thirty-five faculty to develop distance education courses. (See Doc. 3.c.3)

Additional training in distance education course design, Camtasia, Dreamweaver, Turnitin, and TabletPCs is available throughout the year by the Instructional Media Designer and Academic Coordinators for Project ACCESO. This training takes two forms: one-on-one focused training sessions, where a qualified instructor works with a faculty member on a single area of course design (see Doc. 3.c.4), or larger, peer group workshops where a variety of faculty (both experienced and inexperienced) work together on a variety of issues (see Doc. 3.c.5). As well, the ACCESO Project finances faculty to complete Etudes 101 from Foothill College. Etudes 101 provides a basic overview of the EtudesNG CMS for faculty wishing to develop online courses. ACCESO provides financing for any faculty member at the college who wishes to take this course, whether or not the individual plans to develop an online class.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue to develop further training to support the changing role of technology in all areas of campus activity.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.
In December 2002, the college published a plan for the development and improvement of information technology. The overriding goal of the plan was "to enhance students' opportunities for success." It sought to achieve this by accomplishing five basic objectives:

1. Create a reliable, secure, and robust network infrastructure
2. Purchase and use advanced internet and computer applications (including registration systems, faculty web sites, library systems, and so on)
3. Purchase affordable and powerful hardware, including laptops, desktops, PDAs, etc.
4. Provide support services to assist faculty, students, and staff in utilizing these technologies
5. Develop shared services that will unify the budgeting, planning, and managing of information technology at IVC

Since the report was developed, a number of very significant advances have been made in the areas of information technology. Not only has the $3.4 million Banner ERP system been established, but many computer labs and faculty/staff computer stations have been updated, and a Help Desk has been set up to offer both technical support and troubleshooting support for all computer systems on campus. (See Doc. 3.c.6)

However, several of the goals established in the 2002 report have not been fully integrated, particularly in the areas of shared services and infrastructure. According to a 2005 report written by Richard Middaugh, "Much of the technology used by Imperial Valley Community College is in excellent condition… This contrasts with areas which need either immediate or long-term attention," (See Doc. 3.c.1) In other words, while a number of advanced technological services have been added to the college in recent years, many other resources are in dire need of upgrade. This inconsistency in regards to technological resources is due to a number of factors. One is a previous lack of technological leadership; another is a lack of coordination and planning in the maximizing of technological resources.

The addition of a Dean of Technology and Learning Services in Fall 2005 helped fill the vacuum of technological leadership. The coordination and planning of technological resources has been bolstered by the Technology Council, which was formed in Fall 2006 to consolidate all technology committees on campus. The purpose of the Technology Council is to coordinate campus technology activities, address technology needs and issues, and take action on recommendations from feeder subcommittees. The Council has four broad categories of responsibilities:

1. Campus technology policy and procedure planning
2. Instructional technology
3. Administrative computer system (i.e. SCT Banner)
4. System architecture and network services (See Doc. 3.c.7)

This new Council will coordinate the purchasing, managing, maintenance, and upgrading of all technology on campus. The 2007-2010 Technology Plan (to be developed by the Technology Council in 2006-07) will determine the growth and direction of technology at IVC over the next 3-5 years. (See Doc. 3.c.8)

Computers

In the past, departments have purchased technology based on need, with little or no coordination between departments. This leads to a lack of consistency in the materials purchased and in the maintenance of these technologies. This is an ongoing problem that needs to be addressed by the Technology Council.

Audio-visual

The A/V equipment is the library's responsibility. A/V does a decent job of maintaining the equipment under its jurisdiction in good working order. Inventory that can be checked out on campus includes video-data projectors, overhead projectors, film and slide projectors, Television-VCR carts, cassette and CD players, public address and wireless public address systems, video-disc players, and a limited number of laptop computers. The Media Services department has an equipment request web based form that faculty and staff can use to check out equipment.

However, some departments have purchased their own A/V equipment in the past, which leads to some problems as far as standardization. This lack of standardization and consistency throughout the campus means that not all technology is maintained in the same ways. For example, the LCD projectors were purchased in a haphazard way, leading to problems with a lack of standardization (different types of projectors mean that different replacement bulbs need to be purchased for each type, thereby increasing the expense.

Infrastructure

IT is responsible for managing the college's infrastructure. According Richard Middaugh's report, "management of information technology needs to be strengthened" (1). There is a lack of strategic management within IT, and those within IT do not have the sufficient technical knowledge of Banner to fully implement many areas (3). The addition of a new Dean of Technology and Learning Services and the implementation of the new Technology Council have helped to strengthen the strategic management of IT, but much remains to be done to recruit and hire qualified programmers and technicians. For example, consultants set up our existing network and servers in 2002-2003, but these have not been updated in any major way since then. We need more continuity and more resources to be poured into IT in order for it to provide the support needed for the campus community.

Areas of infrastructure that are in need of a serious overhaul are the phone system, the cable/wiring network, the wireless system, and the computer security system. As well, the school needs to establish a useful student email system.

Software

The Banner ERP is the primary software system used at the college. It handles most areas of college administration. The college spent over two years converting the legacy system to the Banner system. Despite this, there remain many problems concerning Banner that have yet to be fully

addressed. For the last one and a half years, the Banner Users Group has asked other technology groups on campus for help to tackle a number of critical issues with Banner and to implement other functionalities, either through internal help or through consulting services. However, these requests have not been made a top priority; therefore, they have not been funded.

EtudesNG is the primary software used for distance education at IVC. The college is part of a consortium of colleges that fund and support this open source course management system. Initial funds for EtudesNG were provided by the ACCESO Title V grant. This grant has also purchased site licenses for Turnitin.com, the online plagiarism checking tool, and EasyGrade Pro, a computer-based grading program that allows faculty to post student grades online.

Tutor Trac is a web-based student database linked to the Banner system and used by Learning Services and other division labs to track students receiving tutoring or using our computer labs. The Reading/Writing Lab, Language Lab, and Tutoring Center integrate Tutor Trac into their programs to track student tutoring appointments, lab attendance, and faculty appointments. The system is Internet-based and allows students to schedule, cancel, and check on their tutoring appointments from off campus. Tutors also access the system from off campus to modify and check their tutoring schedules. Distance access will increase scheduling efficiency for tutoring. The Tutor Trac database also has the capability to increase our efficiency by providing an accurate up-to-date overview of weekly tutoring and workshop schedules. IVC instructors will also be able to log in to check on individual students receiving tutoring for their classes and schedule appointments to receive training in software, hardware, or multimedia equipment support on campus in the Technology Center. Overall, Tutor Trac will help IVC integrate the various tutoring programs and student learning labs on campus.

ACCUPLACER is a computerized test that is administered via the Web. Students answer background questions (multiple measures) before they begin the actual test. ACCUPLACER is an adaptive test. ACCUPLACER is an adaptive, un-timed test presenting questions based on the student's answer to the previous question and so determines the student's ability level. The student's score report, raw score and placement, is available immediately after the test is completed and is used for placement in English and math classes. From July 10, 2006 to September 22, 2006 1,157 students were tested.

Reading Plus is a web-based reading fluency software program. Students take a short placement test and are placed at a starting reading level and reading speed. IVC uses this program for all developmental reading students including distance learning students. Students are able to work at home once they have shown satisfactory knowledge of the program in the Reading Lab. The average reading level gain for students is 2.5 grade levels per semester with an average speed increase of 85%. The Reading Plus program provides detailed graphic and statistical progress reports by individual student, class, and grade level. This information provides instructors with another tool to aid in measuring their students' progress. Overall, Reading Plus allows IVC to personalize each student's Lab experience and provide detailed feedback to students which is also available for instructors.

SARS is an appointment scheduling software package for student service offices. It is used by advisors and counselors at IVC to schedule appointments, enter contact information, add notes, and maintain pertinent records.

ID CARDS is a software package that IVC uses to create ID credentials for students and employees.

There are a variety of other software site licenses existing on campus in different divisions. However, there is little coordination between divisions and little in the way of inventory about what each group possesses. The hope is that the technology council can coordinate all licenses and distribute them more effectively.

SELF EVALUATION

A significant improvement in technological resources has taken place since the last accreditation report. However, serious gaps in coordination and planning remain.

PLANNING AGENDA

The Technology Council was established to focus deliberately on addressing and resolving these issues. Sub-committees will be formed to investigate each problem area and recommend solutions. The council will consult with the Planning and Budget Committee and College Council to move forward on any recommended actions and to ensure follow-through.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Since the development of the Technology Plan in 2002, IVC has expanded its technological resources in many ways—from the installation of Banner to the expansion of Internet services to the purchase of TabletPC computers for faculty to the development of a distance education program. Nevertheless, as Richard Middaugh's report indicates, there are still serious technological gaps and deficiencies that prevent the college from fully distributing and utilizing technology to support the development, maintenance, and enhancement of its programs and services.

One problem has been the ad hoc nature of technological utilization. There is a distinct lack of coordination between divisions on campus when it comes to technological resources. In general, IT maintains the campus network infrastructure current to meet the bandwidth and connectivity requirements. However, it is up to each division to augment technological needs. This forces divisions to rely on their own, often inexperienced, personnel to plan and implement technological purchases. Further, because each department purchases technology based on its own needs, there is no clear coordination between divisions or sharing of resources. For example, software purchased by the English division is not shared with the Humanities division or any other division. This results in a variety of problems with maintenance and support.

Another problem can be found in computer labs. There are eleven computer labs on campus: Math, Reading/Writing, CIS, Language, Library, Technology Center, Workforce Development, Nursing, and two Extended Campuses. Each computer lab hires its own technicians: the Math Lab hires technicians for the Math Lab, the Reading/Writing Lab hires technicians for the Reading/Writing Lab, and so on. This obviously leads to a fragmentation of the lab schedules. If one lab technician in one lab is absent, lab techs in other labs are unable to provide assistance because the labs are not interconnected, meaning that the applications in each lab are not cross-loaded and the techs are not cross-trained.

Another major problem has been the lack of tech savvy people on campus to push technology's advancement. This has led to a lack of growth and fulfillment of the promise offered by advanced technology, particularly in instruction. The ACCESO Project has started to change this by institutionalizing a course management system, funding the purchase of tablet PC computers, and training faculty to better utilize computers both in online classes and in face-to-face classes.

Equipment and Facilities

The computer labs are:

- Math
- Reading/Writing
- CIS
- Language
- Extended Campus (2)
- Library
- Technology Center
- Workforce Development
- Nursing
- Computer Science Lab

Each lab utilizes Windows PC computers. Most run Windows XP, but some computers in the Reading/Writing lab still run Windows 98. Students have primary access to these computers; they are meant to be used for course work, not gaming, etc. Faculty can also use these computers to deliver their course materials. The Computer Science Lab is currently being developed through funding provided by a Title V "2+2" grant. This lab will have advanced computing equipment, including a series of robots that computer science students will be able to fix and modify as part of their courses.

Software

There are a variety of software site licenses existing on campus in different divisions. However, there is little coordination between divisions and little in the way of inventory about what each group possesses. The hope is that the technology council is expected to coordinate all licenses and distribute them more effectively.

Help Desk

There are two different help desks available on campus. One is for the faculty and staff of the college as a whole; the other was developed as part of the ACCESO Project and is specifically designed for distance education faculty and students. The primary Help Desk is a web database program that is maintained by the Information Systems Department. The purpose of using the Help Desk is to assist faculty and staff in providing technical support campus wide. Faculty and staff use the Help Desk to log in and submit technology related requests on a specific work order they need help in such as E-mail, Internet, Banner, Anita, Passwords, Viruses, do software upgrades or hardware, phone issues, wireless issues, and can register for technology center workshops (MS Word, MS Excel, MS PowerPoint, MS FrontPage, MS Access, MS Outlook, SPAM Filter, Adobe Acrobat, Docutech, etc. After submitting a ticket on the Help Desk web site, the job request is assigned according to the work order submitted.

The ACCESO Project's Help Desk provides technical assistance to students and faculty enrolled in online courses. The Technology Support Technician is available 24 hours a day, 7 days a week to answer phone or email messages regarding any problems students encounter during their online experience at Imperial Valley College. This includes computer conflicts, problems with Internet access, issues regarding EtudesNG (the course management system), and any other issue that might be directly related with the online course you are taking. The Help Desk also provides technical assistance to faculty teaching or developing distance education courses.

SELF EVALUATION

A significant increase in the number of faculty and staff with sophisticated technological expertise has occurred in recent years, leading to the development of services aimed at supporting, maintaining, and enhancing the technological resources at IVC. However, there are areas that need improvement, specifically in the way technology is distributed throughout the college and in the utilization of technology resources.

PLANNING AGENDA

The newly-established Technology Council is currently working toward wide-ranging coordination and planning efforts that will enable technology resources to be fully utilized and distributed to all areas of campus. The council will work with the necessary college bodies to ensure follow-through of any recommendations.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

In 2006, IVC purchased an account at SurveyMonkey.com to develop systematic assessments and surveys. One of the first surveys to be developed was the Spring 2006 Accreditation Survey, which surveyed the campus population on matters pertaining to accreditation and program review. This survey provided mixed results for technology resources at IVC. On the positive side, 46.3% of respondents agreed that "Technology Support is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems." The same survey also found that 65.6% of respondents either agreed or strongly agreed that "Technology services enhance the effectiveness of the institution."

However, when the questions focused on institutional planning and utilization of technology, the answers were more negative. When asked whether "IVC maintains, upgrades, and replaces the technology infrastructure and equipment to meet institutional needs," 46.2% of respondents either disagreed or strongly disagreed, compared to just 28.4% who agreed. 35.8% of respondents disagreed with the statement, "Technology resources are equitably distributed across campus programs and services," while just 22.4% agreed. Finally, 26.9% of respondents agreed and 19.4% of respondents disagreed that technology planning at IVC is integrated with institutional planning, with the majority (50.7%) neither agreeing nor disagreeing.

What these results suggest is that the IVC community at large recognizes the key role that technology resources play in advancing and enhancing the college. However, the community also calls into question the effective maintenance, upgrading, and distribution of technology resources while remaining split or uncertain of the role technology plays (or can play) in institutional planning.

Technology for Institutional Planning

The college uses a variety of technological tools for institutional planning. One tool is called Project One, which is a software program that allows administrators and staff to pull up reports to look at enrollment data and to plan course offerings. This tool provides administrators and division chairs with greater flexibility when examining instructional data. Another tool is to use Excel, Crystal Reporting, Access, SPSS to evaluate Banner data for institutional effectiveness.

These two technologies help streamline the data acquisition and evaluation process. However, easier access to data is still needed in order to streamline the institutional planning process, which includes both enrollment management and resource planning. It is hopeful that some of the means to streamline this planning is in place via Banner. However, since Banner has been in production for less than two years, there remains a substantial learning curve in the understanding and utilization of Banner vast potential. Finally, an intuitive report generator is much needed for simplifying the collection of data for planning and review.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

Continue to explore ways to better facilitate the gathering and organizing of data.

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Fall 2006 began with a budget sufficient to support student learning programs and services and to improve institutional effectiveness. This was accomplished due to several contributing factors, including reallocation of funding per FTE at the state level, renegotiation of faculty and staff salary schedules for the 2006-07 fiscal year, a Chancellor office loan and reduction in 4000 and 5000 accounts. This is in contrast to the previous year in which the district had some major financial problems due an over projection of FTE growth calculations.

The Fiscal Services Department, under the direction of the Chief Business Officer, and the Director of Fiscal Services oversees Accounting, Budget Development, Payroll, Financial Aid Disbursement and Purchasing operations. During the past two years, there has not been a permanent Chief Business Officer; the college has had two interim Chief Business Officers, one in 2005-06 and the current Interim. The Business Office is charged with safeguarding and managing the district assets to ensure the ongoing effective operations of the district. Internal controls such as placing additional checks and balances in the CCFS 320 Enrollment Report have been implemented to ensure that District management will have a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial and educational adjustments. The fiscal activities of the

district are conducted in accordance with General Accepted Accounting Principles, General Accounting Standards Board, the Budget and Accounting Manual and Financial Accounting Standards Board.

Four years ago, the college purchased an integrated administrative information system, Banner. This new system has drastically changed the business processes of the college, including financial services. During the Finance Banner conversion, the department initially utilized services from Strata Information Group to assist the in the task of converting all aspects of financial business processes into the Banner system. Shortly after the initial conversion, the district decided not to extend the Strata contract, opting instead to utilize internal personnel. As a result, full implementation of the Banner system has not been completed.

Business Services also utilizes the services of an independent Auditor, not only for the required annual audit, but also for consultation throughout the year.

SELF EVALUATION

The Business Office has had several turnovers during the past five years including the hiring of two Interim Deans of Business Services in the past year. The District is currently advertising for a permanent Vice President for Business Services/Chief Business Officer, with expectations that this position will be filled by the end of the academic year.

The lack of a fully implemented Banner Finance module conversion has impeded the services of the Business Service Department. Many believe this has had a detrimental effect on the campus community. During the 2005-06 academic year it became evident that additional processes need to be implemented and existing processes more closely followed to ensure the integrity of the budget and provide fiscal responsibility and accountability. Although the 2006-07 academic year has seen a return to fiscal stability, it has happened at a great cost to campus moral and trust in the budget. This was evidenced by the results to an accreditation survey conducted in spring 2006 in which 70% of the respondents felt that the college did not have adequate financial resources to support programs and services and improve institutional effectiveness (See Doc. 3.d.1).

PLANNING AGENDA

The Planning and Budget Committee along with the Chief Business Officer will develop a system of oversight for fiscal responsibility. Processes will be established that will provide a check and balance approach for budget development and financial planning.

The District needs to secure a consultant or the services of personnel that are knowledgeable of the Banner system to assist in the training and maintenance of Banner, and the District needs to fund the full implementation of the system.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

An extensive “Visioning” process took place during the 2003-2004 academic year as a way to assess the needs and perceptions of the community and to develop a comprehensive strategic plan. Measurable goals were established based on the college mission. The college also conducted a system-wide program review in 2005 to assess institutional goals and direct budget development in support of those goals at the program level. These program reviews are to be reassessed in fall 2006 and fall 2007.

SELF EVALUATION

The college continues to work its way to achieve established goals and objectives. The most significant achievement was the passing of a bond to build additional science, technology, and career-technical structures. Additional faculty were hired to expand access to students, but realistic projections of FTE/FTES calculations were not done nor were significant cost estimations done to support these new faculty. Although 28% of respondents to the Accreditation Survey agreed that the mission is the foundation of budget development at the college, 20.9% strongly disagreed with that statement, 25.4% disagreed while 22.4% neither agreed nor disagreed (See Doc. 3.d.1).

In the past two years, the college has experienced substantial growth (9.89% in 04-05 and 8.2% in 05-06), bringing additional financial resources to the district. In 2005-2006 most of the growth came from a first ever winter session (7%). However, an unrealistic growth projection on which the 2005-06 budget was based, negotiated salary increases, and a miscalculation of FTES in the 04-05 320 report contributed to a fiscal crisis in 2005. In addition, not all of the goals and objectives that came out of the visioning processes have resulted in positive outcomes. The college established Saturday classes at the recommendation of the Visioning process; however, enrollment was not as expected. The college has since reduced the number of Saturday class offerings.

Although the budget crisis was averted, processes must be developed and followed to use realistic projections for planning and budget development. All programs conducted the program review process in 2005 with expectations that the budget development process would be tied to the program review document. Reassessments of the program review process are to be conducted in fall 2006 and fall 2007 in anticipation of budget development for the next year. These processes are in place but need to be utilized to assure sound fiscal planning and to preserve the integrity of the budget planning process. In addition, fiscal planning processes need to be developed that encompass both the positive and negative impacts of expansion of courses, programs and staff, keeping in mind the mission of the college and established student learning outcomes. The college must continue to grow, but must insure the decisions based on these growth projections are conservatively realistic.

PLANNING AGENDA

Divisions/Departments will utilize the Program Review and Planning process to develop budgets to ensure sound fiscal planning based on the mission of the college.

Through the Planning and Budget Committee the District will develop processes to determine both the positive and negative impacts of increasing programs and staff.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Institutional planning begins with each individual department and culminates in approval from the Budget and Planning Committee. This committee is chaired by the Chief Business Officer and includes shared governance representation. All financial planning activities are discussed with and feedback is obtained from the following shared governance committees; Academic Senate, Curriculum & Instruction Committee, College Council.

SELF EVALUATION

Financial stability was achieved in the past year with the support of the staff and their associations. All groups agreeing to delay a committed salary increase for the 2006-07 year was a major contributor to the college having a balanced budget. This concession had allowed the financial status of the college to progress in a positive manner. The planning process was altered for the 2005-06 budget due to the fiscal crisis the college was in during the 2004-05 term. Attempts to return to the process of budget development directed by program review began in fall 2006. At the same time, there have been significant accomplishments in federal, state and regional grants.

PLANNING AGENDA

Financial services must work closely with the college community shared governance structures to develop processes and procedures that provide prudent fiscal management to make the District fiscally sound over the long term. An experienced leader in Business Services needs to be secured to ensure stability and proper oversight of financial resources.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

State apportionment constitutes the primary source of financial support. For example, during the 2004-2005 academic year, 55% of the $34,190,166 budget was funded through apportionment based on full-time-student-equivalent data. Certificates of Participation (COPS) have been used to finance major capital improvements, with an obligation of $3,250,000 remaining. The approval of a General Obligation bond (Measure L for $58.6 million) is funding the construction of new facilities. http://www.imperial.edu/Business_Services/Bond%20Measure%20L.asp

Imperial Valley College also has been successful in acquiring a number of regional, state, and federal grants, including an individual Title V grant to implement distance education (project ACCESO), a cooperative Title V grant to develop two 2+2 transfer programs with SDSU-Imperial Valley Campus, a HUD grant to provide education services to “the colonias,” and a number of regional and state grants in nursing and health services. The cooperative Title V grant is funding two-thirds of the cost of a grants program specialist; the other one-third is based on District funding. If approved, the Grants Office, reporting directly to the Superintendent/President, will be responsible for coordinating the pursuit and implementation of all grants. Many other partnerships with local educational, community, and private institutions support a number of academic programs and student services. For example, the District’s Fire Academy is offered through a partnership with the County of Imperial.

SELF EVALUATION

The institution must develop mechanisms to balance the visioning process with realistic assessments of financial resource availability.

PLANNING AGENDA

Working with the planning and budget committee and other shared governance groups the college must develop a checks and balance process to ensure realistically conservative projections.

III.D.1.c. When making short-term financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

The "Visioning" process (see Doc. 3.d.2) confirmed that potential students did not have adequate access to educational programs. Too few sections were being offered, and it would frequently take many years for a student to complete his/her academic program. Accordingly, the college developed a strategic plan to increase access. This included the plan to hire 50 additional full-time faculty members. Positions were prioritized by the Curriculum and Instruction Committee and approved by the Academic Senate emphasizing full-time hires in academic areas where it is difficult to find adjunct instructors. Certificates of Participation (COPS) were used to fund capital improvements, making monies available for faculty salaries through the District General Fund. In addition, salary schedules across all union and meet-and-confer groups were modified, providing all groups of the IVC community with approximately an 8% average salary increase. Increases in high school enrollment and graduations, new housing developments, and new local businesses predicted a significant and long-term economic boom for the Imperial Valley. Wait-list enrollment data confirmed an unmet demand in English, Math, and Science alone. Simultaneously, the college implemented Banner, an integrated data system, making it difficult to compare spring 2005 enrollments to specific 2004 data. In addition, summer 2005 FTES was inadvertently double counted on the 320 Report. To compound the issue, overly optimistic growth estimates of 18% were used in the development of the 2005-2006 budget. Unfortunately, growth of only 9.8% materialized, requiring members of the IVC college community to dramatically reduce expenditures. In addition, a calculation error on the 2004-05 320 reports resulted in overpayment by the state. It then was necessary to renegotiate the previously agreed-upon salary increases, with the possibility of layoffs. While layoffs were averted, a hiring freeze was implemented, overtime was eliminated, and a plan was developed with the Chancellor's Office for gradual repayment of the apportionment overpayment.

SELF EVALUATION

Although layoffs were avoided during the fiscal crisis, the cost to the district was great. Employee morale was damaged and confidence in administration suffered. Collegiality among employee groups also suffered. The end result was that the atmosphere and the financial uncertainty forced many personnel, including administrators, faculty, and classified employees to seek employment at other institutions with more solvent budget situations.

The District is acutely aware of its debt to the Chancellor's Office, and will take steps to insure the repayment in a timely manner as agreed upon between the District and the Chancellor's Office.

PLANNING AGENDA

The District must work with shared governance bodies to develop a mutually agreed upon plan to return the District to financial stability that includes sufficient resources to maintain the instructional integrity of the institution. In addition the District and the Budget and Planning Committee must develop plans to set aside on an annual basis the portion necessary for the debt repayment to the Chancellor's Office.

The District must ensure that all stakeholders support and have confidence in the priorities set and that follow through occurs to enact these priorities over the next three years to ensure the financial stability of the District over the long term.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

During the 2003-2005 academic years, the Budget and Planning Committee added a public "arena" process to the guidelines for budget development. This two-day open forum allowed all college constituents to advocate publicly for additional resources. An initial balanced budget was developed and was "augmented" in August 2005. Unfortunately enrollment data confirmed a serious budget shortfall in September 2005. A number of campus-wide budget forums took place during the 2005-2006 year. The forums left many attendees frustrated due to changing budget figures as the college and state worked to correct the crisis at IVC. The budget crisis was averted and financial stability returned in 2006-07. A budget workshop was held in September to explain the budget to the campus community; however, the 55% of respondents in the Accreditation Survey stated that financial information was not widely distributed across campus.(See Doc. 3.d.1).

SELF EVALUATION

Shared governance committees adopt budget guidelines and processes for budget development each year. The district conducted a visioning process in 2003-04 and developed a strategic plan based on community recommendations. Program specific program review was conducted in 2005 to develop program specific goals based on institutional goals and identify budgetary needs.

PLANNING AGENDA

The Budget and Planning Committee will continue to monitor the fiscal status of the District. The President should also conduct internal forums to balance the community vision with realistic internal staff assessments and financial accountability.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

Over the past year detailed financial expenditure reports have been provided to the Board of Trustees monthly. These reports include general budget overview, budget transfer, and most recently account expenditures. The Director of Financial Services and Dean of Business report to the board monthly, and are often asked to explain transfers and expenditures. This has created a transparency at the Board of Trustee level. In addition, Budget and Planning Committee agenda's and minutes are now posted on the college web site. Budget forums have been held for the campus community to explain budget allocations.

In Fall of 2006 a new emphasis on supporting instructional programs was established. Division Chairs and Instructional Administrators have met regularly with the Interim Vice President of Academics and the Chief Business Officer to establish budgetary priorities for instructional equipment, and other one-time equipment funds.

SELF EVALUATION

As a means of the District's desire for transparency several steps have been established to share budgetary information with the college community including submitting budget documents to the Board of Trustees monthly, meetings, and posting Budget and Planning Committee meetings minutes via e-mail and posted to the Planning and Budget web site. It is essential financial information continue to be disseminated to the entire campus community to ensure a high level of transparency.

PLANNING AGENDA

The Business Services Office should continue to prepare a monthly document that will be distributed to all Budget and Planning Committee members, posted on the web site, and made available to the campus community. This document will provide the annual budget, the up to date expenditures and encumbrances, and the remaining balance in each major area, this information will also be disseminated to the Board of Trustees.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Imperial Valley College adheres closely to the budget development guidelines and requirements of the Education Code and the California Code of Regulations Title V. The college also contracts each year with an independent Certified Public Auditor. The audit is conducted following Government Auditing Standards. Audits over the last three years confirm that financial resources are used appropriately to fund student learning programs and services. (For example, the 2005-2006-audit report, presented to the Board of Trustees on 1/17/2006, included only three recommendations. These recommendations were discussed at length at the Board meeting and recommendations made to the Chief Business Officer).

SELF EVALUATION

After the departure of the Chief Business Officer in fall 2005 and with the subsequent hiring of two Interim Chief Business Officers, the fiscal management has been under intense scrutiny to maintain a healthy financial status. Although this has sufficed during the short term the district must hire a permanent head of Business Services to ensure continuity of processes and budget management. Monthly Budget reports are reviewed by the Board of Trustees and detailed information provided on budget transfers between object codes.

PLANNING AGENDA

Fiscal Services will maintain a sound due diligence of the budget and provide the college community with monthly budget reports.

III.D.2.b. Appropriate financial information is provided throughout the institution.

All budget information is available through the Business Services Web page (http://www.imperial.edu/Business_Services/default.html) and is disseminated widely throughout the year. Minutes of the Planning and Budget Committee are posted routinely http://www.imperial.edu/Business_Services/Planning_Budget_Committee.htm and are distributed via agenda packets to campus through the College Council. The Tentative Budget is distributed to all unit managers, shared governance leaders, and Division Chairs for input and is posted to the web. The Chief Business Officer disseminates monthly budget reports to the Board of Trustees, including Quarterly Financial Reports that describe unrestricted and restricted General Fund Budget totals and cumulative expenditures. To increase further the "transparency" of financial procedures, all budget transfers between major object codes are itemized and approved during monthly Board of Trustee meetings. However, the majority (55%) of respondents to the Accreditation Survey noted that financial information is not widely distributed across campus (See Doc. 3.d.1), and 67% disagreed that the financial information provided was accurate (See Doc. 3.d.1).

SELF EVALUATION

Although the Board of Trustees is provided detailed information regarding the budget, monthly budget reports and transfer detail need to be more widely disseminated to the college community.

PLANNING AGENDA

As a first step the Chief Business Officer will provide Division Chairs and the Administration with up-to-date financial information. The District will continue to provide budgetary information to the campus community to ensure transparency in budget development and management. In addition, the Vice President for Academic Services will work with division chairs and Business Services to ensure equitable funding before the tentative budget is distributed.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

IVC has traditionally maintained at least a 6% unrestricted reserve. The college community through college-wide collaboration handled the state budget crisis of 2003 effectively. All budgets were reduced appropriately to confirm an adequate cash flow. The college budget crisis of 2005-2006 was resolved through college-wide collaboration and salary renegotiations, but only after a period of intense anxiety and suspicion among administration and faculty and staff. The final consensus and agreement of a solution to the financial crisis encouraged a regrowth of trust among the campus community. We are in the process of planning how to cover anticipated increases as well to fund GASB 45 obligations.

SELF EVALUATION

The fiscal crisis that the district found itself in during the 2005/06 academic year underscores the need for the Chief Business Officer to work with the Planning and Budget Committee to develop short-term and long-term strategies for appropriate risk management and realistic plans to meet financial emergencies and unforeseen occurrences. Although the District has maintained a 6% reserve in 2006-07, it came at the high cost of faculty and staff moral and trust.

The development of strategies to analyze budgetary data has been hampered by the lack of commitment to provide resources for consultants to fully implement the Banner System.

PLANNING AGENDA

The Chief Business Officer should work with the Planning and Budget Committee to develop strategies for appropriate risk management. Realistic plans to meet financial emergencies and unforeseen occurrences need to be developed. Instructional programs must continue to have adequate resources to support learning while the fiscal integrity of the institution is maintained.

Vice President for Academic Services will work with the Dean of Technology and the Chief Business Officer to develop a plan to fully fund the conversion of Banner, the necessary training, and the ongoing maintenance and support of the system.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Fiscal Services ensures appropriate internal controls for the oversight of all college funds and assets. The majority of respondents to the accreditation survey agreed, or answered neutrally as to the effective management of Financial Aid, grants, and all externally funded programs. However, the majority of respondents did not agree that the college systematically assesses the effective use of financial resources to enhance the implementation of its mission on a regular basis. Independent external auditors routinely review college processes and procedures and confirm compliance with the rules of the California Community Colleges Budget and Accounting Manual and Education Code Section 84030.

Specific contracts have been developed for various auxiliary services, including the bookstore (Follett Corporation), the cafeteria ("Chips and Salsa" Corporation), and security services among others (See Doc. 3.d.1).

The IVC Foundation was established as an independent registered tax-exempt corporation. The mission of the Foundation is to develop business resources that enhance educational opportunities for students of Imperial Valley College**.** The voting Board of Directors (community based) consists of a minimum of seven but no more than forty members. The Executive Director of the Foundation serves on the Administrative Council and routinely attends Board meetings and meetings of other shared governance committees to collect information on the needs of the college and to update the college community on foundation activities.

SELF EVALUATION

Due to good leadership, the IVC Foundation has done well advancing programs funding student success. However, the District has reallocated funds from the District Redevelopment funds from the Foundation to the District. This has had a negative impact on the Foundation's financial portfolio.

Grants normally have budget oversight and control mechanisms that are stringent such as a program officer designated through the funding source. Title V grants also have an internal monitoring team which oversees budget expenditures. Business Services relies heavily on the grant initiating program or division for grant monitoring and oversight. However, Business Services does assist in

budgetary supervision of grant funds, such as monitoring that funds are expended in the approved categories as well as the appropriateness of those expenditures within the category. A grant office would improve the process for developing, implementing, and monitoring grants.

PLANNING AGENDA

The District must develop effective budgetary oversight that ensures the integrity of fiscal planning, implementation and oversight.

The Foundation will work with its Board to develop a process for continued fiscal viability.

The President will start the process through shared governance bodies to establish a grants office with support staff to effectively oversee development, implementation, and monitoring of grants.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

The Executive Director and the Foundation Board monitor the Foundation budget. An external audit is conducted each year. The Foundation provides accounting services for a number of loans and scholarships. The Foundation works closely with instructional programs to direct resources to students within those programs.

The Bookstore holds a number of promotional events every year. The Bookstore receives enrollment information during the registration process as a way to ensure that a sufficient number of textbooks and course supplies are available for students. However, the best pre-enrollment information cannot predict the number of students who will actually attend any particular class. Food Services ("Chips and Salsa") develop daily specials to make diverse and healthy foods available for students and staff at reasonable prices.

Grants are written by a diverse group of individuals throughout the campus. The District does not have a policy or procedure in place that would require input from Planning and Budget prior to a grants submission. However, the Chief Business Officer is required to "sign-off" on all budgets.

SELF EVALUATION

Contract oversight of auxiliary services has been distributed to areas that are more closely aligned with those services, for example, the Dean of Technology and Learning Services monitors the bookstore contract and food services are monitored by the Associate Dean of Student Affairs. This realignment should allow for a more effective use of resources. Grant oversight is done at the division/ service level that submitted the grant in collaboration with Business Services.

PLANNING AGENDA

The monitoring process shall continue on an ongoing basis; mechanisms must be put into place to provide the data on the efficiency and quality of services offered. Policies and procedures should be established by Planning and Budget and followed to ensure the review of grant budgets and grant obligations prior to submission of the grant to ensure that the mission of the college is upheld and the grant does not provide a negative fiscal impact on the district. This data needs to be shared with appropriate stakeholders on an annual basis.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contact appropriate provisions to maintain the integrity of the institution.

The District maintains contractual agreements with external entities that are consistent with the mission and goals of the institution. The District Board of Trustees approves all contracts in excess of the bid threshold, and Chief Business Officer must co-sign all contracts. Contractual agreements are formulated to be within District policies and include provisions which protect the integrity of the District. The Chief Business Officer, who must co-sign all agreements, reviews all contracts. The President/Superintendent also approves grant contracts. All major contracts such as food services, bookstore, Student Health Services are placed for bid and the successful bid is approved by the Board of Trustees.

The Chief Business Officer also reviews additional contracts for instructional purposes. These contracts include co-use of high schools for extended college classes, and health care agencies for healthcare clinical rotations.

SELF EVALUATION

All major contracts are discussed in appropriate shared governance committees or student government organizations. The outsourcing of any project that involves activities which could be conducted by college staff are only used as a last resort, since it is a violation of the agreement with the CSEA.

PLANNING AGENDA

Contracts should be reviewed by the Chief Business Officer or designee for risk management implications, to prevent duplication of services, for appropriate allocation of services, and proper cost sharing for services offered.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Planning and Budget, the Academic Senate and College Council review the budget prior to approval by the Board of Trustees. Internally, Fiscal Services relies on the Banner system as the tool to manage the complex financial system. Finance was the first module of the Banner system implemented. Although considerable Strata Information Group consulting resources were invested in the software installation and staff training, many of the functionalities are still in the process of implementation. The district replaced Strata Information Group with internal personnel to continue to support the Banner System. This has resulted in an inability for the college to fully implement Banner (See Doc. 3.d.3).

SELF EVALUATION

Every effort needs to be made to fund the implementation of the Banner System.

PLANNING AGENDA

The Chief Business Officer should work with the Planning and Budget Committee to develop strategies to regularly evaluate the financial management processes of the District.

The District must work diligently to secure resources to properly implement the Banner system. The District must take into account the lack of "in-house" expertise in the Banner system and secure either additional personnel to manage the system or employ proper consultants to help the institution implement the rest of much needed Banner functionality as soon as possible.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

During the budget development process each spring, budget figures are presented by Business Services comparing the current year funding to the requested amount for the next year. The Planning and Budget Committee reviews the overall effective use of financial resources but does not get involved in a line item review. Recommendations for changes in the budget are sent directly from unit managers and Division Chairs to the Director of Fiscal Services for consideration, and the Director of Fiscal Services compiles such requests for review and approval by the Planning and Budget Committee. The Director of Fiscal Services compiles the budget and copies are made available to all interested and posted to the web. Academic Senate, College Council, and the entire campus community have an opportunity to provide feedback on budget matters prior to submission to the Planning and Budget Committee for final review and recommendation to the Superintendent President. Each area reviews the effective uses of financial resources during the program review process.

SELF EVALUATION

The Chief Business Officer and staff are constantly monitoring the expenditures, and make certain that the expenditures stay within each given budget. During the budget crisis of 2005/2006 the Director of Fiscal Services at the direction of the Planning and Budget Committee reduced 4000 and 5000 categories to previous year actual spending.

PLANNING AGENDA

Due to the recent budget crisis the District must guard against the tendency to allow the budget to drive the institution. The mission of the institution must determine the budget. This balance can occur with careful oversight of expenditures and a shared vision of short-term and long-term goals. The integrity of the institution is determined by this balance of resource allocations which impact the fulfillment of the college's mission.

STANDARD THREE
LIST OF EVIDENCE

Document	Name
3.b.1	Environmental Health & Safety Committee Minutes (Binder)
3.b.2	Accreditation Survey
3.c.1	Imperial Valley College Network Systems Report, 5/5/05
3.c.2	Technology Center Program Review, Fall 2006
3.c.3	Title 5 ACCESO Project Summer Technology Camp Rosters
3.c.4	Bonilla Training Schedule documents
3.c.5	Title 5 ACCESO Project Peer Groups Fall 2006 Schedule
3.c.6	Growing Opportunities for Success: A Plan for the Use of Information Technology at Imperial Valley College, 1/28/03
3.c.7	Board Minutes, 7/18/06
3.c.8	Technology Council Minutes, 9/14/06
3.d.1	Accreditation Survey
3.d.2	Program Review and Planning Documents
3.d.3	Planning & Budget Committee Minutes; Academic Senate Minutes; College Council Minutes

Websites:
http://www.imperial.edu/Business_Services/Bond%20Measure%20L.asp
http://ww.imperial.edu/Business_Services/default.html
http://www.imperial.edu/Business_Services/Planning_Budget_Committee.htm
http://www.imperial.edu/employment
http://www.imperial.edu/Business_Services/citizens_oversight_committee.htm
http://www.imperial.edu/Business_Services/Administrative%20Procedures.pdf
http://www.imperial.edu/Business_Services/2006-07%20F*nal%20Budget.pdf
http://www.imperial.edu/Business_Services/CCFS%20311%202005-06%2011-9-06.pdf
http://www.imperial.edu/Business_Services/04-05%20CCFS%20311%2012-5-05.pdf
http://www.imperial.edu/Business_Services/IVC%20AuditReport2005.pdf
http://www.imperial.edu/foundation/
http://www.imperial.edu/about/agendas%minutes.html
http://www.imperial.edu/academic_senate/
http://www.imperial.edu/administration/agenda/college_council/default.htm

Other Evidence
Board Policies and Procedures, Chapter 7
IVC CCA/CTA/NEA Contract
IVC CSEA Contract
Institutional Student Learning Outcomes SLO
Demographic/Background Data
Instructional Council Minutes
California Community Colleges, Space Inventory Report
2005 – 2006 Five-Year Construction Plan
Campus Operations Committee Minutes
Citizens Oversight Committee for Measure L Minutes
2004 – 20014 Long Range Facilities Planning Report
CCFS 320 Enrollment Report
2005 – 2006 Adopted Budget
CCFS 311 Annual Financial and Budget Report 2005 – 2006
CCFS 311 Annual Financial and Budget Report 2004 – 2005
Audit Report as of June 30, 2006
Audit Report as of June 30, 2005

STANDARD FOUR

Leadership & Governance

STANDARD FOUR
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.

Team Members:

Toni Pfister, Faculty Co-chair
Ted Ceasar, Administration Co-chair
Dennis Carnes, Faculty
Leonard Fabian, Past Director of Workforce Development
Curt Riesberg, Faculty
Mary-Jo Wainwright, Faculty
Michelle Walters, Faculty

IV. A. Decision-Making Roles and Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV. A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Imperial Valley College 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 Imperial Valley College, 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.

Between September 2003 and January 2004, Imperial Valley College embarked on a stakeholder—based outreach, visioning and planning process that ultimately involved several hundred local residents as well as nearly 200 staff members at the college.

Before this effort, the college had gone through two separate master planning projects over the past six years, as well as numerous self-studies, program reviews and an accreditation process. Coordination and linkage between the various planning efforts and reviews was lacking at times, resulting in potential disconnects between the final product and both IVC's internal and external constituencies. While there was extensive involvement on campus, there was no consistent public involvement in either of the two master plans. This was solved by adding this step in the planning process.

The objectives of this program were to develop:

- The Master Plan (with institutional goals) for 2003-2006;
- A review of its current programs to be integrated with the College Master Plan;
- Community-based planning required to address accreditation recommendations
- A foundation to determine the feasibility and public support for a General Obligation Bond issuance to replace obsolete science buildings as well as construct a technology center
- Reconnect with the broader community by getting IVC's staff into all areas of the county.

The process included 18 small focus groups in each community of the District. They were held between September and December 2003 and were facilitated by college employees (See Doc. 4.a.1).

In addition to gathering information, these meetings were used to formally introduce faculty, administrators and staff to the attendees and show off the quality of our people.

In January, 2004 a major public Stakeholders' Summit was held on the campus, followed by meetings of a 2006 Visioning Task Force. During these sessions, local residents and college representatives mutually evaluated material from the focus groups and developed the goal statements that were ultimately adopted by the board. The raw material from each focus group is still posted on the IVC website for public review at www.imperial.edu/visioning/.

The visioning process, known as Vision 2006, included the Stakeholders Summit in January, 2004, and the Vision 2006 Task Force Meeting one month later in February, 2004, provided a window into the concerns, dreams, and recommendations of a good portion of the Imperial Valley College community. More recently, in 2005 and 2006, there has been a series of forums and opportunities to continue engagement with the stakeholders of the institution, including business, education, students and their families, faculty, staff, and administration. These various forums and meetings have proven to be part of the overall participatory governance process, along with the intra-institutional procedures such as Academic Senate, College Council, etc .

The institution, through the public processes mentioned above, developed seven basic goals to support Imperial Valley College's mission of challenging and assisting students to develop their abilities and academic and career goals, and of being responsive to the greater community. The seven goals grew out of continuing, and currently ongoing, dialogue of the stakeholders, and as such represent evidence of the commitment to excellence and to the mission of the school. Each stated goal address at least one, and generally all, of the missions of the college and each was developed through the participatory governance mechanisms. The commitment to excellence is evidenced by the synergism of the processes and the resultant realities developing on the ground (See Doc. 4.a.2).

For example, the focus group findings were clear that to be responsive to the needs and desires of the students and the community, Imperial Valley College needs to upgrade its science facilities and offerings. As technological opportunities and demands increase, it was determined that in order to stay up to date a new Science & Technology Building or Center should be developed on campus. Determination included the processes of Facility Needs Assessment and Community Survey. A General Obligation Bond was proposed and passed, proving that the determination of the institution as to the need to maintain excellence by increasing opportunity in Science was congruent with the expressed desires of the community as determined during the Visioning sessions and the Stakeholders' Summit. The building of the new facilities will be concrete proof that the processes of the institution are responsive to the needs of the community for continuing excellence (See Doc. 4.a.3).

Another goal expressed jointly by the community as a whole and the institution was the development of a Distance Learning (DL) program. The DL program is up and running, and will continue to be developed and improved upon. Already some of the coursework available through IVC's Distance Learning is of a standard equaling DL programs offered by institutions with lengthy experience in this format (See Doc. 4.a.4).

Other concerns that the jointly developed goals express are for expanded career and technical programs, facility planning, more flexible and conducive class scheduling, registration priority for Imperial Valley residents, and improved recruitment and community relations. Again, the participatory governance processes engaged in by the institution and its stakeholders have produced the needed goals and also led to the continuing production of the ongoing realities of the development and maintenance of excellence at IVC.

Recent forums, both public and intramural, provide evidence that the institution as a whole has a staff that is closely concerned with institutional values and goals. Vigorous discussion of the budget included massive participation, with the primary concerns of maintaining excellence and continuing to execute ongoing goal achievement being clearly at the forefront of discussion. The concerns of access, quality, equity, recruitment, opportunity, and future orientation were all articulated in a variety of venues. Some of the participants focused on particular programs, some focused on more generalized strategic issues, but the interlocking of the particular and the general was clear. Venues included publicly-attended Board meetings during which stakeholders voiced their concerns, to electronic discussions through e-mail, to letters written, to private discussions, and so on (See Doc. 4.a.5).

The very fact of the massive participation provides evidence that information critical to institutional performance is not only available, it is accessed, pondered, and acted upon not just internally by staff but also by the students, business owners, and the constituency as a whole. Program Reviews occur and findings are used for revision as called for. Board Agendas and Minutes as well as agendas and minutes from all shared governance committees are easily available on the school website, and are chronicled there so as those interested can trace the development of ideas pertinent to the maintenance of excellence. Furthermore, avenues for participation such as the Academic Senate, the College Council, Planning and Budget, Operations, various committees, and initiative-taking individuals disseminate information and bring forward ideas. Mail, email, announcements, press releases, and open invitations and outreaches are all utilized, as is obviously the less formal, but equally important, word of mouth networking. The information concerning institutional review and planning is accessed as evidenced by the massive participation by all stakeholders both on campus and in the community.

Imperial Valley College has several mechanisms in place to articulate individual staff members' responsibilities to help develop and improve programs and services within the members' respective areas. These mechanisms are designed to work symbiotically. During the Program Review process, committees determine purpose and function of programs. Division Meetings provide a forum for academic divisions to discuss issues pertinent to their areas of expertise and to assign responsibilities within the division for development and improvement of delivery of curriculum and services, including the functioning of the divisions themselves. Curriculum and Instruction Committee is responsible for approval and quality control of academic curriculum and instructional effectiveness. C & I can approve or disapprove of new courses, and make recommendations towards the revision of currently utilized coursework. The Academic Senate deliberates matters pertinent to the college's educational mission, and makes recommendations to the Board of Trustees based upon the deliberative body's ruminations and democratic processes.

Imperial Valley College 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 (See Doc. 4.a.6).

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

The college should continue to review and improve the processes through which all campus constituent groups provide input to help the college achieve its goals.

IV. A. 2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

IVC has a written policy for faculty, staff, administrators and student participation in the decision-making process as outlined in the Standing Rules of the College Council. There are also written descriptions of special purpose committees and task forces specifying their purpose, schedule, and reporting responsibilities. IVC also has a written policy regarding functions and role of the Academic Senate (See Doc. 4.a.7).

Board policy states that the academic senate has certain defined responsibilities in decision making:

For the following items, the Imperial Community College District (ICCD) Board of Trustees will rely primarily upon the advice of the Imperial Valley College (IVC) Academic Senate:

- Curriculum, including establishing pre-requisites and placing courses within disciplines.
- Degree and Certificate requirements.
- Grading policies.

For the following items, the ICCD Board of Trustees will come to mutual agreement with the IVC Academic Senate:

- Educational program development.
- Standards or policies regarding student preparation and success.
- District and college governance structures, as related to faculty roles.
- Faculty roles and development in accreditation processes.
- Policies for faculty professional development activities.
- Processes for program review.
- Processes for institutional planning and budget development.

IVC has a clearly defined policy statement on the role of faculty and administrators, staff, and students, in the Planning and Budget Committee (See Doc. 4.a.8).

The Imperial Community College Board of Trustees establishes the Planning and Budget Committee and charges them with the following responsibilities.

1. Coordinate and integrate college plans and establish budget priorities consistent with the college's vision and mission statements, with recommendations, expressed in dollars, made to the Superintendent/President.

2. Recommend budget priorities to the Superintendent/President: final recommending authority to the Board of Trustees rests with the Superintendent/President, final approvalauthority rests with the Board of Trustees.

3. Review the Tentative and Adopted budgets for consistency with annual institutional goals and objectives, college plans, and the Planning and Budget Philosophy (See Doc. 4.a.9).

Students have the opportunity to provide input into institutional decisions through a very active and involved Associated Student Government. Classified staff members have the opportunity for input through the CSEA, which appoints classified staff representatives to all shared governance committees on Campus. The Standing Rules of the College Council and the Planning and Budget Committee clearly describe the roles for each group in the shared governance process. Written policy also describes the specific role of the Academic Senate in budget development (See Doc. 4.a.10).

The Academic Senate is primarily responsible for making recommendations about student learning programs. A very active Curriculum and Instruction Committee, which is a sub-committee of the Academic Senate, deals with course approvals and/or revisions and other curricula issues.

The Instructional Council, made up of division chairs and headed by the Vice President of Academic Services discusses academic issues which may lead to referral to Curriculum and Instruction and/or Academic Senate. The Student Services Council, made up of program/department leaders in Student Services, and headed by the Vice President of Student Services discusses issues related to student services, which may lead to referral through the shared governance process for policy development or revision (See Doc. 4.a.11).

The official responsibilities and authority of faculty and academic administrators in curriculum and other educational matters is spelled out in Board Policy for the Academic Senate and in the Academic Senate by-laws (See Doc. 4.a.12).

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue to encourage, collect, and utilize input from the entire college community in the decision-making process.

IV. A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

IVC staff and students are encouraged to participate in efforts that result in institutional improvement. The Visioning Process included faculty, classified staff, administrators, and students. Their efforts in facilitating focus groups and participating in development of the institutional goals and objectives have resulted in many new courses, programs, and increased access.

All groups on campus, including students, faculty, administrators, and classified staff were encouraged to participate in the campaign to pass Measure L, a 58 million dollar bond measure approved by the voters in 2004. Significant efforts by students, classified staff, faculty, and administration included organized neighborhood walks, phone banks, and other efforts to increase voter registration and support for the Measure, and included significant efforts to increase voter registration and support for Measure L (See Doc. 4.a.13).

There are many modes of communication available for the IVC community. The president sends out a weekly e-mail Campus Update in which he highlights the events
of the previous week, and provides current information on issues affecting the college.

The College Council, in one of its roles, serves as a clearinghouse of information on a variety of issues. At every meeting of the College Council the minutes of other shared governance bodies are included for review. These minutes, along with the College Council minutes, are posted on the IVC

web site. Additionally, during the past year there have been several special budget forums open to all employees and students in which up-to-date information was provided regarding the budget crisis. An e-mail forum titled "Opencomm" is available for anyone to communicate their opinions on any topic, or to provide information for the college community. These various modes of communication allow employees of the college to receive essential information about institutional efforts to achieve goals and improve learning (See Doc. 4.a.14).

Students and faculty participate by policy on several decision-making bodies:

Board of Trustees
- ASG representative
- Academic Senate President

College Council
- ASG representative
- Three faculty representatives

Budget and Planning
- ASG representative
- Academic Senate President
- Two additional faculty representatives

Curriculum and Instruction
- ASG representative
- Division Chairpersons (faculty)

President's Administrative Council
- Academic Senate President

During the academic year 2005-06 the college faced a serious budget crisis with a 4.2 million dollar deficit. Budget cuts and the possibility of lay-offs generated considerable uncertainty, anxiety, and anger, all of which were expressed at many meetings and forums. Many people questioned the shared governance process in relationship to the budget crisis and the various roles of the College Council, Academic Senate, and other entities involved in the shared governance process. Although lay-offs were averted, serious issues remain to be resolved before the crisis is completely resolved. The crisis revealed the need for the college to develop better means of informing personnel of the shared governance process and encouraging participation, particularly for faculty and staff new to the college.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

The college should develop guidelines to increase the transparency of the shared governance process for dissemination to all constituent groups. These guidelines should include clarification of the roles of the College Council and the Academic Senate in the shared governance process, as well as the roles of the collective bargaining units.

IV.A. 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Imperial Valley College has responded expeditiously and honestly to recommendations made by the commission. This was demonstrated through the College's Accreditation Report in March 2004. The commission accepted the College's Accreditation Report, with a requirement to submit a Focused Midterm Report by March 15, 2005. The mid-term report was submitted expeditiously and accepted by the commission with all areas of concern addressed effectively(See Doc. 4.a.16).

Imperial Valley College communicates institutional qualities and effectiveness to the public through a variety of publications: Imperial Valley College Pocket Guide, Annual Report to the Community, Program Review. The Imperial Valley College Pocket Guide includes the mission and goals of the college, grant programs, student demographic data, and college divisions. The 2005 Annual Report to the Community includes new developments, such as faculty and service improvements, honors, budget information, committee work, and campus activities. The Program Review assesses the assessment of every campus program, its strengths, and areas of needed improvement. In addition, the public was deeply involved in community focus groups that were held during fall 2003, in which a final Stakeholder's Summit meeting was held in January 2004 to compile results and identify needed steering committees (See Doc. 4.a.17).

Imperial Valley College receives U.S. Department of Education funding for the Trio Program: Student Support Services, Upward Bound, and Talent Search. In addition, IVC offers federal financial aid to students through the Federal Pell Grant Program (PELL), Federal Supplemental Educational Opportunity Grant Program (FSEOG), and the Federal College Workstudy Program. Recently, IVC received Title V grant fund for ACCESO (Distance Education) and 2+2 Programs (Cooperative Education). IVC received a five year grant, October 2004 – September 2010, to give Computer Science and Nursing majors an opportunity to complete their education at the SDSU – IV Campus (See Doc. 4.a.18).

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC will continue to expeditiously address any recommendations made for the college's improvement by the Commission.

IV. A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Board policy calls for the review of the College Council Standing rules to be reviewed and evaluated at least very two years to evaluate the effectiveness of the shared governance process. This review is reflected in the College Council minutes which are available on the IVC website. The Academic

Senate evaluates its by-laws on a regular basis, with the results of its evaluation reflected in the meeting minutes (See Doc. 4.a.19).

Through the Program Review process, all divisions, departments, and programs review their effectiveness to identify weaknesses and recommend improvements. All occupational programs receive input from Advisory Committees for recommended improvements. Through the Visioning process with community based focus groups, IVC received input on weaknesses which lead to the development of a Strategic Plan with goals and objectives to address the identified weaknesses (See Doc. 4.a.20).

Campus committees are currently revising their purpose, composition, reporting structure, and meeting structure (See Doc. 4.a.21).

The Board of Trustees participates in a yearly self-evaluation of their governing effectiveness (See Doc. 4.a.22).

In 2003, Imperial Valley College identified institutional weaknesses by assessing the community opinion through focus groups and a concluding Stakeholder's meeting. The results were communicated to the campus community and then members of the IVC faculty and staff were assigned to steering committees to work on identified weaknesses. In addition, the college utilizes the Program Review to analyze specific areas of needed improvement for each department, and plans are set in motion to address those weaknesses.

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

IVC should continue to review, identify, and strengthen roles for campus committees in the shared governance process.

IV. B. Board and Administrative Organization
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV. B. 1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IVC has a governing board that works as a team in developing policies that insures the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

The college has a Board Policy Manual which clearly delineates the board's role in establishing policy. A Policy and Procedures Task Force has spent the past 2 years reviewing the previous Board Policy and Procedures Manual. Their efforts have resulted in a comprehensive policy manual approved by the board. The task force is currently reviewing and developing procedures related to each policy which will be incorporated into a procedures manual. This task force is in the process of transforming itself into a standing committee within the college's shared governance structure to review policy and procedures on a regular basis, and to recommend new policy and/or procedures through the shared governance process to the Board for approval (See Doc. 4.b.1).

The Mission Statement and the Vision 2006 process of development of the institutional goals and objectives clearly speak to the board's commitment to effective student learning programs and services (See Doc. 4.b.2).

The Board has a written policy describing the selection of the chief administrator which was followed in the selection of the CEO in 2003 (See Doc. 4.b.3).

The Board is appropriately representative of the public interest and has no conflict of interest. The bios of the board members reflect the public interest in the institution, and that a majority are non-owners of the institution (See Doc. 4.b.4).

The Mission Statement, Vision 2006 Goals and Objectives and board policy resolutions regarding student learning outcomes describes the Board's expectations for quality, integrity, and improvement of student learning programs and services (See Doc. 4.b.5).

The Board has demonstrated that it is an independent policy making body that defends the institution from undue influence or pressure. For example, on the issue of health insurance for domestic partners of IVC employees, the Board approved this benefit while encountering significant opposition from the community (See Doc. 4.b.6).

The Board has published policies specifying the board's size, duties, responsibilities, structure, and operating procedures, and regularly acts in a manner consistent with its policies. The Board has a policy for self-evaluation which it follows on a yearly basis. The records of Board actions indicates that it acts consistent with its policies. The Board Policy and Procedures Task Force has been reviewing policies and procedures for revisions of existing policies and development of new policies forwarded to the board for approval (See Doc. 4.b.7).

The Board has written policy for board development and new member orientation, and has developed a mechanism for continuity and staggered terms of office. The Board has had two new members in the past six years, one in 2001, and one in 2005. However, the written policy for new member orientation does not include obtaining feedback from new board members on the effectiveness of the orientation process (See Doc. 4.b.8).

The Board has a code of ethics which includes a clearly defined policy for dealing with behavior which violates the code. The Board has not had a need to deal with unethical behavior of any board members in recent years (See Doc. 4.b.9).

The Board has received training on the accreditation process and commission standards. The Vice President for Academic Services has presented information on the standards and updated the Board on the development of the self study at several board meetings. The Vice President for Academic Services and the President of the Academic Senate gave a presentation of the standards

at the board retreat in February, 2006. The presentation included information regarding accreditation standards and institutional reports that apply to the board. The Board has also received training on student learning outcomes, and has passed resolutions regarding the implementation of student learning outcomes developed by the Academic Senate. Although the Board has joined the college regarding the development and implementation of the self-study, the Board itself has yet to apply these criteria to itself (See Doc. 4.b.10).

The Board has established written policy for the search and selection of the chief administrator. This process was followed in the selection of the current president in 2003. The Board delegated administrative authority to the President as defined in the Board Policies and in the contract with the president. The Board has been effective in remaining focused at the policy level and not becoming engaged in micro-management. This has been facilitated by the efforts of the Board Policy and Procedures Task Force which has developed a new policy manual approved by the Board. The Task Force is currently working on the development of a procedures manual which will ultimately go to the Board for adoption. The previous manual was a combination of policies and procedures. The development of separate policy and procedures manuals assists the Board in focusing on policy (See Doc. 4.b.11).

The Board has an established policy used in the evaluation of the chief administrator's performance. This evaluation is done yearly. The Board has established clear expectations for regular reports from the chief administrator by including a report from the President on the agenda for each board meeting. The Board also receives monthly and quarterly financial reports from the Chief Business Officer, and a monthly report from the President of the Academic Senate. The college's legal counsel provides guidance on legal matters affecting the college (See Doc. 4.b.12).

SELF EVALUATION

The college meets the standard.

PLANNING AGENDA

The Board should incorporate accreditation standards into their self-evaluation process.

The Board should review its new member orientation process with input from new board members and make any necessary revisions.

IV.B. 2. The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The President has established and oversees an administrative structure that reflects the college's purpose, size, and complexity. The Administrative Council meets on the second and fourth Tuesday of the month and it includes the Vice Presidents, Deans and Associate Deans, the Foundation Director, Public Relations Officer, and the Academic Senate President. The Executive Council meets on the first and third Tuesday of the month and consists of the Vice President for Student Services, Vice President for Academic Services, Chief Business Officer, and the Associate Dean of Human Resources. The President's Cabinet meets monthly to review the Board agenda and to discuss issues affecting the college. The President's Cabinet consists of the Executive Council

members plus the President of the Academic Senate, Chair of the College Council, the Associated Student Government President, and representatives from the CTA, CSEA, and Classified Managers and Confidential Employees Association (See Doc. 4.b.13).

The President has demonstrated a commitment to shared governance by expanding the number of shared governance councils, developing a visioning process for the internal and external community, and translating the input from all these sources into a focused strategic plan.

Faculty, staff, students, and administrators are encouraged to participate in a collegial process through open and honest communication.

Educational planning is integrated with resource planning and distribution in that the budget development process is based on needed resources identified and documented in the Program Review. The President uses data supplied by the Institutional Researcher to analyze institutional performance. The institutional researcher reports directly to the President. The Institutional Researcher has provided data used by the Curriculum and Instruction Committee in prioritizing hiring of new faculty. The
computation of FTES and FTEF data goes to the office of Academic Services. The Institutional Researcher has also supplied data used in the development of the Student Equity Report (See Doc. 4.b.14).

The President has been very active in the community and has developed a very visible presence in the communities served by IVC. He has attended Board of Education meetings at every school district in Imperial County. Several districts noted that it was the first time an IVC president had ever attended their meetings. The visioning process strengthened the college's connection with the community and generated considerable positive regard by including the entire community in the development of the strategic plan.

The primary issue that has dominated Imperial Valley College for the past several months has been budget crisis that was caused by the college being too ambitious in its efforts to provide the community with access to instruction that was identified through the 2003-04 Visioning process.

Basically, the college moved too quickly in seeking to fund new faculty positions to foster this growth and over-projected its ability to increase salaries with funding from that growth. The simple answer about how this all happened: IVC used erroneous growth assumptions and budgeted for those assumptions in attempts to achieve our primary goal of meeting community demands.

Exacerbating the problem was an error in the reporting process where 2004 summer school enrollment was basically double counted. The resulting growth that was reported was nearly double the accurate figure. In budgeting for 2005-06, IVC projected a repeat of the 2004-05 enrollment growth that funded a number of new instructional positions. As a result, the 2005-06 revenue figure as budgeted was unrealistic. Unfortunately, the over projections and errors were not discovered until after crucial decisions were made regarding hiring additional staff and approval of salary raises. It resulted in artificially-inflated revenue budget projections of 44% over a two year period (FY2004-05 and FY 2005-06). The mistake, which was 23 percentage points higher than the current realistic 22% revenue growth over the same two years, meant IVC had $5.3 million in the revenue budget that was impossible to achieve.

Key decisions were made based on this erroneous information. IVC made commitments to hire the a second group of 25 new full time faculty members as a follow up to the 25 positions that were already added in the Academic Year 2004-05. IVC also committed to give substantial salary increases to employees for Fiscal Years 2005-06, 2006-07, and 2007-08. The primary goal was to raise faculty salaries from the lowest quartile in our state's community college system and place both faculty and classified
salaries in the upper quartile of state community colleges to assist in recruiting and retention. IVC also boosted the part-time rate, which also was the lowest in the state and a deterrent to hiring and keeping the part time adjunct staff that is so very crucial to expanding class offerings.

After the fiscal crisis surfaced, all shared governance committees worked to assist in developing remedies. The college reshaped its fiscal situation and has a balanced 2006-07 budget that includes 15% reserves. This occurred without the feared program reductions or staff layoffs.

The budget was balanced primarily due to conservative budgeting, re-negotiated salary agreements, COLA and growth funding, and assistance from the state Community College Chancellor's office. The Chancellor agreed to allow three years to refund to the state $1,280,000 in overpayments received due to overly ambitious growth projections. Rather than requiring an immediate refund, the Chancellor's deferment—combined with the other actions taken by IVC—allowed a "soft landing" and the necessary time to work out fiscal issues without having to take drastic measures such as layoffs and program reductions (See Doc. 4.b.15).

There is no question that the college has faced a severe challenge this year. The immediate crisis was resolved using the shared governance process, involving the Planning and Budget committee as well as negotiations with the employee groups. During the process, it was necessary to develop a list of potential programs and corresponding positions that would need to be eliminated or reduced if other methods to resolve the crisis failed. This was required to be made public during the March board meeting when faculty contracts were up for renewal. However, the list was made public prior to effected faculty members being properly notified. This created a great deal of anxiety and anger, mainly directed towards the president. Although the situation was resolved for the next fiscal year without layoffs, the college remains in a precarious budget situation for the following years due to future commitments. Much work remains to be done to restore the college to financial health and to repair the damage to morale (See Doc. 4.b.16).

SELF EVALUATION

The President has recognized the challenges ahead and is engaged in an ongoing process to resolve the current situation by taking a positive leadership role.

PLANNING AGENDA

The President should continue to work with all constituent groups on campus through the shared governance process to guide the college out of the current financial situation.

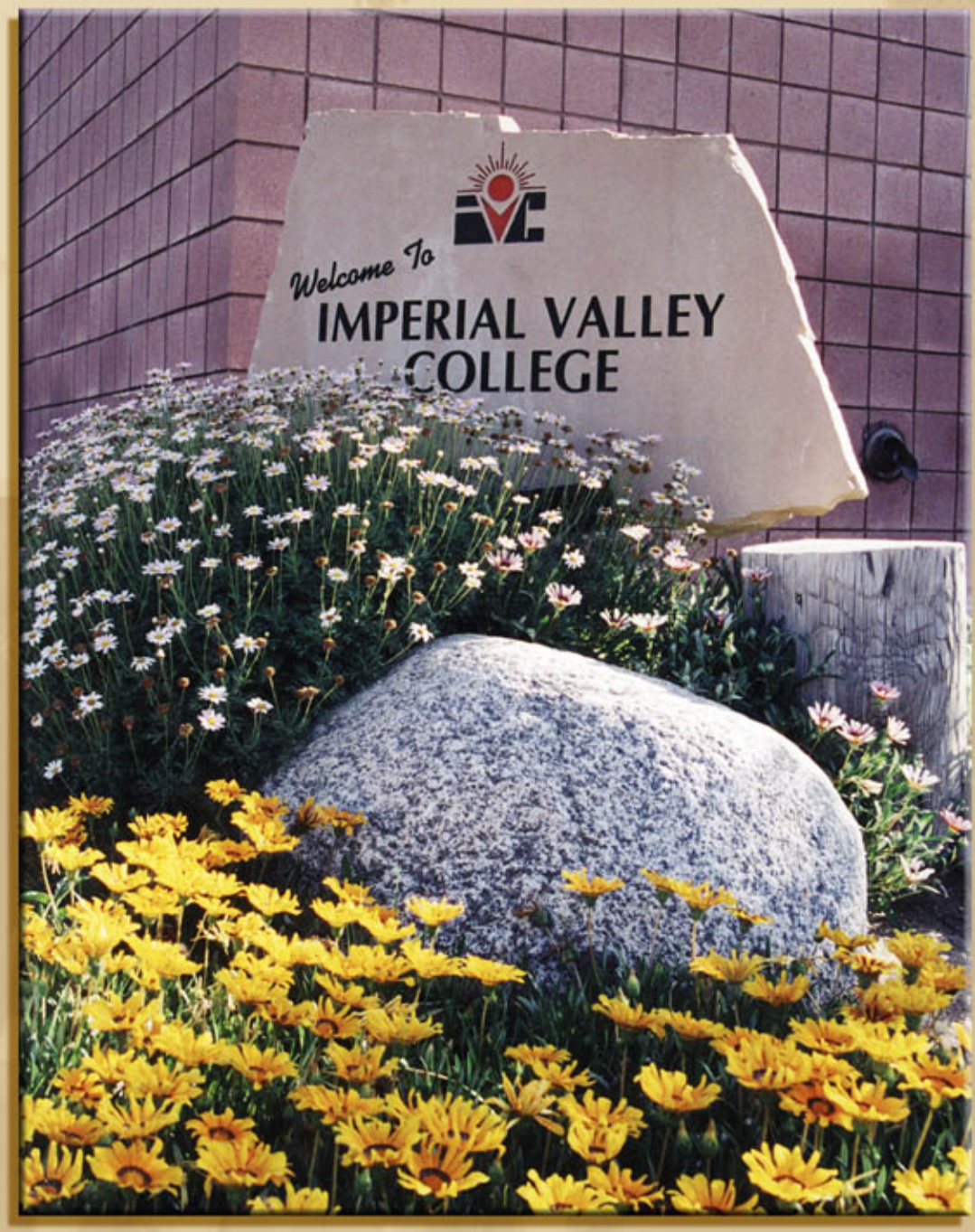
STANDARD FOUR
LIST OF EVIDENCE

Document	Name
4.a.1	Vision Driven Strategic Planning Project, Vision 2003-2006
	Vision Driven Strategic Planning Project, Vision 2003-2006
	Excerpt of the Meeting of the ICCD Board of Trustees, November 12, 2003
	Survey of Campus Community, November 13-22, 2003
	http://www.imperial.edu/visioning/ Vision_Focus%20Group%20Questions%20by%20category.pdf
4.a.2	Stakeholders Summit: January 10, 2004 Results
	Memorandum from Dr. Pai regarding Visioning 2006 Process
	Vision 2003 – Strategies and Recommendations from Focus Group Meetings
	Categorization of the Top Vision 2006 Recommendations www.imperial.edu/visioning/
	IVC Mission Statement and Current Institutional Master Plan Goals
	Vision 2006 Task Force Meeting Outcome, February 10, 2004
	IVC 2004-2007 Goals and Objectives, Held on February 12 & 12, 2004 http://www.imperial.edu/Visioning/2006goals.pdf
4.a.3	IVC 2004-2014 Long Range Facilities Planning Report
	ICCD Public Opinion Survey Executive Summary, April 2004
	IVC – Measure "L" Mini Fact Sheet
	ICCD – IVC Fact Sheet
	IVC – "Where Success Begins"
	Unadopted Minutes for July 4, 2004-Justification for the Need of a General Obligation Bond for IVC
4.a.4	Distance Education Class Schedule-Winter & Spring 2007
	Project Acceso Abstract
	Distance Education http://www.imperial.edu/de/
4.a.5	Adopted Minutes for ICCD Board of Trustees Meetings, 2/21/06, 3/13/06, 4/12/06 http://www.imperial.edu/about/agendas&minutes.html
4.a.6	IVC – C&I Unadopted Minutes, December 1, 2005
	Detailed Summary of the Program Review Documents
4.a.7	BP 2510 Participation in Local Decision Making
	IVC Standing Rules of the College Council
4.a.8	BP 4700 Academic Senate Board Appointed Responsibilities
4.a.9	BP 2000 Setting Policy
	Planning & Budget Committee, October 25, 2006
	AP 6210 Planning and Budget Committee, October 2006
4.a.10	BP 5400 Associated Students Organization
	Table of Contents, Constitution of the Associated Students Government of IVC
4.a.11	Instructional Council Agenda, April 27, 2005
	IVC Student Services Council Unofficial Minutes, December 16, 2003
	IVC Student Services Council Unofficial Minutes, April 19, 2005
	IVC Student Services Council Unofficial Minutes, February 21, 2006
4.a.12	IVC Academic Senate Handbook
4.a.13	Dr. Pai Campus Weekly Update, 09/03/2004
	Memo from Tom Hudson, Bond Campaign, 09/13/2004
	Measure L Flyer, October 5, 2006
	Volunteers needed, Measure "L"
	Memo from Dr. Pai, Successful Passing of Measure L

4.a.14	Dr. Pai Campus Weekly Updates, 1/23/2005, 9/19/2005, 3/19/2006 College Council Minutes, 11/8/2004, 2/28/2005, 6/26/2006
4.a.15	Planning and Budget Committee Minutes, 9/13/2005, 10/12/2005 Letter to IVC Stakeholders, 2/3/2006
4.a.16	Accreditation Outcome and Findings, 6/20/2001 Institutional Interim Report, 10/2002 Accreditation Outcome and Findings, 1/31/2003 Accreditation Outcome and Findings, 7/12/2004 Institutional Midterm Report, 3/2004 Focused Midterm Report, 5/4/2004 Progress Report, 3/1/2005 Acceptance of Progress Report, 6/28/2005
4.a.17	Imperial Valley College Pocket Guides Annual Report to the Community, 2005 Detailed Summary of the Program Review
4.a.18	Trio Programs (Student Support Services, Upward Bound, Talent Search) Federal Financial Aid Programs Project ACCESO Abstract and Award notice Nursing and Computer 2+2 Abstract and Award Notice
4.a.19	College Council Minutes, 5/10/2004, 5/8/2006 Imperial Valley College Academic Senate Handbook
4.a.20	Detailed Summary of the Program Review Categorization of the Top Vision 2006 Recommendations
4.a.21	Standing Committee Purpose/Composition/Reporting/Meetings
4.a.22	Self Evaluation for the Board of Trustees Form
4.b.1	Board Policy and Procedures Review Committee
4.b.2	Mission Statement and 2004-2006 Goals and Objectives
4.b.3	Board Policy CEO Selection 2002 CEO Selection Documents
4.b.4	Biographies of Board Members
4.b.5	Board Resolution re. Student Learning Outcomes, 5/16/2006
4.b.6	Board Minutes re. Domestic Partners, 10/9/2002, 11/13/2002
4.b.7	Board Policy re. Setting Policy Board Policy re. Board Membership Board Policy re. Board Elections Board Policy re. Board Self Evaluation Board of Trustees Self-Evaluation, 2005 Composite Report
4.b.8	Board Policy re. Board Education California Community College Trustees 2006 Handbook
4.b.9	Board Code of Ethics/Standards of Practice
4.b.10	Board Minutes re. Training on Accreditation, 12/14/2005, 1/17/2006, 3/11/2006
4.b.11	Board Policy re. Delegation of Authority
4.b.12	Board Policy re. Evaluation of Superintendent/President
4.b.13	FY 2006-2007 Organizational Flow Charts Administrative Council Minutes, 11/28/2006
4.b.14	Imperial Valley College Student Equity Plan
4.b.15	Agreements With CTA, CSEA, Confidential Employees, Administrators, and Classified Managers Documents re. Chancellor's Office Repayment Agreement 2006-2007 Budget
4.b.16	Board Meeting Minutes re. Potential Program Reduction, 2/21/2006 Newspaper Articles re. Potential Layoffs

[INTENTIONALLY LEFT BLANK]

EVIDENCE



LIST OF EVIDENCE

RESPONSES TO RECOMMENDATIONS

Document	Name
RTR.1.1	Board Minutes 2/23/04, 3/15/05, 3/11/06 http://www.imperial.edu/about/agendas&minutes.html
RTR.1.2	Current Mission Statement http://www.imperial.edu/about/default.html#mission
RTR.1.3	Vision www.imperial.edu/visioning/vision.pdf
RTR.2.1	Program Review 2005-2008
RTR.2.2	Institutional Master Plan and Goals www.imperial.edu/Visioning/2006goals.pdf
RTR.3.1	Program Reviews www.imperial.edu/academics/acc.htm
RTR.4.1	Program Reviews www.imperial.edu/academics/acc.htm
RTR.4.2	Adjunct Procedures Manual, Adjunct Faculty Orientation Schedule
RTR.5.1	Committees www.imperial.edu/facultystaff/default.html#2
RTR.6.1	College Website www.imperial.edu
RTR.6.2	Technology Council Minutes
RTR.7.1	ITAC http://www.imperial.edu/itac/
RTR.8.1	Policy Manual http://www.imperial.edu/admin/default.html#7
RTR.9.1	ACCESO info www.imperial.edu/de/
RTR.9.2	Grant and Measure L Documents http://www.imperial.edu/Business_Services/Bond%20Measure%20L.asp
RTR.10.1	Visioning Process Facts www.imperial.edu/visioning/vision_interestingfacts.pdf
RTR.10.2	Board Minutes 2/21/06 http://www.imperial.edu/about/agendas&minutes.html
RTR.10.3	Planning and Budget Committee http://www.imperial.edu/Business_Services/Planning_Budget_Committee.htm
RTR.10.4	Budgets http://www.imperial.edu/Business_Services/default.html
RTR.11.1	Measure L http://www.imperial.edu/Business_Services/Bond%20Measure%20L.asp
RTR.11.2	Intranet http://www.imperial.edu/facultystaff/#10
RTR.11.3	College Council http://www.imperial.edu/administration/agenda/college_council/default.htm

Other Evidence:
ACCJC/WASC Evaluation Report, March 6-8, 2001
IVC Institutional Interim Report, October 2002
ACCJC/WASC Interim Visit Report, November 2002
IVC Institutional Midterm Report, March 2004
IVC Progress Report, March 2005
ACCJC Team Progress Report, May, 2005

STANDARD ONE

Document	Name
1.a.1	Board Minutes 5/8/02 http://www.imperial.edu/about/agendas&minutes.html
1.a.2	Community Visioning Process www.imperial.edu/visioning/
1.a.3	Board Minutes 2/23/04 http://www.imperial.edu/about/agendas&minutes.html
1.a.4	Program Review Template
1.a.5	Board Minutes May 8, 2002 http://www.imperial.edu/about/agendas&minutes.html
1.a.6	Board Minutes 2/23/04 http://www.imperial.edu/about/agendas&minutes.html
1.a.7	Board Minutes 3/15/05 http://www.imperial.edu/about/agendas&minutes.html
1.a.8	Board Minutes 3/11/06 http://www.imperial.edu/about/agendas&minutes.html
1.a.9	Shared Governance Structure www.imperial.edu/visioning/vision.pdf
1.a.10	Program Reviews http://www.imperial.edu/academics/acc.htm
1.b.1	Board Minutes 5/16/06 http://www.imperial.edu/about/May%202006%20minutes.pdf
1.b.2	Vision 2006 Task Force meetings http://www.imperial.edu/Visioning/2006goals.pdf
1.b.3	Budget Planning Committee http://www.imperial.edu/Business_Services/Planning_Budget_Committee.htm
1.b.4	Board Policy 4020 http://www.imperial.edu/admin/BPChapter4July2004.pdf
1.b.5	Board Minutes 3/15/06 http://www.imperial.edu/about/agendas&minutes.html
1.b.6	Board Minutes 3/11/06 http://www.imperial.edu/about/agendas&minutes.html
1.b.7	Yearly Update on Assessment http://www.imperial.edu/academics/acc.htm
1.b.8	Board Minutes February 12, 2005 http://www.imperial.edu/about/agendas&minutes.html
1.b.9	Board Agendas http://www.imperial.edu/about/agendas&minutes.html

STANDARD TWO

Document	Name
2.a.1	Accreditation Survey
2.a.2	Curriculum and Instruction forms
2.a.3	Program Review and Planning and Assessment Documents (Binders)
2.a.4	ACCESO Technology Camp Training Agendas
2.a.5	Fall 2005, Winter/Spring 2006, Fall 2006 Class Schedules
2.a.6	C&I Minutes, 11/17/05; Distance Learning Course Outline Addendum
2.a.7	Industrial Technology Documentation
2.a.8	CFCS Minutes, CFCS Advisory Committee Minutes
2.a.9	SPA Club Information
2.a.10	Office Administration Scheduling Plan Documents
2.a.11	International Bird Festival Communication
2.a.12	C&I Minutes, 4/29/04
2.a.13	Memorandum and Communication for National Retail Federation Proposal; CCC Economic & Workforce Development Communications; Memorandum of Understanding HUD-HSIAC Grant Proposal
2.a.14	Course Revision and Major/Certificate Change Documents
2.a.15	C&I Minutes, 12/1/05
2.a.16	C&I Minutes, 2/16/06
2.a.17	C&I Minutes, 11/17/05, 12/1/05
2.a.18	C&I Minutes, 12/2/04; Program Review Documents and Board Minutes, 4/20/04, 3/15/05, 10/18/05; Planning & Budget Committee Minutes, 9/28/05
2.a.19	C&I Minutes, 4/6/06, 4/13/06, 5/25/06; Academic Senate Minutes ; Planning & Budget Committee Minutes, 6/28/06
2.a.20	Board Minutes, 5/18/04, 5/16/06; Program Review and Planning documents (Binder)
2.a.21	Academic Senate Minutes, 5/19/04, 9/1/04, 10/20/04, 11/3/04, 12/15/04; 4/5/05, 11/2/05, 11/16/05; 2/16/06, 3/15/06, 4/5/06, 9/6/06; English Division documentation; Industrial Technology Division documentation; Nursing Division documentation; Workforce Development Center data
2.a.22	Title 5 Distance Education Grant (ACESSO); Online Instruction Procedures; Online Boot Camp documents; Online Pilot Program; Fall 2006 Class Schedule
2.a.23	California Community Colleges Chancellor's Office data, March 2006
2.a.24	Accreditation Survey
2.a.25	Fall 2006 Leadership Retreat documents
2.a.26	C&I Minutes (Binder)
2.a.27	Program Review and Planning documents; Program Review Assessments; Board Minutes, 5/18/04
2.a.28	Applications for Accreditation/Certification
2.a.29	Title 5 Distance Education Grant (ACESSO) documents; Online Instruction Procedures; Online Boot Camp documents
2.a.30	CONEHEC Project documents
2.a.31	California/Baja California (CABC) Silicon Board Work Groups 2006; CABC Work Teams 2006
2.a.32	High School Diploma Concept Paper; Prison Program Concept Paper
2.a.33	Advisory Committee Minutes
2.a.34	Articulation documents; Division/Department Minutes; Adjunct Orientation Agendas; CTA Contract; Tenure Review Policy; Adjunct Faculty Evaluation Procedures

2.a.35	CONEHEC Project documents; ACCESO Retention Rate data; Academic Senate Minutes, 9/6/06
2.a.36	Program Review and Planning documents; C&I Minutes, 2/16/06
2.a.37	Program Review and Planning documents
2.a.38	C&I Minutes, 9/15/05, 11/3/05, 11/11/05
2.a.39	Board Minutes, 5/16/06
2.a.40	Imperial Valley College General Catalog 2006 – 2007
2.a.41	C&I Minutes, 11/17/05, 12/1/05
2.a.42	Academic Senate Minutes, 9/12/05, 4/5/06; C&I Minutes, 3/13/06; College Council Minutes, 4/10/06
2.a.43	Imperial Valley College General Catalog 2006 – 2007
2.a.44	Title 5, 2 + 2 Collaborative Program documents; IVC Pocket Guide
2.a.45	Board Policies 4020 and 4021; Administrative Procedures 4020 and 4021
2.a.46	Imperial Valley College General Catalog 2060 – 2007; Fall 2006 Class Schedule; IVC Brochure; IVC Pocket Guide; Public Relations Plan 2006 – 2007
2.a.47	Board Policy 4030; Administrative Procedure 4030
2.a.48	Board Policy 5500; Administrative Procedure 5500; IVC General Catalog 2006 – 2007; Handbook for Faculty Advisors and Student Leaders; Staff Development/Flex Schedules
2.a.49	Board Study Session Minutes, 3/15/05; Board Policy 2715; College Council Minutes, 4/11/05, 4/25/05, 5/2/05, 7/2505, 9/12/05, 10/24/05, 11/14/05, 11/28/05, 2/27/06; Academic Senate Communication, 7/12/05; Code of Ethics 2005/10
2.b.1	Spring 2005 Pocket Guide to IVC
2.b.2	College Website www.imperial.edu
2.b.3	College Website www.imperial.edu (Webstar)
2.b.4	Banner™ Users Group http://www.imperial.edu/facultystaff/default.html#2
2.b.5	CPEC Website www.CPEC.ca.gov; CSU Data; UC Data and National Student Data Warehouse
2.b.6	2006-07 Catalog: www.imperial.edu/catalog/ ; www.imperial.edu/facultystaff/default.html#2\C&I for C&I Minutes
2.b.7	Assessment Information found: http://www.imperial.edu/student.resources/matriculation/assessment/default.htm
2.b.8	SARS Student Appointment Reports (Fall 2005; Winter/Spring 2006; Spring 2006; Summer 2006; Fall 2006)
2.b.9	Class Schedule Information found on IVC Website: www.imperial.edu
2.b.10	IVC Standing Committee Survey
2.b.11	Matriculation Agenda and Minutes for September 14, 2006
2.b.12	Request for Renewal of Approval for Use of the Combined English Language Skills Assessment Test for Fall 1999
2.b.13	Section 508 of the Rehabilitation Act
2.b.14	Research Report from Gordon Associates, LLC.
2.b.15	Program Reviews: www.imperial.edu/academics/acc.htm; Student Services Program Review 2005-08
2.b.16	Student Services Assessment of Goals and Objectives 2005-06, Vol. 6
2.c.1	Library Materials Collection Development Procedures
2.c.2	Classes Tutored, Fall 2006
2.c.3	Purchase Order for Reading Plus Software

2.c.4 Reading/Writing Lab Calendar, Spring 2006
2.c.5 Reading/Writing Lab Rules
2.c.6 Purchase Order for Skills Tutor Software
2.c.7 Course Outline for LRNA 800, Supervised Tutoring
2.c.8 Noncredit Course Certification for LRNA 800, Supervised Tutoring
2.c.9 Reading/Writing Lab Orientation Schedule, Spring 2006
2.c.10 Purchase Order for Tutor Trace Software and Lab Trac Software
2.c.11 Course Syllabus, EDUC 202, Fall 2006
2.c.12 CRLA Certification
2.c.13 Language Lab Resource Inventory, Spring 2006
2.c.14 Language Lab Orientations, Spring 2006
2.c.15 Reading Lab Student Survey, Spring 2006
2.c.16 Reading Lab Faculty Survey, Spring 2006
2.c.17 Writing Lab Advisory Committee Minutes, 5/23/06
2.c.18 Language Lab Student Survey, Spring 2006
2.c.19 Writing Center Workshops, Spring 2006 and Fall 2006
2.c.20 Lab Reading Assignments Completed Off Campus, Fall 2005 – Summer 2006
2.c.21 Grossmont College Reading/Writing Center Round Table Discussion
2.c.22 Language Lab Assignments Completed Off Campus, Spring 2006
2.c.23 Reading Lab Assignments Completed Off Campus, Fall 2005 – Summer 2006
2.c.24 Reading Plus Software License Renewal Proposal
2.c.25 Skills Tutor Software (Tutor Trac and Lab Trac) License Renewal Proposal
2.c.26 Learning and Tutoring Center Survey Data

Websites

http://www.imperial.edu/campus_info/Departments/Library/default.html
http://www.tutortrac.com/
http://www.imperial.edu/campus_info/Departments/Library/tutoring/tutoring_intro.htm
http://www.crla.net/Welcome.htm
http://www.ala.org/ala/acrl/acrlstandards/standardscommunity.htm#three
http://www.imperial.edu/campus_info/Departments/Library/tutoring/tutoring_intro.htm
http://www.imperial.edu/rwlab
http://www.imperial.edu/campus_info/Departments/Library/langlab.htm

STANDARD THREE

Document	Name
3.b.1	Environmental Health & Safety Committee Minutes (Binder)
3.b.2	Accreditation Survey
3.c.1	Imperial Valley College Network Systems Report, 5/5/05
3.c.2	Technology Center Program Review, Fall 2006
3.c.3	Title 5 ACCESO Project Summer Technology Camp Rosters
3.c.4	Bonilla Training Schedule documents
3.c.5	Title 5 ACCESO Project Peer Groups Fall 2006 Schedule
3.c.6	Growing Opportunities for Success: A Plan for the Use of Information Technology at Imperial Valley College, 1/28/03
3.c.7	Board Minutes, 7/18/06
3.c.8	Technology Council Minutes, 9/14/06
3.d.1	Accreditation Survey
3.d.2	Program Review and Planning Documents
3.d.3	Planning & Budget Committee Minutes; Academic Senate Minutes; College Council Minutes

Websites:
http://www.imperial.edu/Business_Services/Bond%20Measure%20L.asp
http://ww.imperial.edu/Business_Services/default.html
http://www.imperial.edu/Business_Services/Planning_Budget_Committee.htm
http://www.imperial.edu/employment
http://www.imperial.edu/Business_Services/citizens_oversight_committee.htm
http://www.imperial.edu/Business_Services/Administrative%20Procedures.pdf
http://www.imperial.edu/Business_Services/2006-07%20F*nal%20Budget.pdf
http://www.imperial.edu/Business_Services/CCFS%20311%202005-06%2011-9-06.pdf
http://www.imperial.edu/Business_Services/04-05%20CCFS%20311%2012-5-05.pdf
http://www.imperial.edu/Business_Services/IVC%20AuditReport2005.pdf
http://www.imperial.edu/foundation/
http://www.imperial.edu/about/agendas%minutes.html
http://www.imperial.edu/academic_senate/
http://www.imperial.edu/administration/agenda/college_council/default.htm

Other Evidence
Board Policies and Procedures, Chapter 7
IVC CCA/CTA/NEA Contract
IVC CSEA Contract
Institutional Student Learning Outcomes SLO
Demographic/Background Data
Instructional Council Minutes
California Community Colleges, Space Inventory Report
2005 – 2006 Five-Year Construction Plan
Campus Operations Committee Minutes
Citizens Oversight Committee for Measure L Minutes
2004 – 20014 Long Range Facilities Planning Report
CCFS 320 Enrollment Report
2005 – 2006 Adopted Budget
CCFS 311 Annual Financial and Budget Report 2005 – 2006
CCFS 311 Annual Financial and Budget Report 2004 – 2005
Audit Report as of June 30, 2006
Audit Report as of June 30, 2005

STANDARD FOUR

Document	Name
4.a.1	Vision Driven Strategic Planning Project, Vision 2003-2006
	Vision Driven Strategic Planning Project, Vision 2003-2006
	Excerpt of the Meeting of the ICCD Board of Trustees, November 12, 2003
	Survey of Campus Community, November 13-22, 2003
	http://www.imperial.edu/visioning/ Vision_Focus%20Group%20Questions%20by%20category.pdf
4.a.2	Stakeholders Summit: January 10, 2004 Results
	Memorandum from Dr. Pai regarding Visioning 2006 Process
	Vision 2003 – Strategies and Recommendations from Focus Group Meetings
	Categorization of the Top Vision 2006 Recommendations www.imperial.edu/ visioning/
	IVC Mission Statement and Current Institutional Master Plan Goals
	Vision 2006 Task Force Meeting Outcome, February 10, 2004
	IVC 2004-2007 Goals and Objectives, Held on February 12 & 12, 2004 http:// www.imperial.edu/Visioning/2006goals.pdf
4.a.3	IVC 2004-2014 Long Range Facilities Planning Report
	ICCD Public Opinion Survey Executive Summary, April 2004
	IVC – Measure "L" Mini Fact Sheet
	ICCD – IVC Fact Sheet
	IVC – "Where Success Begins"
	Unadopted Minutes for July 4, 2004-Justification for the Need of a General Obligation Bond for IVC
4.a.4	Distance Education Class Schedule-Winter & Spring 2007
	Project Acceso Abstract
	Distance Education http://www.imperial.edu/de/
4.a.5	Adopted Minutes for ICCD Board of Trustees Meetings, 2/21/06, 3/13/06, 4/12/06 http://www.imperial.edu/about/agendas&minutes.html
4.a.6	IVC – C&I Unadopted Minutes, December 1, 2005
	Detailed Summary of the Program Review Documents
4.a.7	BP 2510 Participation in Local Decision Making
	IVC Standing Rules of the College Council
4.a.8	BP 4700 Academic Senate Board Appointed Responsibilities
4.a.9	BP 2000 Setting Policy
	Planning & Budget Committee, October 25, 2006
	AP 6210 Planning and Budget Committee, October 2006
4.a.10	BP 5400 Associated Students Organization
	Table of Contents, Constitution of the Associated Students Government of IVC
4.a.11	Instructional Council Agenda, April 27, 2005
	IVC Student Services Council Unofficial Minutes, December 16, 2003
	IVC Student Services Council Unofficial Minutes, April 19, 2005
	IVC Student Services Council Unofficial Minutes, February 21, 2006
4.a.12	IVC Academic Senate Handbook
4.a.13	Dr. Pai Campus Weekly Update, 09/03/2004
	Memo from Tom Hudson, Bond Campaign, 09/13/2004
	Measure L Flyer, October 5, 2006
	Volunteers needed, Measure "L"
	Memo from Dr. Pai, Successful Passing of Measure L

4.a.14	Dr. Pai Campus Weekly Updates, 1/23/2005, 9/19/2005, 3/19/2006
	College Council Minutes, 11/8/2004, 2/28/2005, 6/26/2006
4.a.15	Planning and Budget Committee Minutes, 9/13/2005, 10/12/2005
	Letter to IVC Stakeholders, 2/3/2006
4.a.16	Accreditation Outcome and Findings, 6/20/2001
	Institutional Interim Report, 10/2002
	Accreditation Outcome and Findings, 1/31/2003
	Accreditation Outcome and Findings, 7/12/2004
	Institutional Midterm Report, 3/2004
	Focused Midterm Report, 5/4/2004
	Progress Report, 3/1/2005
	Acceptance of Progress Report, 6/28/2005
4.a.17	Imperial Valley College Pocket Guides
	Annual Report to the Community, 2005
	Detailed Summary of the Program Review
4.a.18	Trio Programs (Student Support Services, Upward Bound, Talent Search)
	Federal Financial Aid Programs
	Project ACCESO Abstract and Award notice
	Nursing and Computer 2+2 Abstract and Award Notice
4.a.19	College Council Minutes, 5/10/2004, 5/8/2006
	Imperial Valley College Academic Senate Handbook
4.a.20	Detailed Summary of the Program Review
	Categorization of the Top Vision 2006 Recommendations
4.a.21	Standing Committee Purpose/Composition/Reporting/Meetings
4.a.22	Self Evaluation for the Board of Trustees Form
4.b.1	Board Policy and Procedures Review Committee
4.b.2	Mission Statement and 2004-2006 Goals and Objectives
4.b.3	Board Policy CEO Selection
	2002 CEO Selection Documents
4.b.4	Biographies of Board Members
4.b.5	Board Resolution re. Student Learning Outcomes, 5/16/2006
4.b.6	Board Minutes re. Domestic Partners, 10/9/2002, 11/13/2002
4.b.7	Board Policy re. Setting Policy
	Board Policy re. Board Membership
	Board Policy re. Board Elections
	Board Policy re. Board Self Evaluation
	Board of Trustees Self-Evaluation, 2005 Composite Report
4.b.8	Board Policy re. Board Education
	California Community College Trustees 2006 Handbook
4.b.9	Board Code of Ethics/Standards of Practice
4.b.10	Board Minutes re. Training on Accreditation, 12/14/2005, 1/17/2006, 3/11/2006
4.b.11	Board Policy re. Delegation of Authority
4.b.12	Board Policy re. Evaluation of Superintendent/President
4.b.13	FY 2006-2007 Organizational Flow Charts
	Administrative Council Minutes, 11/28/2006
4.b.14	Imperial Valley College Student Equity Plan
4.b.15	Agreements With CTA, CSEA, Confidential Employees, Administrators, and Classified Managers
	Documents re. Chancellor's Office Repayment Agreement 2006-2007 Budget
4.b.16	Board Meeting Minutes re. Potential Program Reduction, 2/21/2006
	Newspaper Articles re. Potential Layoffs