

The Imperial Community College District



Strategic Educational Master Plan

2015-2021



Imperial Valley College

Strategic Educational Master Plan

2015-2021

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1 Introduction

The 2015-2021 Imperial Community College District Strategic Plan presents the strategic directions Imperial Valley College will pursue in response to the rapidly changing educational and economic environment in the Imperial Valley region and in the State of California. The plan is the result of numerous meetings, with input from all constituent groups including the District's elected Trustees. It was informed by the environmental scan found in this document in Section 3, *Key Issues for Planning*.

Purpose

The purpose of the Imperial Valley College strategic planning process is to provide clear direction to the organization and to align all plans under the umbrella of the Strategic Educational Master Plan, utilizing the Integrated Planning Model. The District serves residents living in Imperial County. The plan is designed to respond to the educational needs of 179,071 residents while addressing economic, demographic, and community trends. In developing the plan, the framers reviewed the District's progress on the most recent plan, as well as research on employment needs, enrollment predictions and population trends. This plan takes into account the tremendous financial challenges currently facing California and the nation and their impact on the ability of the District to maintain access while improving student success.

Approach

The 2015-21 Strategic Educational Master Plan represents a shift in the cycle of planning that the District has utilized for several years. Previously the College had developed three-year Educational Master Plans with annual updates. Based on feedback from the Accrediting Commission ACCJC, the college recognized the need to develop a more robust Strategic Plan with broad campus and community input, and to take steps to align all college plans under the Strategic Plan and tie program review to resource allocation. The Strategic Educational Master Planning Committee decided to retain the key components of the Educational Master Plan combined with strategic goals and objectives based on an analysis of data and extensive campus and community input. The decision was made to develop a Strategic Educational Master Plan with a six-year cycle.

2 Planning Process

The Strategic Educational Master Plan was developed with input from all constituencies throughout the Imperial Valley College community. In addition, key data from multiple sources informed the plan strategies and future directions. Those data can be found in the Key Issues for planning section.

Staff, Faculty and Student Participation in the Plan Update

Over the past several months, staff, faculty, and students across the District provided input in a number of ways. Student, faculty, and staff were able to provide feedback through the following activities:

Strategic Educational Master Planning Committee (SEMPC)

The Strategic Educational Master Planning Committee (SEMPC) is composed of members of the President's Cabinet, Academic Senate and College Council representatives, classified staff, Division Deans and Department Chairs, student government representative, and a representative from the Board of Trustees. The SEMPC meets regularly throughout the year to provide input and oversight for the planning process. The SEMPC provides clear oversight of the process in addition to providing input on the development of the plan at each step in the process. In fall 2015, the SEMPC created the Strategic Educational Master Plan Task Force to review the draft of the plan and provide input in the development of the plan.

College Leadership Sessions

The draft Strategic Educational Master Plan was presented to all college leadership bodies during the fall 2015 semester. This included the Academic Senate and College Council, as well as the Administrative Council, Instructional Council, Student Services Council, and the Associated Student Government. Participants discussed the direction of the District in light of the current fiscal challenges and the issues that they believed the plan should address.

Planning Forum

A planning forum held in October of 2015 engaged college students, staff, faculty, administrators and Trustees. The forum included a presentation of the results of an environmental scan called *Key Issues for Planning*. Also presented was the draft of the new Mission, Vision, and Values of the college, as well as the proposed goals and objectives.

College Review Sessions

Faculty, staff, and students were invited to review the draft goals and strategies in the plan distributed via email and posted to the Strategic Educational Master Plan website. Participants were invited to review and discuss the draft plan and provide feedback.

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Strategic Planning Tools and Resources

The updated strategic plan integrates current data from multiple sources, including a comprehensive environmental scan, surveys of current students, prospective students, and the community in general, as well as focus group feedback from all communities in Imperial County during the 2013 Visioning process.

Environmental Scan

The environmental scan of the Imperial Valley College service area, *Key Issues for Planning*, provided information about demographic trends, social and economic directions, and educational patterns in the region.

Community Visioning Process

During Fall 2013, the college held meetings in every community in Imperial County to obtain feedback from the community on the college's strengths, weaknesses, and areas in need of improvement. Comments obtained during the community visioning process were summarized and organized into themes by the Strategic Educational Master Planning Committee.

Surveys

During 2015, the college conducted the following surveys to obtain input from all constituencies throughout the Imperial Community College District and campus community:

- **Student Survey:** During Fall 2014, the IVC CART Committee conducted a survey of current IVC students and received 871 responses. Most of the responding students were young, with an even distribution of students of all ages past 30 years old. Eighty-four percent (84%) of the student respondents were Latino/Hispanic and 8% were White. Most students (94%) agree or strongly agree that they feel safe on campus and 92.7% agree or strongly agree that their classes help them achieve their educational goals. Overall, the students' perceptions of IVC were positive with some suggestions for campus improvement.
- **Prospective Student Survey:** During Spring 2015, Imperial Valley College, with the assistance of Hanover Research, conducted a Prospective Student Survey of high school students to assess their overall impression of IVC and identify the factors that influence a prospective student's decision whether or not to attend IVC. Over 1,200 surveys were collected from the high schools in Imperial County. Overall, the students' impression of IVC was favorable.
- **Community Perception Survey:** During Summer 2015, the Strategic Educational Master Planning Committee, with the assistance of Hanover Research, conducted a Community Perception Survey to assess the community's overall perception of Imperial

Valley College. The surveys were prepared in English and in Spanish to improve access for our bilingual community. Over 500 surveys were completed, both on-line and on paper. The results indicated an overall favorable opinion of the college, with major issues reported to be in the area of courses offered and the ability of students to complete their degrees in a timely fashion.

Program Plans

Several standing committees have been delegated responsibility for development of institutional plans and oversight for strategic action plans and accreditation self-evaluation standards. Several standing committees also have the responsibility to prioritize resources to meet needs identified in the program review process.

Various functional plan documents have been created to assist the college in institutional planning. These plans include information such as data, demographics, current circumstances, projection of future trends, and findings from program review. Those listed below are not, however, all inclusive of the plans that may be developed and utilized as part of institutional planning. All plans are evaluated and updated, as needed, throughout the planning cycle.

- **Enrollment Management Plan**
- **Technology Plan**
- **Facilities Plan**
- **Staffing Plan**
- **Marketing Plan**
- **Professional Development Plan**
- **Student Success and Support Plan**
- **Student Equity Plan**
- **Basic Skills Plan**

Program Review

One of the most important review activities on campus is the program review process. During this process, College programs assess their effectiveness. Each instructional discipline conducts comprehensive program reviews throughout the planning cycle. These reviews include the compilation of various data and information including:

- The school/department/program mission statement;
- Students learning outcomes (instruction) or service area outcomes (non-instructional);
- Analysis of current performance;
- Program strengths and areas for improvement;
- Goals during the program review cycle to include a timeline, needed resources, obstacles to completion, and how the goals link to the college mission statement;

- Staffing levels and requests for new or replacement positions; and
- Budget requests with a justification for any increases noted.

The implementation of Strategic Planning Online (SPOL) combined with the Enrollment Management Plan allows for adequate distribution of resources to support development, maintenance, and enhancement of the college's numerous programs and services. Budget requests that contain the necessary elements for funding are forwarded to the appropriate standing committee for prioritization. Prioritized needs are then forwarded to the Budget and Fiscal Planning Committee for overall college prioritization, and then on to the President's Cabinet for decisions as to inclusion in the next year's budget.

The next stage of the planning process is implementation. Once the reviews have been completed and goals and objectives have been assessed, action is taken in response to the findings. Goals may be modified or services may be added. The assessment/evaluations are used to improve the College's student learning and support services.

3 Key Issues for Planning

The *Key Issues for Planning* section summarizes major issues and trends affecting district-wide planning for the Imperial Community College District. As part of the strategic planning process, it is critical to identify those issues – social, political, and economic – that will potentially have major effects on our institution so that the District can better prepare itself to address these challenges and align itself with a changing environment. The first section of the report covers those mega trends that are expected to have the greatest impact on our District, while the second section provides important data on demographic changes, enrollment projections, and job projections in the area. The third section summarizes institutional data on student demography and student success measures at Imperial Valley College.

Key Issues for Planning draws upon a large body of research and data including many of the District's own research reports and institutional effectiveness data; state and national research studies; and data provided by organizations and government agencies including the U.S. Department of Labor, Employment Development Department, California Department of Finance, and the U.S. Census Bureau, to name a few.

Six Trends That Can't Be Ignored

1. A Rising Demand for Accountability and Performance:

There is a growing call for increased accountability from all of higher education. It is fueled by a wide variety of issues including the increased cost to attend colleges and universities; widely

reported data showing the United States is no longer a leader in educational attainment and has fallen behind many other countries in the number of citizens who hold a bachelor's degree; and an increased perception by pundits and the general public alike that higher education may not offer the value it once did.

Community colleges are perhaps under the greatest scrutiny as they enroll the vast majority of students in higher education, including the majority of low income and ethnically diverse students. This has led governments, foundations and think tanks to focus on improved student performance at the community college level as a way to increase degree attainment nationally.

The demand for more accountability and results is coming from every quarter: the Obama administration has set a goal of 5 million more community college graduates by 2020; a group of state governors have announced they intend to focus on higher education accountability as a primary agenda for their states; accrediting agencies are focusing more on accountability measures; and the Lumina Foundation has announced it is going to move away from research grants in order to focus on state policy and sponsoring bills that will foster student success in higher education.

In California, the Community College League's "Futures Commission" released a report outlining changes community colleges should undertake to increase student success; the Campaign for College Opportunity is campaigning for one million more college graduates by 2025; the Legislative Analyst's Office is urging the State Legislature to change community college funding to "outcomes" based rather than enrollment based; and several bills are currently moving through the legislature that will have significant impact on statewide transfer, assessment, and funding. While accountability certainly is not a new trend, the rate at which it is intensifying is significant. It is clear that the call for accountability is only going to grow.

Our Data:

While we have increased our number of awards and certificates for the last three years, we still have many areas of concern. Our students continue to walk in our college needing remediation in English and Mathematics, increasing their time needed for transfer/graduation. Our online/hybrid courses continue to increase and are rapidly filled, but are yet to expand the availability of courses to meet the increasing demand by the students.

Discussion:

What can we do to graduate and transfer more students? How can we move students better and faster from pre-collegiate to college level classes? What can be done to narrow the achievement gap among our students? What role can technology play in supporting and enhancing student success? How can we address the growing number of students coming to us unprepared for college?

2. State Support for Public Higher Education:

Nationally, higher education saw a decline in state funding support over the past decade. At the same time, enrollment fees increased as colleges and universities tried to recoup their losses by charging students more. Enrollment fees for California's community college students increased 30% from 2008-09 to 2009-10. Due to budget cuts and increased fees at all three of California's public higher education systems, many thousands of students have been denied access, and programs and services have been underfunded. The loss of access poses a serious threat to the economic and social viability of our state and nation.

Our Data:

Our number of credit sections dropped 23% from Fall 2008 to Fall 2014 due to budget cuts. During this period of time, IVC lost 927 students and the external campuses in Calexico and El Centro were closed.

Discussion:

What can we do to provide access to college for as many new students as possible with limited state funding? Can we shorten time to completion without compromising quality? Can we graduate high-unit students to make room for new learners? What can we do to help students meet the increased cost of education? How can we improve financial aid processes and procedures? What can be done to develop new funding sources?

3. Leveling Off of High School Graduates:

Higher education is coming off the greatest "bull market" that it has ever experienced. Between 1990 and 2009, the national number of high school graduates increased by more than 35%, from 2.4 million to 3.3 million. But like the boom in the stock market, the bull market in higher education is ending. The peak of 3.3 million high school graduates is not likely to be seen again until 2020. According to the Western Interstate Commission for Higher Education (WISCHE) which has been tracking the number of future high school graduates by race and region for decades, the picture for California shows a leveling off of graduates. This is better news than for some states, such as Kansas or Louisiana, which will see declines of 10% or more; but not as good as for other states, such as Texas and Arizona, which are expected to see explosive growth in high school graduates greater than 20%.

Digging a little deeper into the data, we see the continued diversification of California's students over the coming few years is truly striking and potentially has more far-reaching implications. Between 2010 and 2020, the numbers of African American and white high school graduates are expected to decline by 2.4% and 15.2% respectively; while the numbers of Native American, Asian and Hispanic high school graduates will increase by 10.2%, 60.5% and 88% respectively. Future college students will not only be more diverse, but as suggested by a recent Pew Research study, will in many ways also resemble the great immigrant influx of the early 20th century.

These students could well have different educational aspirations and different expectations of what a college education should provide. They will be more employment oriented. And, while they are likely to be equally, if not more, academically motivated compared to students of the past decade, they will likely be less prepared academically, with many coming from first-generation households in which English is a second language.

Our Data:

During the last five years, the number of high school graduates has fluctuated between 2,206 and 2,193. There does not appear to be a growing trend in this area.

Discussion:

While it would seem that the group of students coming our way over the next ten years would be immediately drawn to the types of programs and services offered at Imperial Valley College, this is not a given. These students will be drawn by cost but they will also be heavily influenced by time to completion of their educational goals. This again raises the question of how we can help students to complete their goals more quickly. Because we are entering a time of limited growth in high school graduates, there will be more competition for them among all higher education institutions, public and private. What can we do to compete effectively? What are we going to do to increase student success when there are ever more students unprepared for college level work?

4. Increasing Competition in the Educational Market Place:

The educational market place is becoming crowded and students have more options than ever before. Prestigious colleges and universities are offering online/hybrid courses and programs to students in far-flung places around the globe. Meanwhile, the number of for-profit educational institutions located in Imperial County has increased in the past decade. Most of these are offering the same high demand programs in business, accounting, health care, teaching, information technology, construction, etc., as those offered by Imperial Valley College. While for-profit institutions have recently come under more scrutiny, most experts believe their unprecedented growth will continue as students find it more difficult to enter public colleges and universities and look for alternative ways to acquire job skills quickly. The two primary selling points that for-profit institutions market are short time to completion and “guaranteed” job placement.

Our Data:

Our students have more options than ever before. With the boom in distance education, IVC is now competing with schools that have online degrees, condensed class schedules, and accelerated courses of study.

Discussion:

What can we do to better inform students of the educational opportunities and career programs that would best serve their individual goals and timelines? What can be done to shorten time to

completion for the many students seeking career skills and a job? How can we enhance and track job placement services? How can the new transfer bill help to increase transfers?

5. An Aging Work Force:

Increasing numbers of the Baby Boom Generation will reach retirement age in the coming decade, with the first wave turning age 65 in 2011. The U.S. Census Bureau defines this generation as those who were born between 1946 and 1964. During this time period, 76 million American children were born. Due to the Great Recession of 2008, some Baby Boomers have placed their retirements on hold, but with an improved economy, it is expected that higher education will be faced with massive losses of experienced faculty, staff and managers. Competition for talented individuals across the country to replace the retiring Baby Boomers will be extremely high as the next generation following the Baby Boomers is much smaller in size.

Our Data:

During Fall 2014, 82% of IVC's eleven high-level administrators were 50 years of age or older. During this same period of time, 68% of the fulltime faculty were over 50 years of age, 50% of the adjunct faculty were over 50 years of age, and 34% of classified staff was over 50 years of age.

Discussion:

What should be done to prepare IVC for a significant change in leadership over the next few years?

6. Accelerating Rate of Change:

Whether we like it or not, we live in a time of rapid change in every part of our lives. This phenomenon is evident everywhere: rapid advances in technology, medicine and science; quickly changing governmental regulations and requirements; increasingly volatile economic cycles; uncertain weather patterns; and powerful changes in social trends. Change is occurring faster than ever before.

Nowhere is this more evident than in the rapid rise of the "mobile" society. Use of the Internet, smart phones, text messaging, video on demand, social networking, e-books and a host of other technological applications and devices have produced a generation that is unwired but completely connected. This "mobile" society is accustomed to getting answers and services immediately on a 24/7 basis and to accommodating services and programming to their schedules.

Consider these facts recently presented to a group of Sony Corporation executives: It is estimated that four exabytes of unique information will be generated this year — more than what was generated in the previous 5,000 years; the amount of new technical information is doubling every two years; the top ten high demand jobs in 2010 did not exist in 2004; and, one out of eight couples who married in the United States last year met online.

Change is so pervasive and so accelerated that the U.S. Department of Labor estimates that today's learner will have worked in 10 to 14 jobs by the age of 38. Today, 25% of workers have been in their jobs for less than one year; and a full 50% have been in their jobs for less than five years.

Businesses and institutions which are not nimble enough to manage this high rate of change risk catastrophic failure. We only need look at the newspaper industry for example. Ten years ago few imagined that so many newspapers in the country would disappear. But since 2008, due to the loss of classified advertising to online sites such as Craigslist, 166 newspapers have shut down and 24,500 jobs have been lost in the industry.

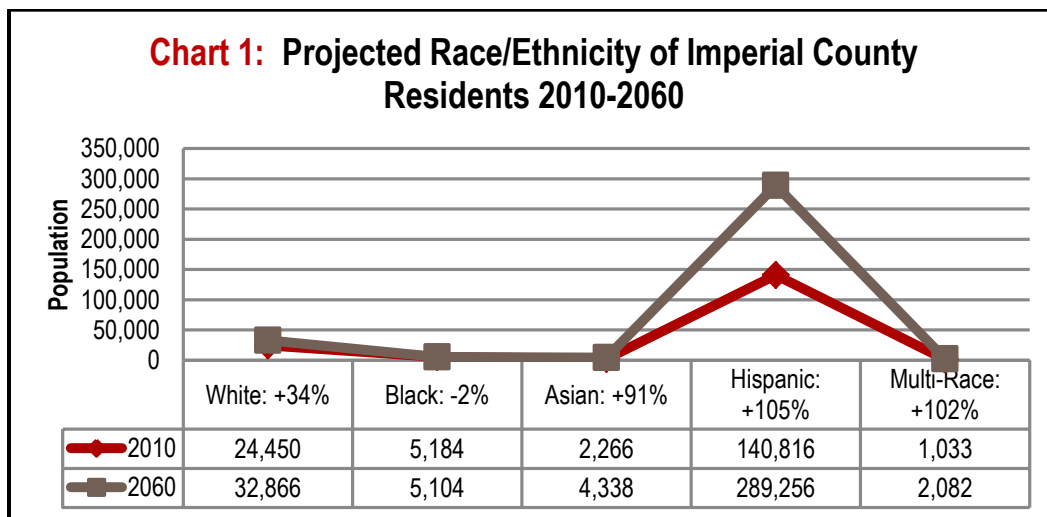
Discussion:

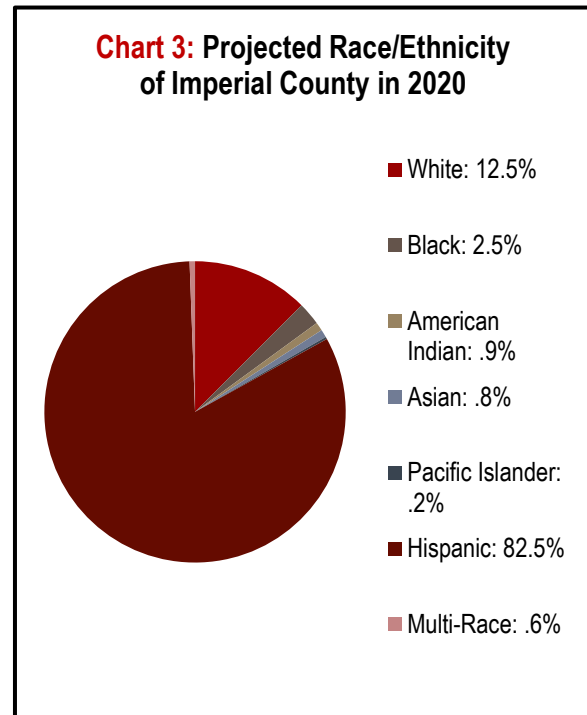
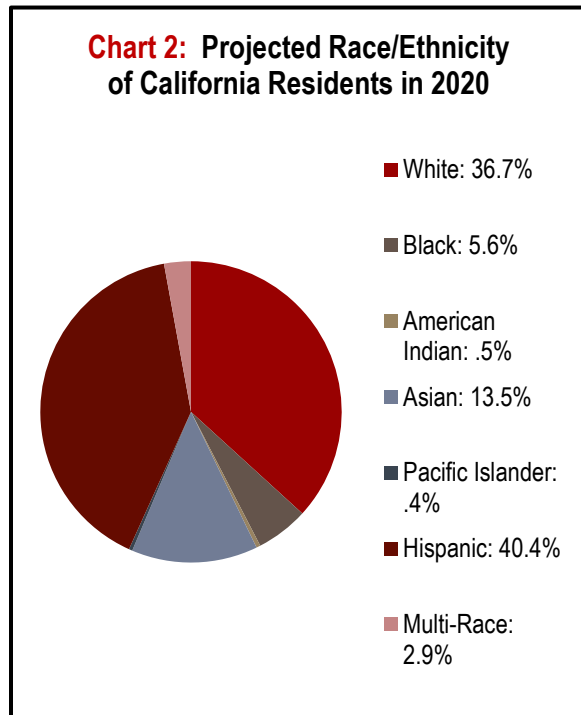
What can Imperial Valley College do to keep up with the rapid changes in technology? How will the use of technology change the way students expect to learn? What are some strategies we should consider to help faculty and staff maintain currency in their subject and work areas? How can we ensure currency in our curricula? What does the rapid rate of change mean for our organizational structure and decision making processes? What opportunities does rapid change present for IVC?

Trends in Demography, Enrollment Projections and Occupations

State and Local Demography

In terms of population size, Imperial County ranks 31st in the state, with 179,091 residents. According to the California Department of Finance, the race/ethnicity of Imperial County is projected to change during 2010-2060 reflecting an increase in white residents by 34%, Asian residents by 91%, Hispanic residents by 105%, and Multi-Racial residents by 102%. During this same time period, the population of African-American residents is expected to decrease by 2%.

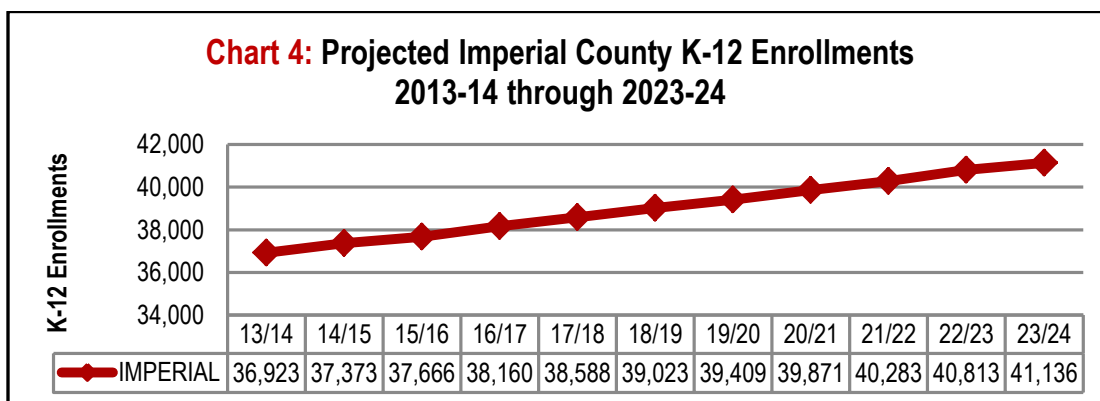




Source: California Department of Finance. Accessed at <http://www.dof.ca.gov/research/demographic/reports/projections/P-1/>.

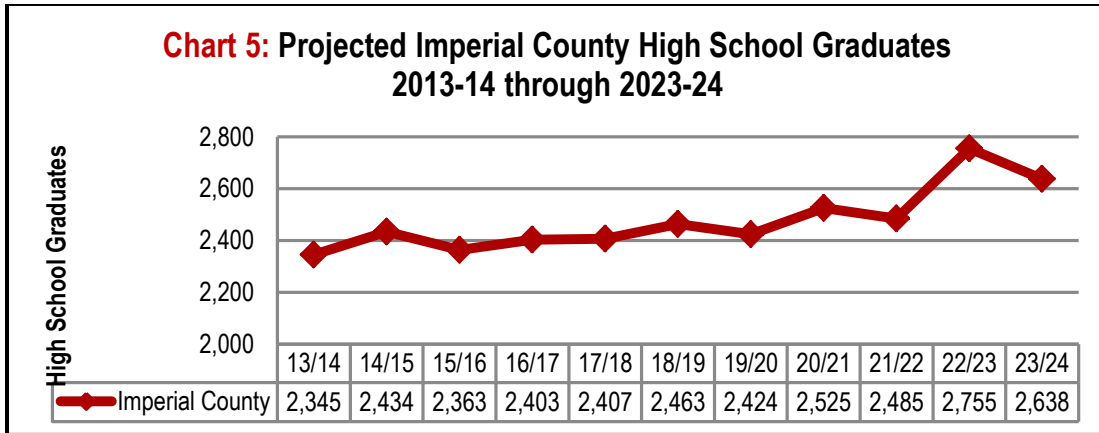
K-12 Enrollment and Student Diversity

In 2009, the California Department of Finance projected that enrollment in grades K-12 will increase in the next ten years in the following counties: Riverside County, San Bernardino County, Kern County, Fresno County, and Sacramento County. The growth is attributed to increasing births or high levels of in-migration. However, it is projected that 30 of the state’s 58 counties will show a decline in enrollment over the next ten years. The below chart shows the K-12 enrollment projections for Imperial County from 2013-14 through 2023-24, which indicates a potential 11% increase in Imperial County K-12 enrollments.



Source: California Department of Finance. Accessed at <http://www.dof.ca.gov/research/demographic/reports/projections/k-12/>.

According to the California Department of Finance, the number of public high school graduates in Imperial County is projected to increase by approximately 12% over the next ten years (see Chart 5).



Source: California Department of Finance. Accessed at <http://www.dof.ca.gov/research/demographic/reports/projections/k-12/>.

Imperial Valley College Enrollment Forecasts

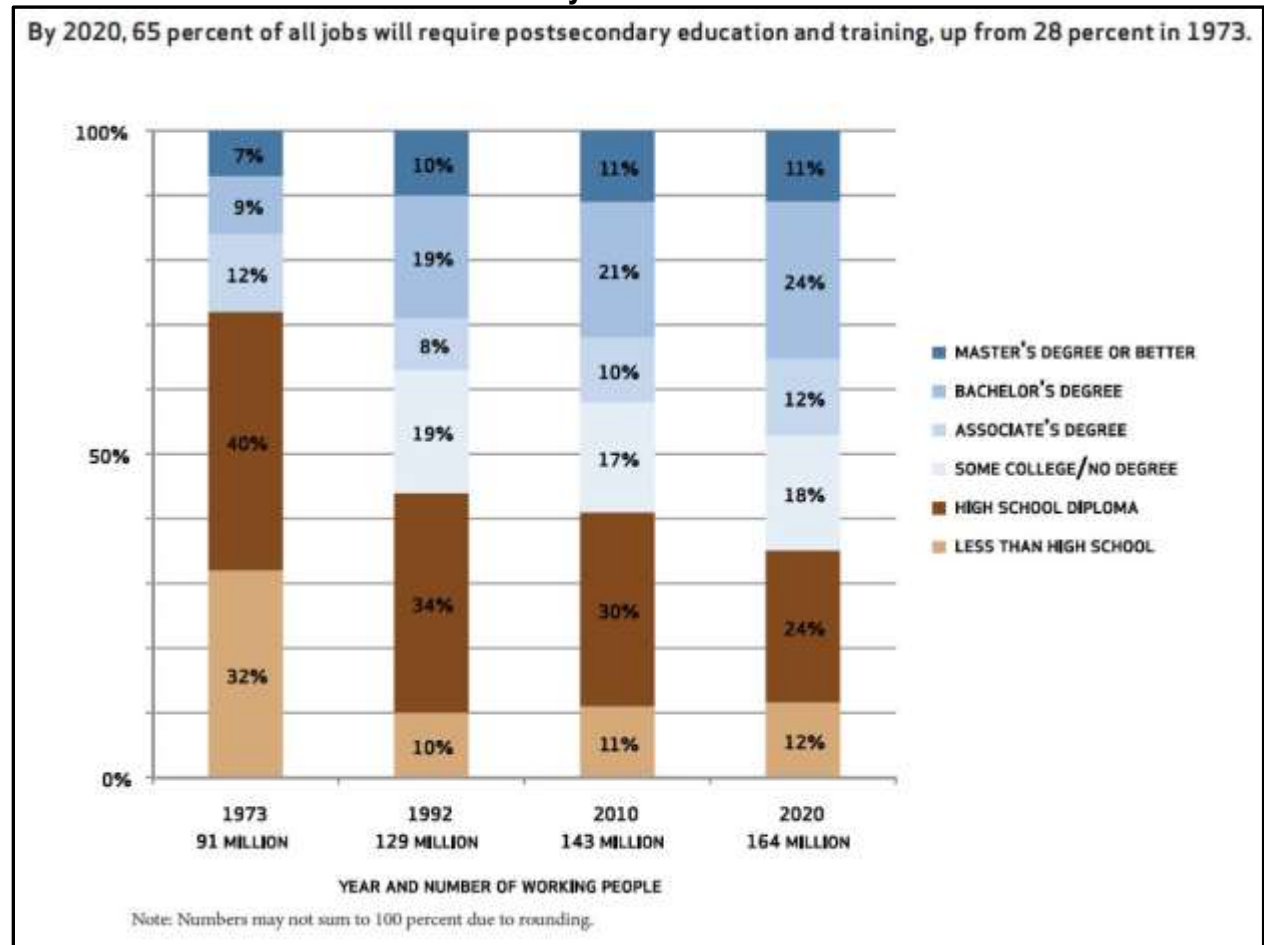
Due to current budget constraints, there are many unknowns that make this a difficult time for any college district to project enrollments accurately.

The California Postsecondary Education Commission (CPEC), in its report titled “Ready or Not, Here They Come,” estimates that the state should expect over 200,000 additional community college students by 2019. To meet this growth in demand, the report estimates that community colleges will need to receive at least 3% growth funding annually. The report warns that without sufficient growth funding up to 400,000 potential students will be turned away over the next two years.

Occupations

A 2014 report by Georgetown University reported that the educational demands for jobs in the United States has continuously shifted to jobs that require some form of postsecondary education. The trend has shifted from 28% of the jobs in 1973 requiring postsecondary education; to 56% of the jobs in 1992; to 65% of the jobs projected through the year 2020 (see Chart 6).

Chart 6: Educational Demands for Jobs by 2020



Source: Georgetown University (2010). Recovery: Job Growth and Education Requirements Through 2020. Accessed at https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_Web_.pdf.

Reports by the State Employment Development Department (EDD) project that industry employment will reach 72,400 by the year 2022, an increase of 11.2% over the 10-year projections period. 74% of all the projected non-farm growth is concentrated in three industry sectors:

- Educational services, health care, and social assistance is projected to be the fastest growing industry over the 10-year period, at a 33.8 % growth rate, adding 2,300 jobs.
- Government is expected to add 1,500 jobs, while growing 8.4 % over the projection period. Local government will lead the way with 1,100 jobs over the next ten years.
- Retail trade is expected to add 1,200 jobs while growing 15.6% over the projection period.

Chart 7 lists the fastest growing occupations in Imperial County through the year 2022.

Chart 7: Fastest Growing Occupations in Imperial County 2012-2022

Employment Development Department Labor Market Information Division Published: January 2015		2012-2022 Fastest Growing Occupations El Centro Metropolitan Statistical Area (Imperial County)								
SOC Code*	Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Percent Change 2012-2022	Annual Average Percent Change	2014 First Quarter Wages		Education and Training Levels [3]		
						Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
31-1014	Nursing Assistants	120	180	50.0%	5.0%	\$11.86	\$24,667	5	None	None
43-6013	Medical Secretaries	240	330	37.5%	3.8%	\$13.47	\$28,008	7	None	MT OJT
31-9091	Dental Assistants	120	180	33.3%	3.3%	\$16.25	\$33,797	5	None	None
47-2111	Electricians	210	270	28.6%	2.9%	\$29.21	\$60,767	7	None	APP
35-2014	Cooks, Restaurant	480	590	28.3%	2.8%	\$10.50	\$21,846	8	<5	MT OJT
31-9092	Medical Assistants	220	280	27.3%	2.7%	\$12.68	\$26,360	5	None	None
29-2061	Licensed Practical and Licensed	160	200	25.0%	2.5%	\$25.10	\$52,215	5	None	None
41-2021	Counter and Rental Clerks	160	200	25.0%	2.5%	\$11.77	\$24,491	8	None	ST OJT
41-2022	Parts Salespersons	160	200	25.0%	2.5%	\$16.31	\$33,924	8	None	MT OJT
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	160	200	25.0%	2.5%	\$24.21	\$50,354	7	≥5 years	None
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	950	1,180	24.2%	2.4%	\$9.43	\$19,609	8	None	ST OJT
43-3021	Billing and Posting Clerks	170	210	23.5%	2.4%	\$13.84	\$28,798	7	None	ST OJT
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	300	370	23.3%	2.3%	\$22.27	\$46,331	7	None	MT OJT
49-3023	Automotive Service Technicians and Mechanics	350	430	22.9%	2.3%	\$24.28	\$50,513	7	None	LT OJT
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	220	270	22.7%	2.3%	\$15.19	\$31,580	7	<5 years	None
51-2092	Team Assemblers	150	180	20.0%	2.0%	\$20.76	\$43,179	7	None	MT OJT
29-1141	Registered Nurses	840	1,000	19.0%	1.9%	\$34.26	\$71,255	4	None	None
25-2012	Kindergarten Teachers, Except Special Education	160	190	18.8%	1.9%	[2]	\$70,820	3	None	I/R
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	160	190	18.8%	1.9%	\$30.87	\$64,203	7	<5 years	None
25-2021	Elementary School Teachers, Except Special Education	970	1,150	18.6%	1.9%	[2]	\$74,806	3	None	I/R
11-1021	General and Operations Managers	600	710	18.3%	1.8%	\$36.57	\$76,060	3	<5	None
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	740	870	17.6%	1.8%	\$15.09	\$31,390	7	None	ST OJT
43-1011	First-Line Supervisors of Office and Administrative Support Workers	410	480	17.1%	1.7%	\$21.04	\$43,774	7	<5 years	None
41-2011	Cashiers	1,970	2,300	16.8%	1.7%	\$9.26	\$19,270	8	None	ST OJT
35-9021	Dishwashers	120	140	16.7%	1.7%	\$9.07	\$18,863	8	None	ST OJT
33-9032	Security Guards	800	930	16.3%	1.6%	\$11.67	\$24,274	7	None	ST OJT
47-2061	Construction Laborers	380	440	15.8%	1.6%	\$16.50	\$34,335	8	None	ST OJT
43-4051	Customer Service Representatives	320	370	15.6%	1.6%	\$14.97	\$31,126	7	None	ST OJT
13-1111	Management Analysts	130	150	15.4%	1.5%	\$32.17	\$66,921	3	<5	None
35-2012	Cooks, Institution and Cafeteria	130	150	15.4%	1.5%	\$16.92	\$35,177	8	None	ST OJT
43-3031	Bookkeeping, Accounting, and Auditing	650	750	15.4%	1.5%	\$15.20	\$31,613	7	None	MT OJT
43-5032	Dispatchers, Except Police, Fire, and	130	150	15.4%	1.5%	\$17.60	\$36,605	7	None	MT OJT
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	130	150	15.4%	1.5%	\$12.82	\$26,676	7	None	LT OJT
53-3033	Light Truck or Delivery Services Drivers	270	310	14.8%	1.5%	\$12.95	\$26,930	7	None	ST OJT
35-3031	Waiters and Waitresses	480	550	14.6%	1.5%	\$9.19	\$19,125	8	None	ST OJT
21-1093	Social and Human Service Assistants	140	160	14.3%	1.4%	\$15.70	\$32,658	7	None	ST OJT
41-2031	Retail Salespersons	2,530	2,890	14.2%	1.4%	\$10.32	\$21,477	8	None	ST OJT
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	870	990	13.8%	1.4%	\$10.71	\$22,269	8	None	ST OJT

Employment Development Department
 Labor Market Information Division
 Published: January 2015

**2012-2022 Fastest Growing Occupations
 El Centro Metropolitan Statistical Area
 (Imperial County)**

SOC Code*	Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Percent Change 2012-2022	Annual Average Percent Change	2014 First Quarter Wages		Education and Training Levels [3]		
						Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training
25-2022	Middle School Teachers, Except Special and Career/Technical Education	150	170	13.3%	1.3%	[2]	\$72,196	3	None	I/R
15-1121	Computer Systems Analysts	230	280	13.0%	1.3%	\$38.89	\$80,877	3	None	None
13-2011	Accountants and Auditors	400	450	12.5%	1.3%	\$26.12	\$54,307	3	None	None
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	320	360	12.5%	1.3%	[2]	\$68,584	3	None	I/R
35-2011	Cooks, Fast Food	480	540	12.5%	1.3%	\$9.74	\$20,274	8	None	ST OJT
41-1011	First-Line Supervisors of Retail Sales Workers	820	920	12.2%	1.2%	\$17.07	\$35,517	7	<5 years	None
43-4171	Receptionists and Information Clerks	250	280	12.0%	1.2%	\$11.34	\$23,583	7	None	ST OJT
33-3021	Detectives and Criminal Investigators	930	1,040	11.8%	1.2%	\$42.67	\$88,754	7	<5 years	MT OJT
51-9041	Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	170	190	11.8%	1.2%	\$9.23	\$19,211	7	None	MT OJT
25-9041	Teacher Assistants	790	880	11.4%	1.1%	[2]	\$31,657	6	None	None

* The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

** Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2013 benchmark, Quarterly Census of Employment and Wages (QCEW) industry employment, and Occupational Employment Statistics (OES) data. Occupational employment projections include self-employed, unpaid family workers, private household workers, farm, and nonfarm Occupations with employment below 120 in 2012 are excluded. Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation. The use of occupational employment projections as a time series is not encouraged due to changes in the occupational, industrial, and geographical classification systems; changes in the way data are collected; and changes in the OES survey reference period.

[1] Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2014 first quarter and do

[2] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.

[3] The Bureau of Labor Statistics develops and assigns education and training categories to each occupation. For more information on http://www.bls.gov/emp/ep_education_training_system.htm

Entry Level Education
1- Doctoral or professional degree
2- Master's degree
3- Bachelor's degree
4- Associate's degree
5- Postsecondary non-degree award
6- Some college, no degree
7- High school diploma or equivalent
8- Less than high school

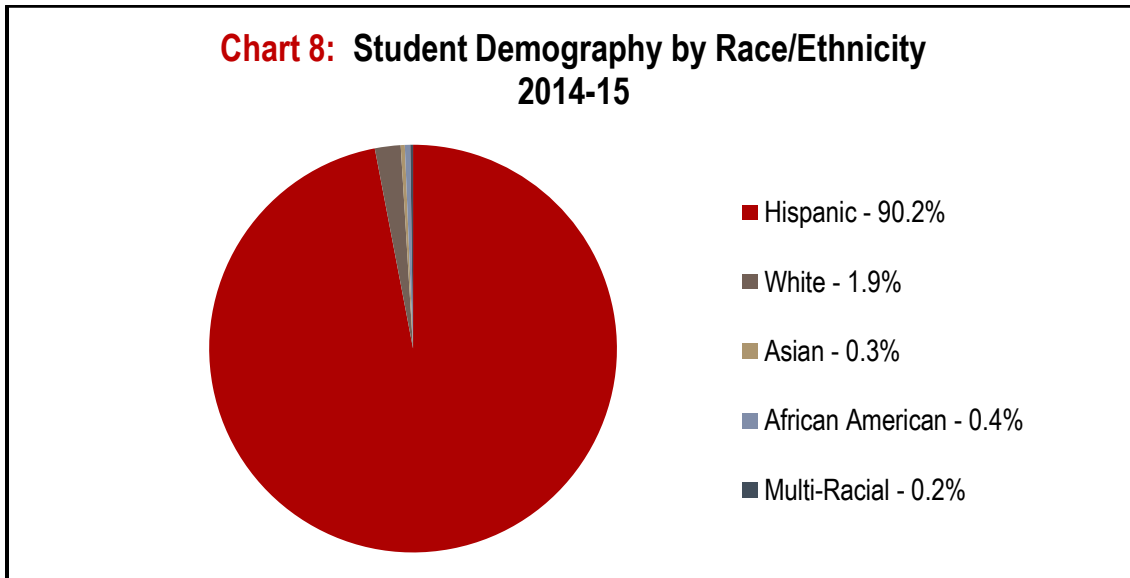
Work Experience Codes	
≥5 years	5 years or more experience in a related occupation or field is common.
<5 years	Less than 5 years experience in a related occupation or field is common.
None	No work experience is typically required.

On-the-Job Training	
I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

Student Demography and Student Success Measures

1. Student Demography by Race/Ethnicity:

During the IVC 2014-15 academic year, the student population was 90.2% Hispanic, 1.9% White, .3% Asian, and .4% African-American. Students who reported themselves as more than one racial/ethnic group comprised .2% of the student population.

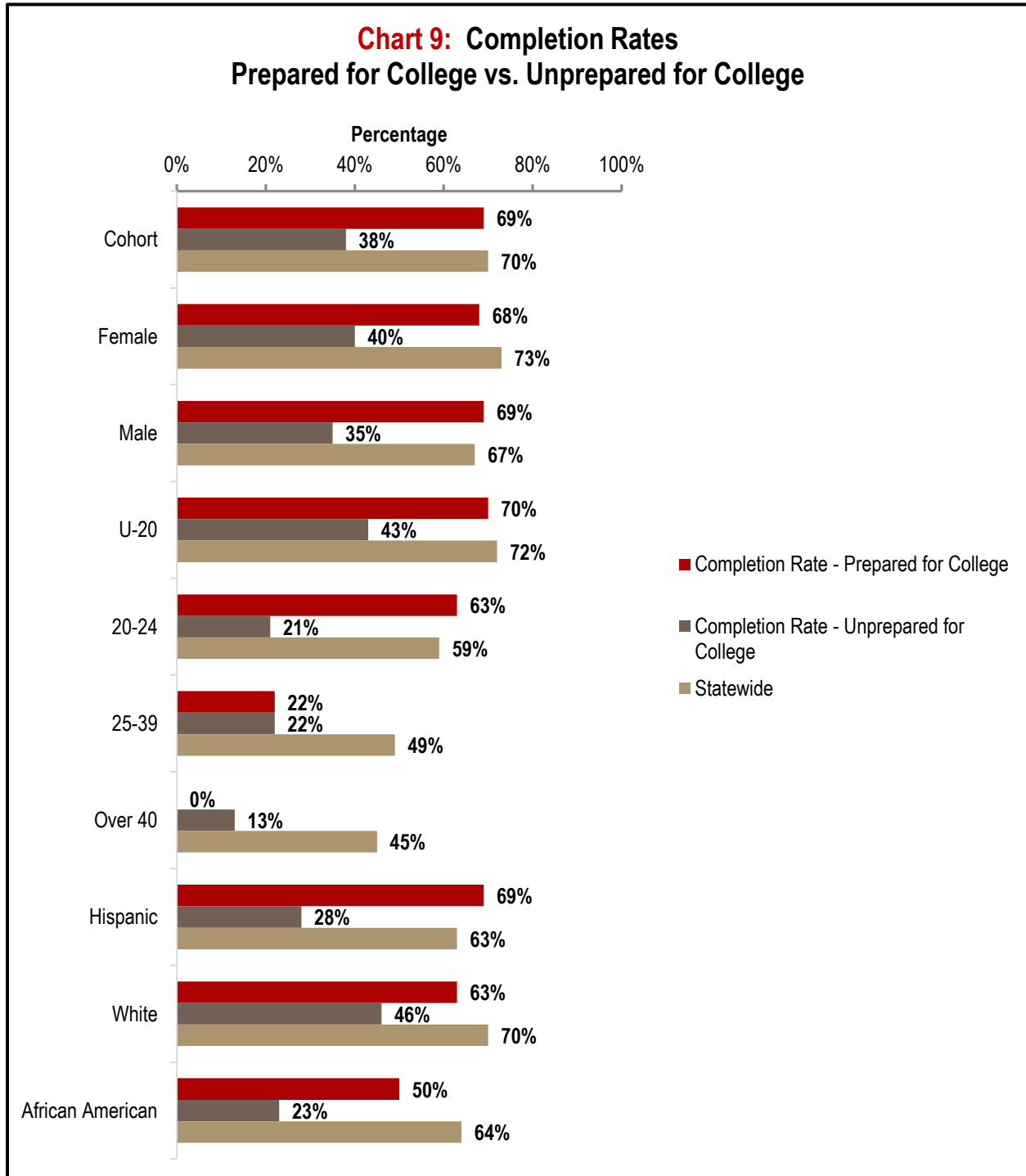


2. Student Course Completion Rate:

The CCCCO Scorecard defines “completion” as the percentage of degree, certificate, and/or transfer-seeking students starting in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate, or transfer-related outcome.

IVC students prepared for college achieve completion levels at much higher rates than unprepared students do. There is a lot of consistency in completion among prepared students hovering the over 69% mark for males and females and younger students. A large drop is seen for students over the age of 25. Hispanic students in this category also performed at a rate consistent with the overall cohort. This finding is logical since the great majority of students in the evaluation cohort are Hispanic (89.5%). Data is also reported for white and Black students although the number of students in the cohort are very small (2.4% and 0.3% respectively). Generalizations about the data are difficult to make within these two student populations since they are based on a low student representation.

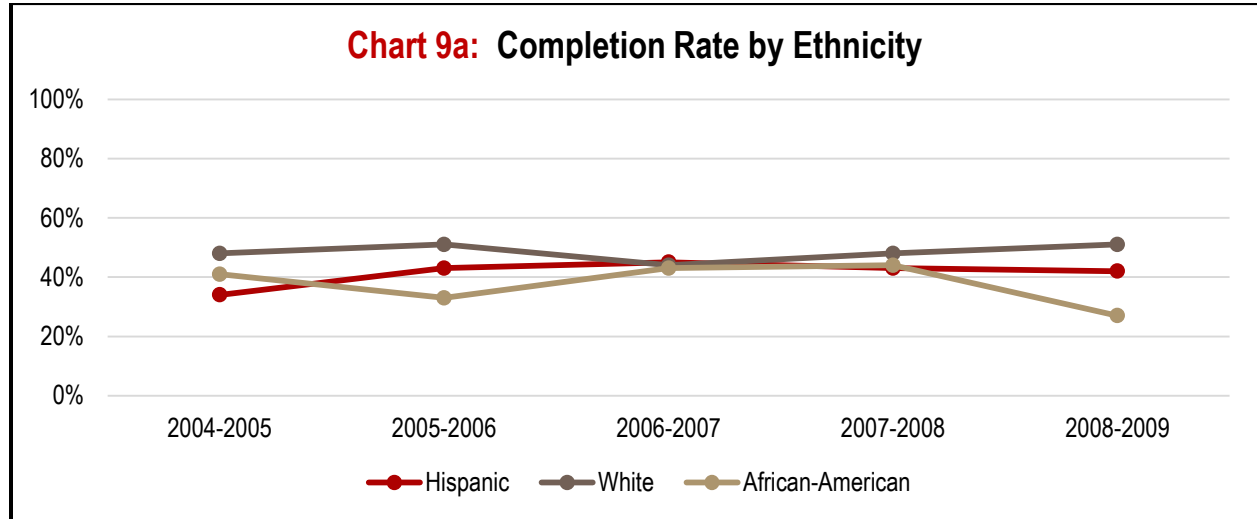
Unprepared students complete their program of study at about half the rate of prepared students. The following charts highlight the College's completion rates reported in January 2015 as well as a five-year trend. Data is reported for students prepared for College as well as students unprepared for college.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

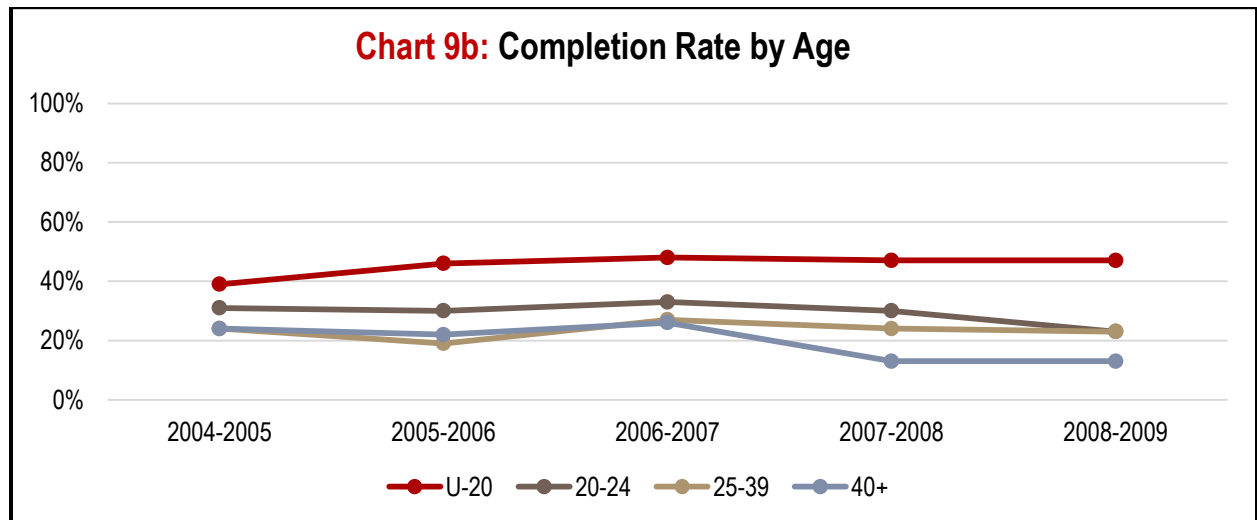
Males and females at IVC accomplished about the same rate of completion in both categories. A marked success differential exists between prepared students (69%) versus unprepared (38%). Unprepared students are required to take basic skills remedial coursework and would therefore take longer to graduate; however, the scorecard tracks students for six years allowing sufficient time for students to complete remedial education and program completion. Younger (U-20) unprepared students did better than the cohort.

The five-year trend by ethnicity shows some levels of consistency across ethnicity groups.



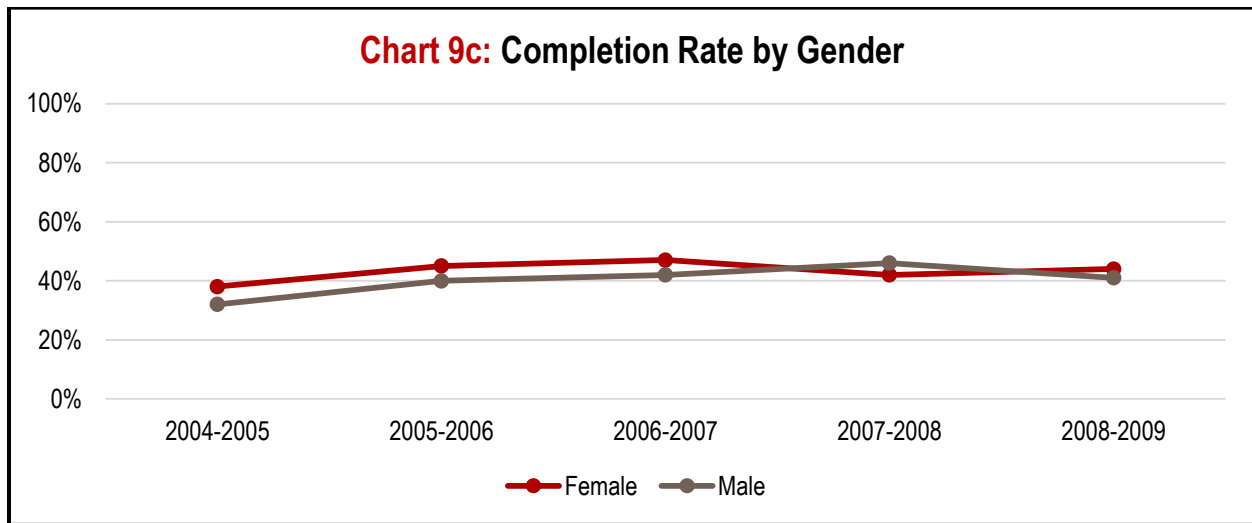
Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

A five-year trend analysis of completion by age groups shows younger students under the age of 20 doing remarkably better than the other age groups.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

Completion rates by gender have considerable similarity with women doing slightly better.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

3. Student Persistence Rate:

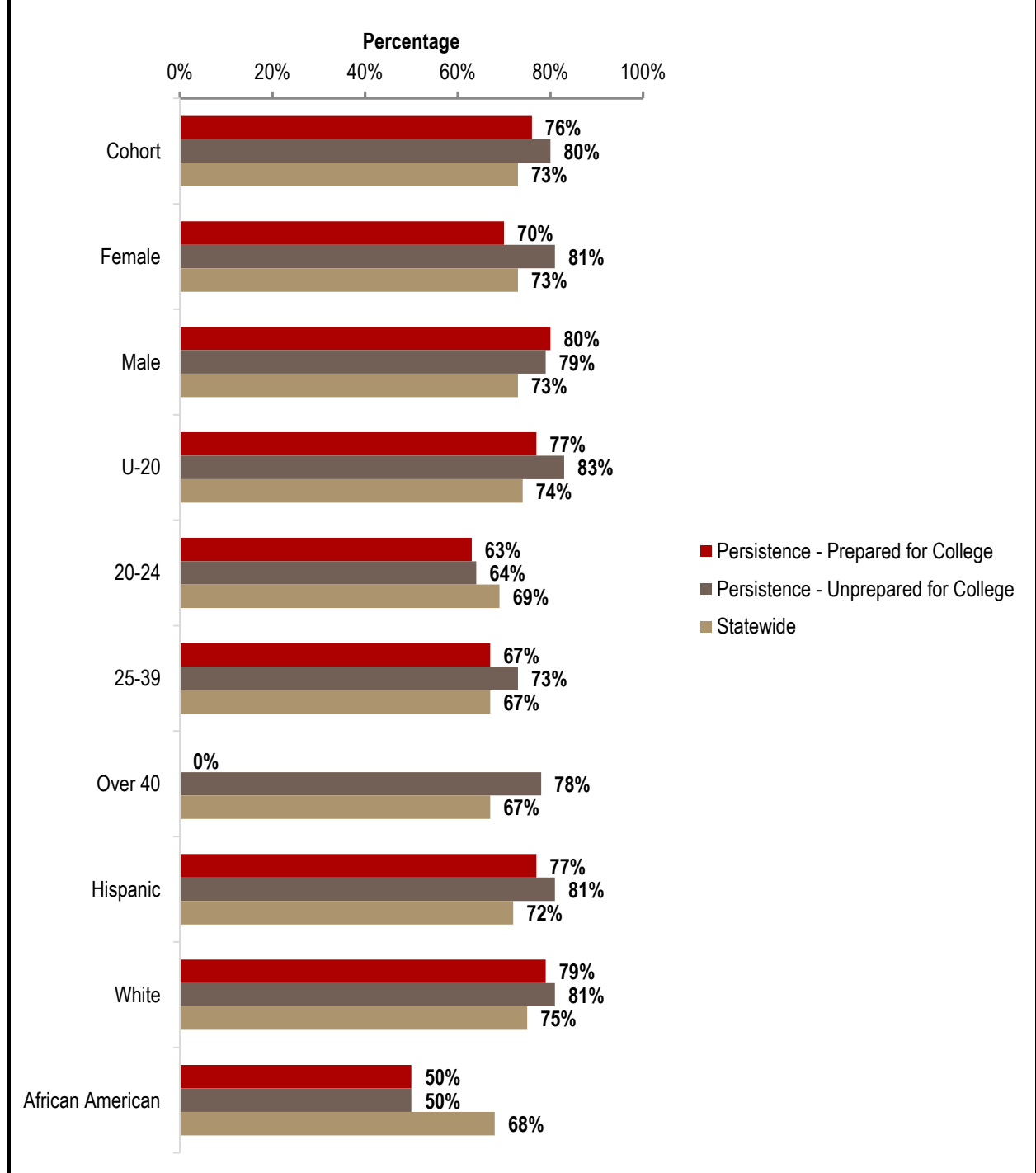
This indicator measures the percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who enrolled in the first three consecutive terms.

All evaluated groups achieved similar levels of persistence including levels compared with the statewide average. This data demonstrates that prepared and unprepared students stay in school for at least three consecutive semesters at about the same level across all sub-groups. Yet, completion levels are much lower for “unprepared” students.

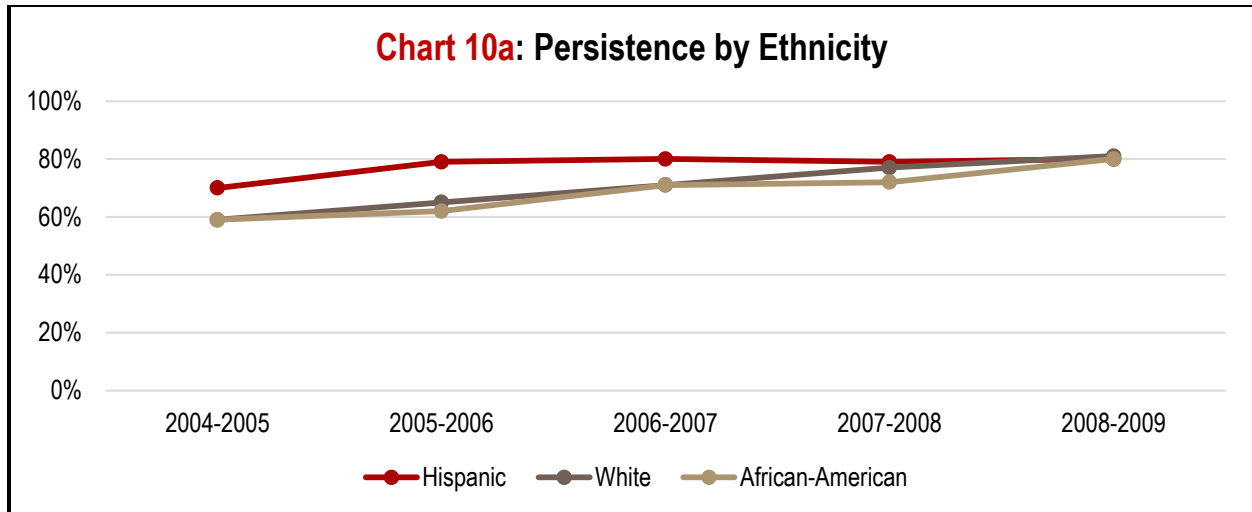
See Chart 10 for a comparison of student persistence rates.

See Charts 10a, 10b, and 10c for five-year trend data for persistence showing similarities between the different sub groups.

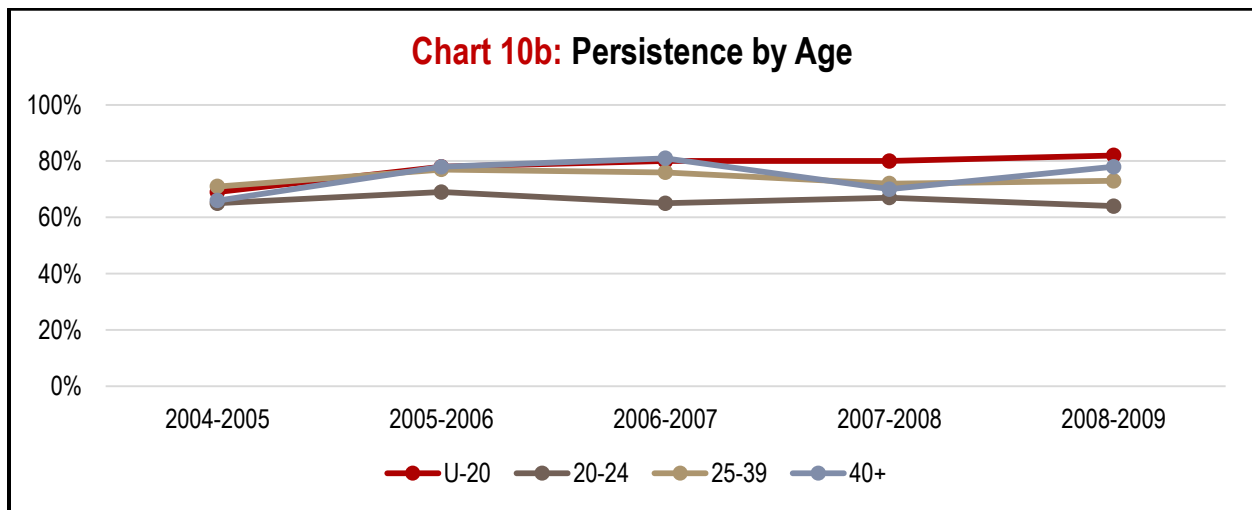
Chart 10: Persistence Rates
Prepared for College vs. Unprepared for College



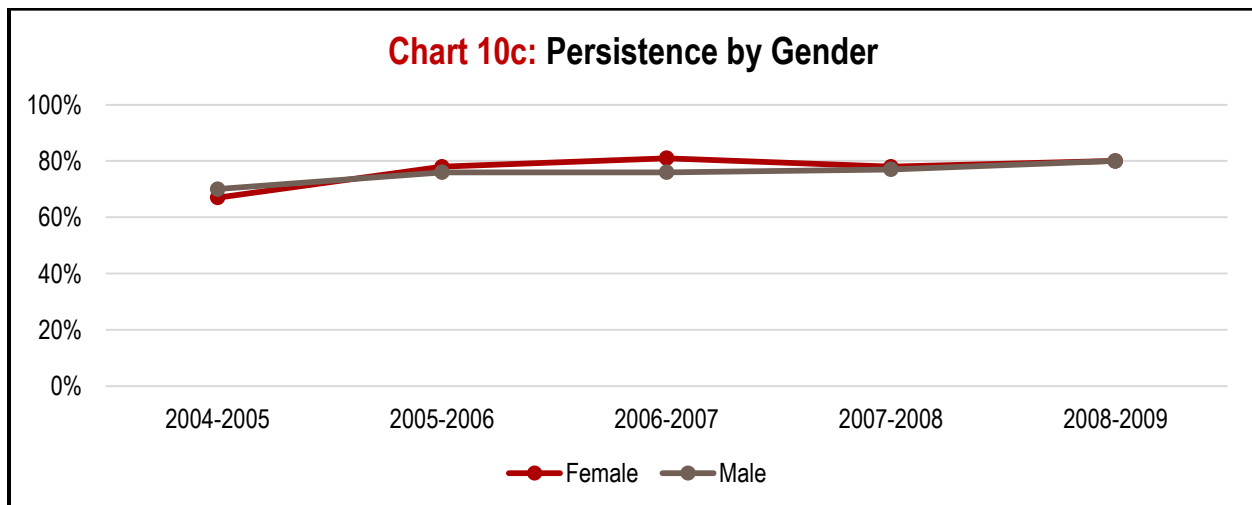
Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



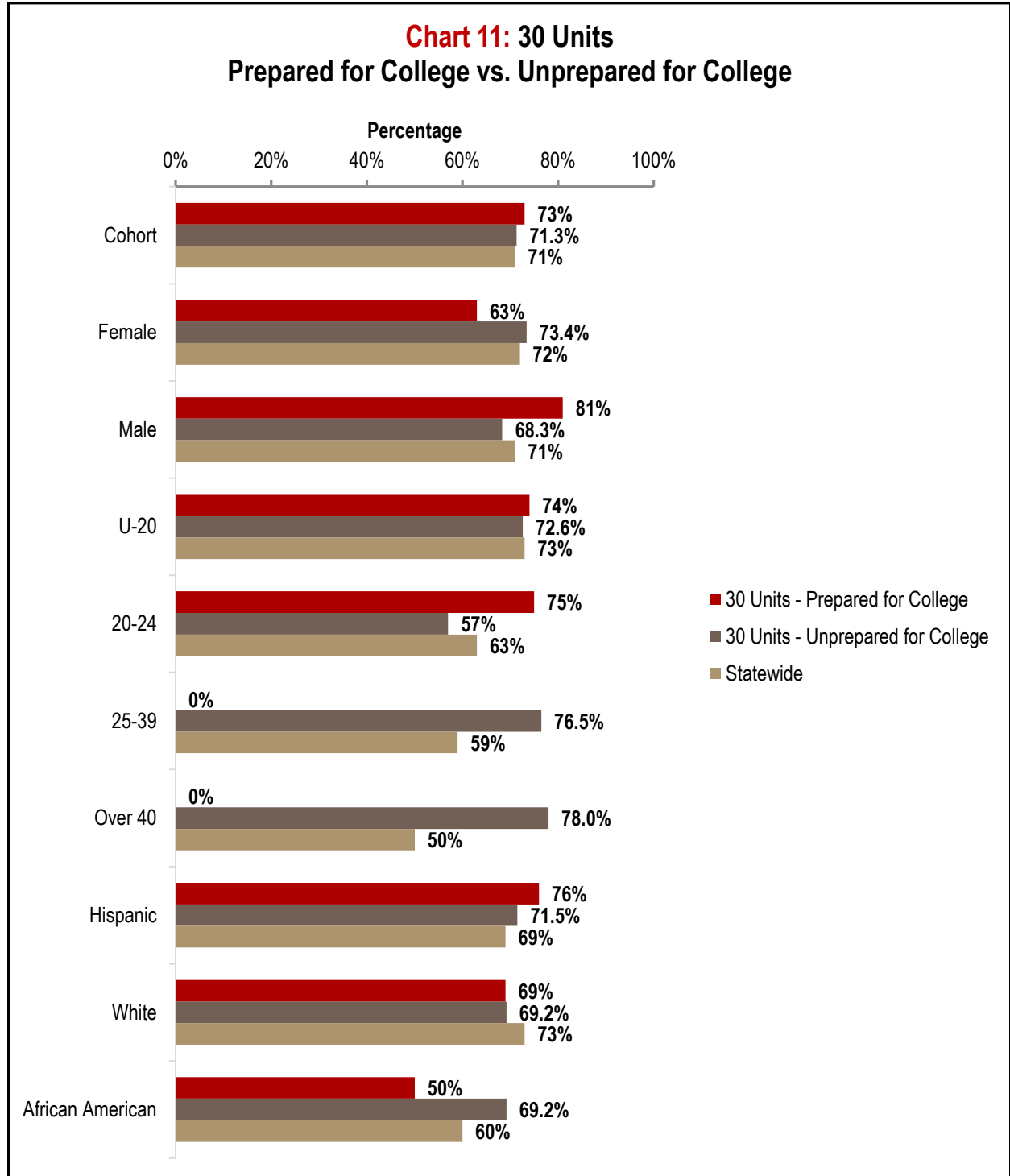
Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

4. Students Achieving 30 Units

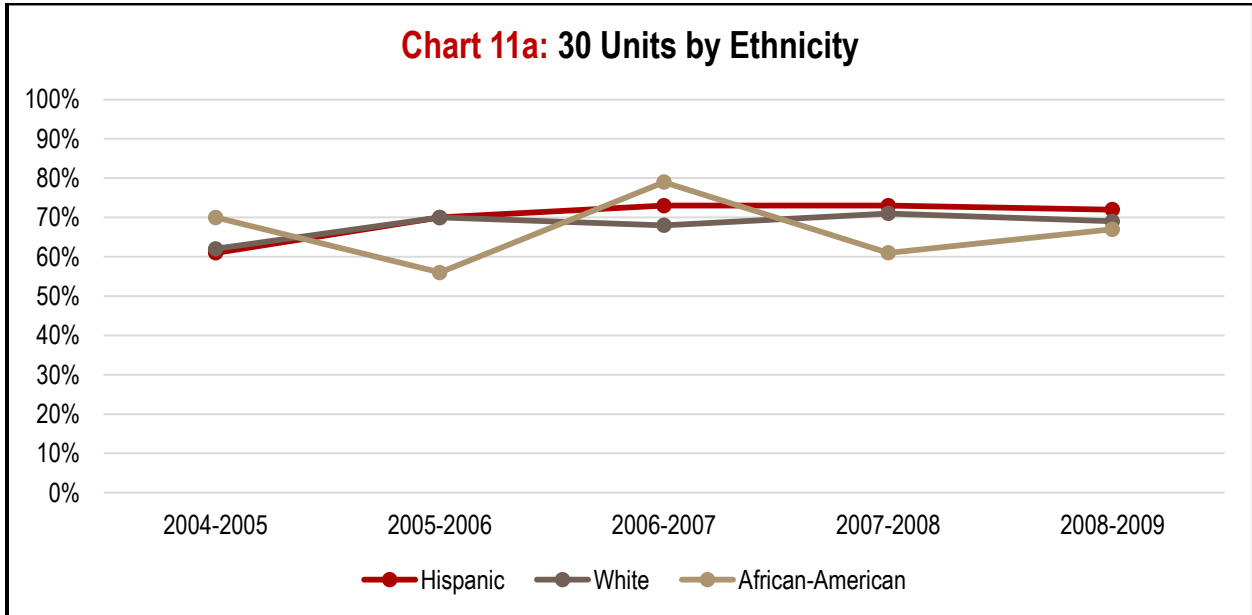
This indicator measures the percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who achieved at least 30 units.



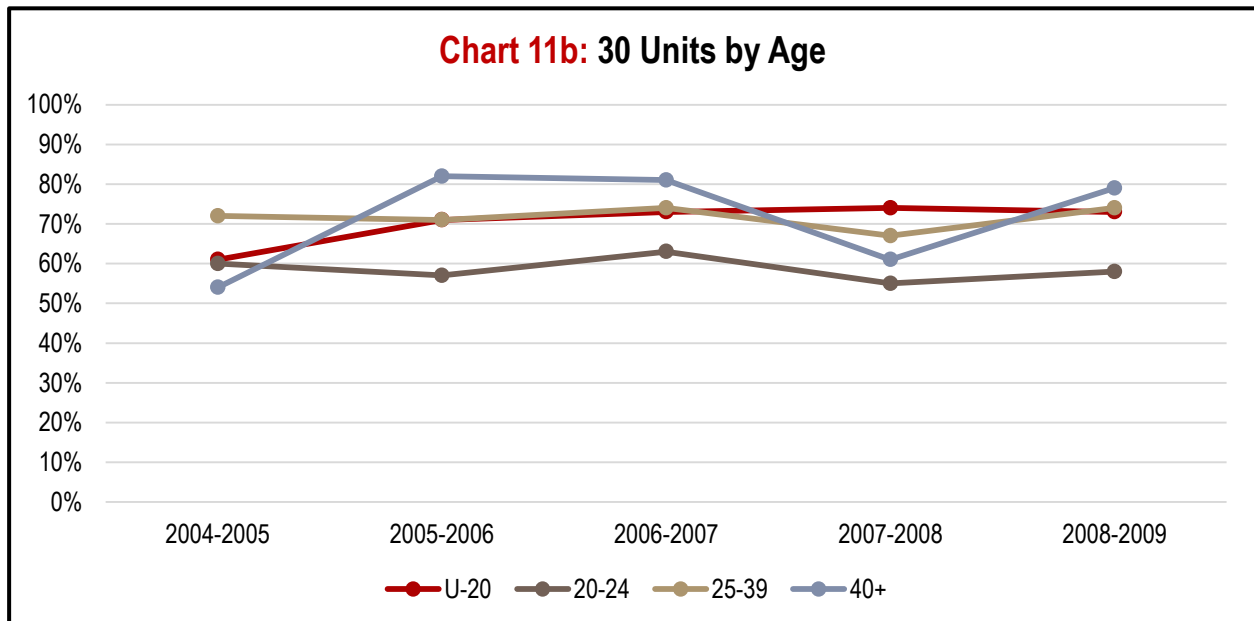
Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

Much like the persistence table, the 30-unit data shows both prepared and unprepared students achieving 30 units of college work at very consistent levels. A similar concern can be raised over the lack of completion from the unprepared groups.

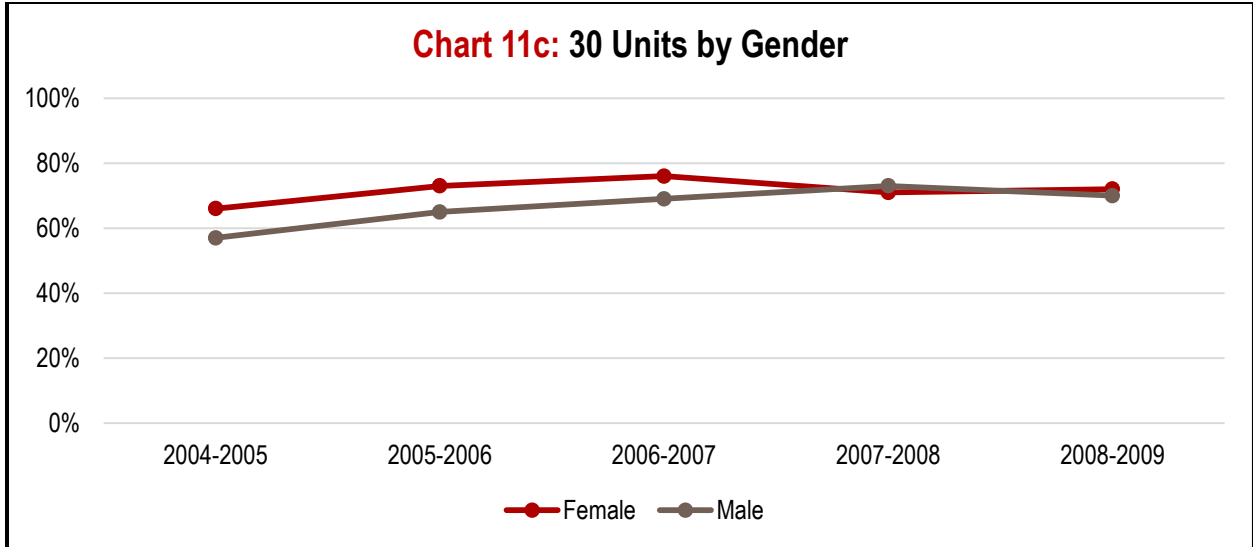
The following is a five-year trend analysis by sub-groups.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



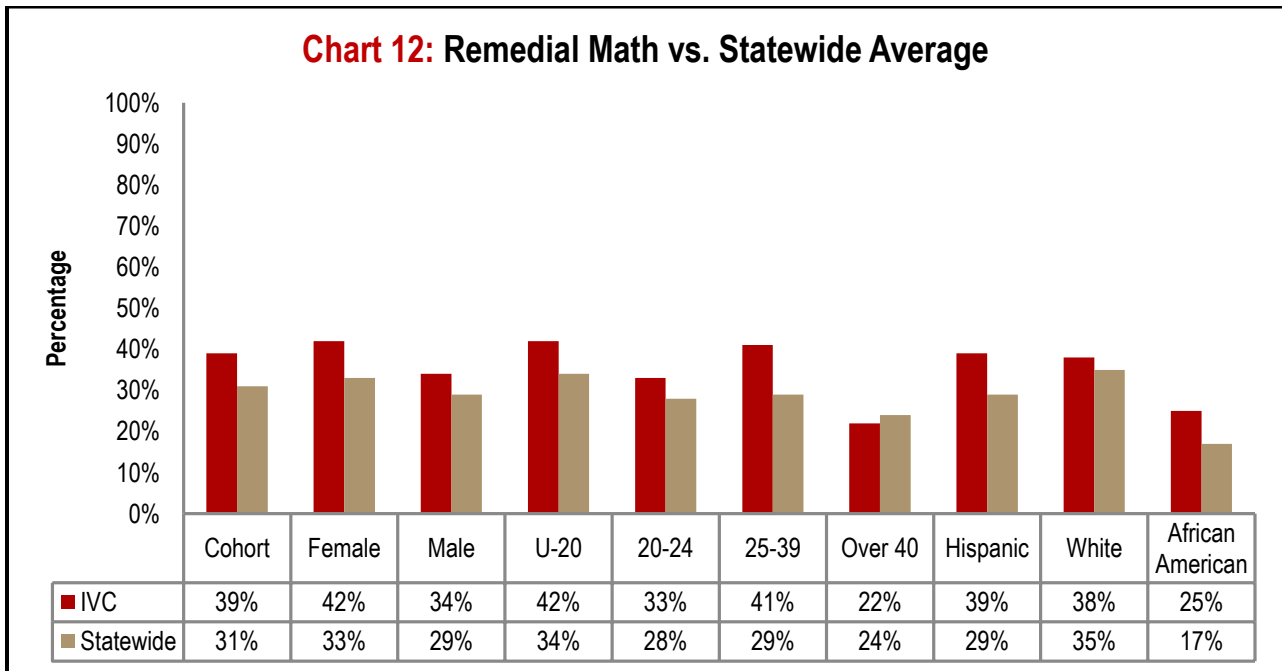
Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

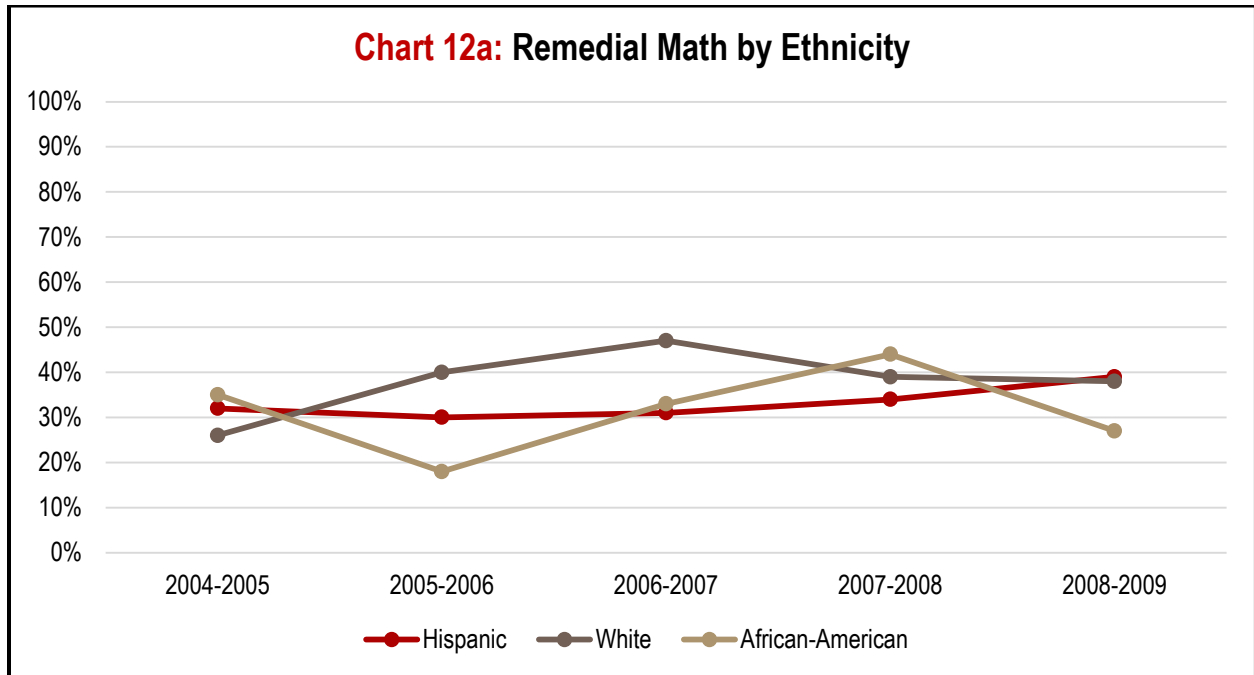
5. Students Who Enroll in Remedial Math

This indicator measures the percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer in mathematics during 2008-09 and completed a college level course in the same discipline

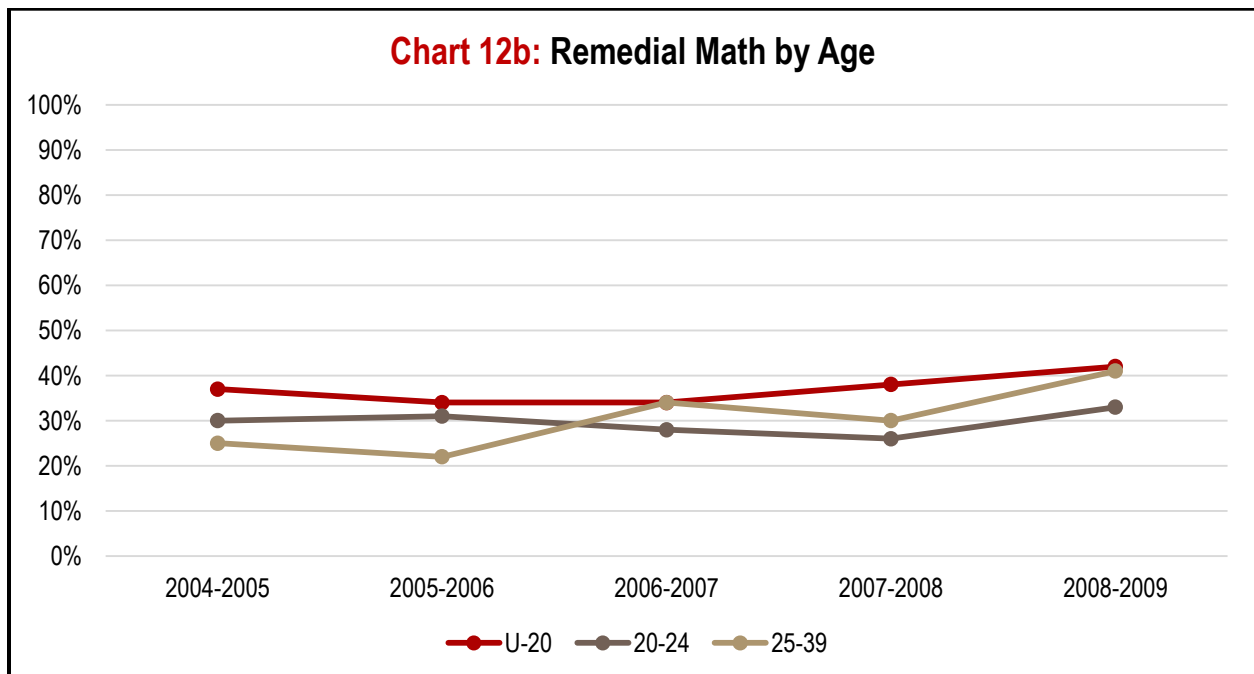


Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

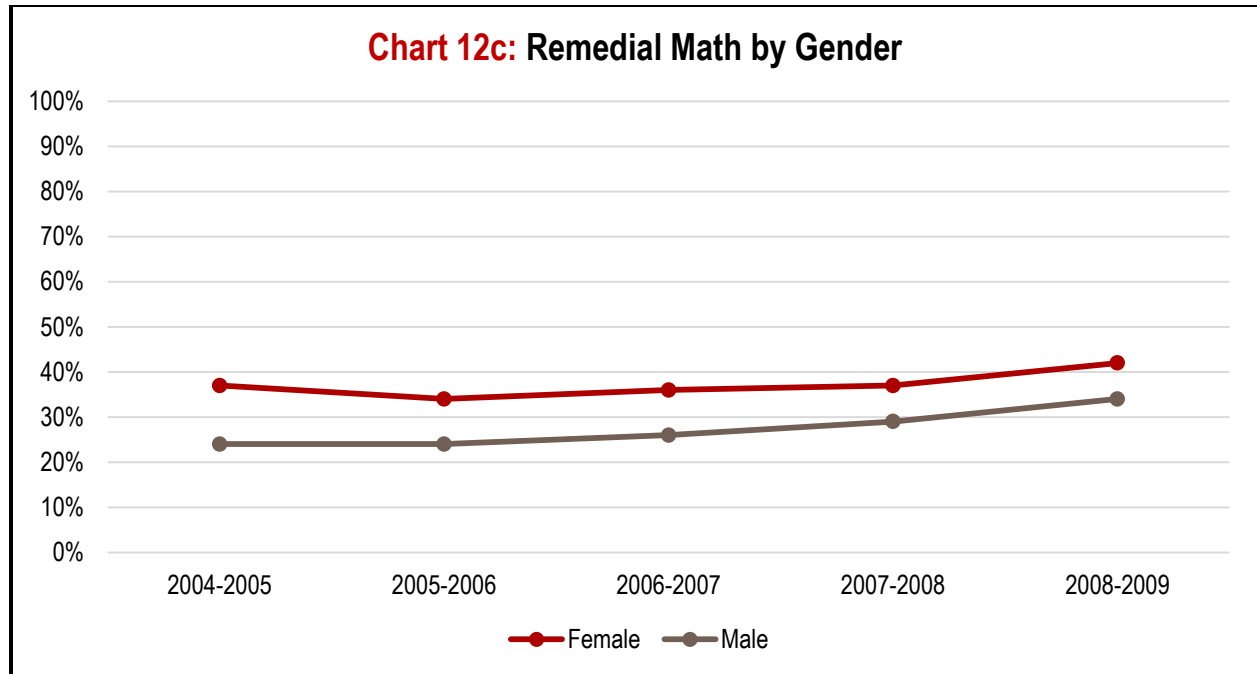
The following is a five-year trend analysis by sub-groups.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



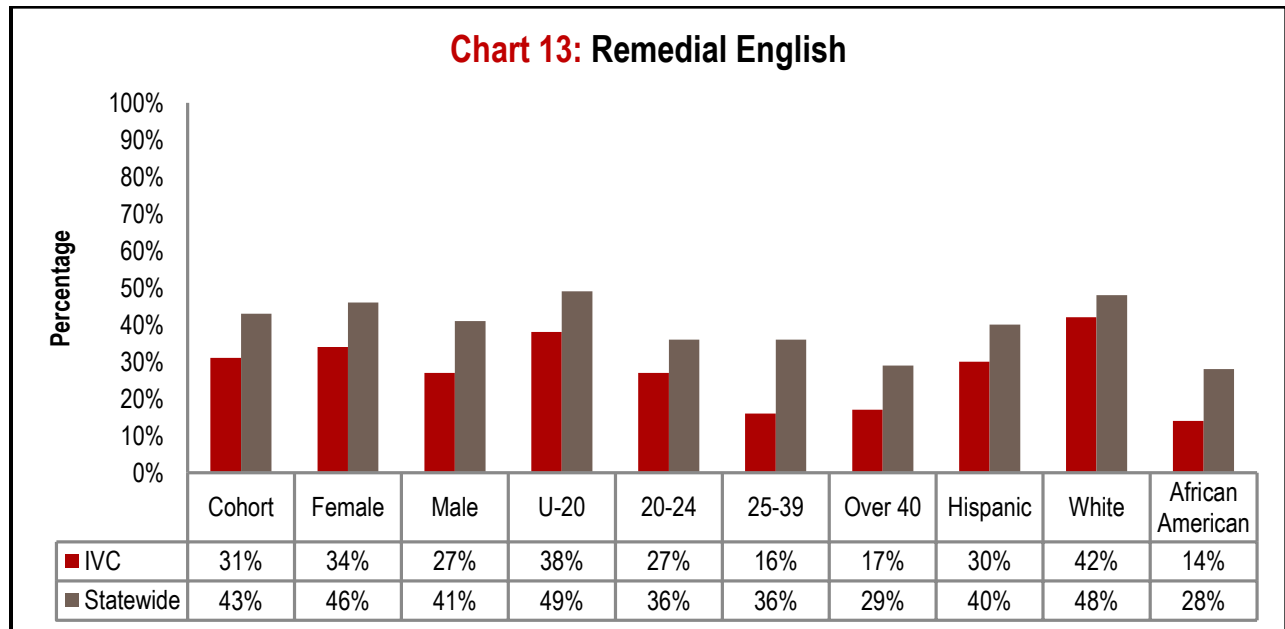
Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

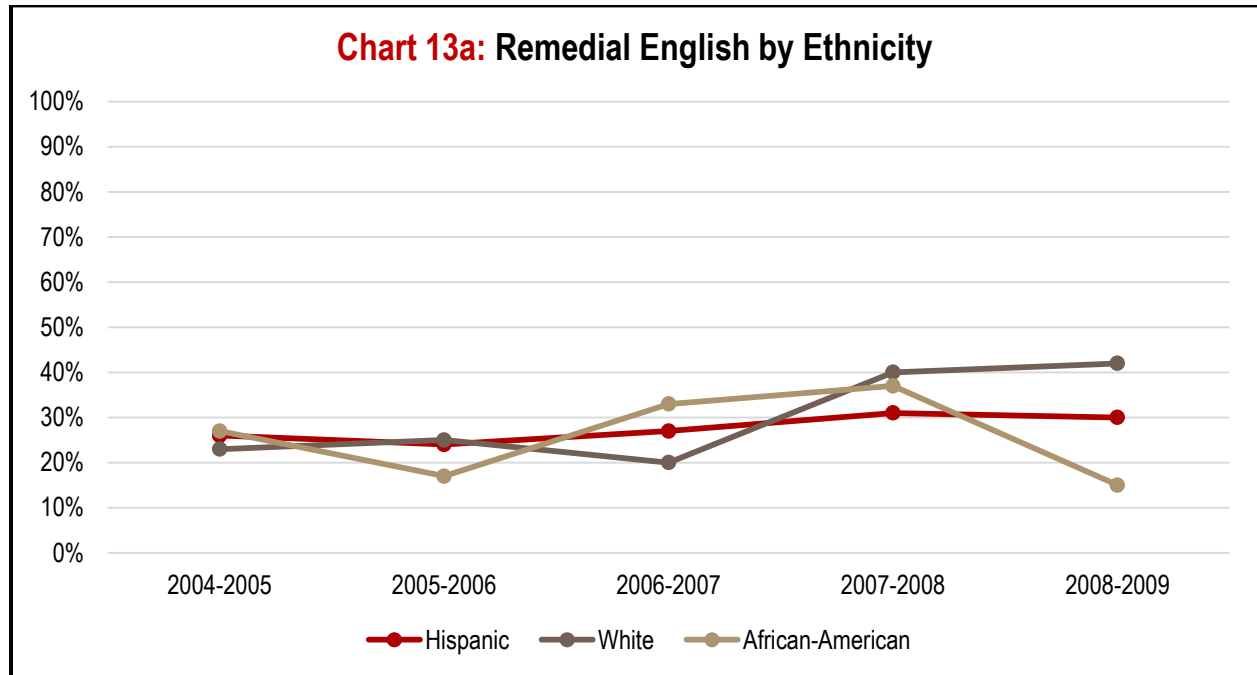
6. Students Who Enroll in Remedial English

This indicator measures the percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer in English during 2008-09 and completed a college level course in the same discipline.

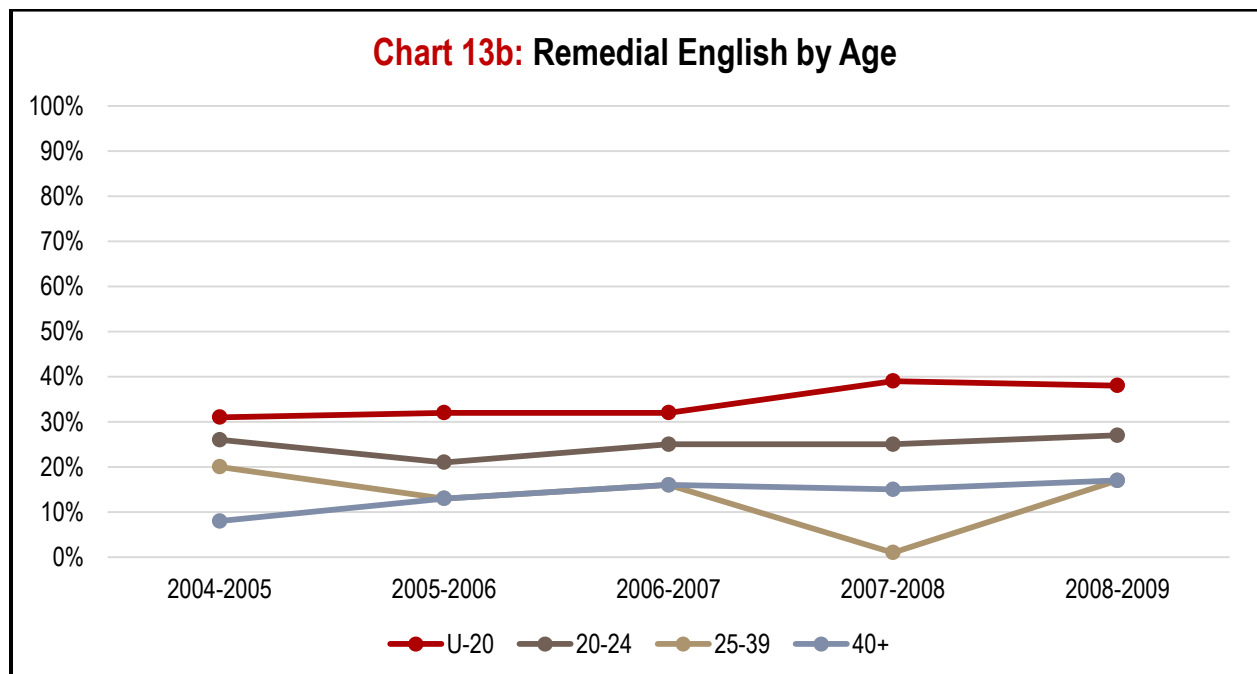


Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

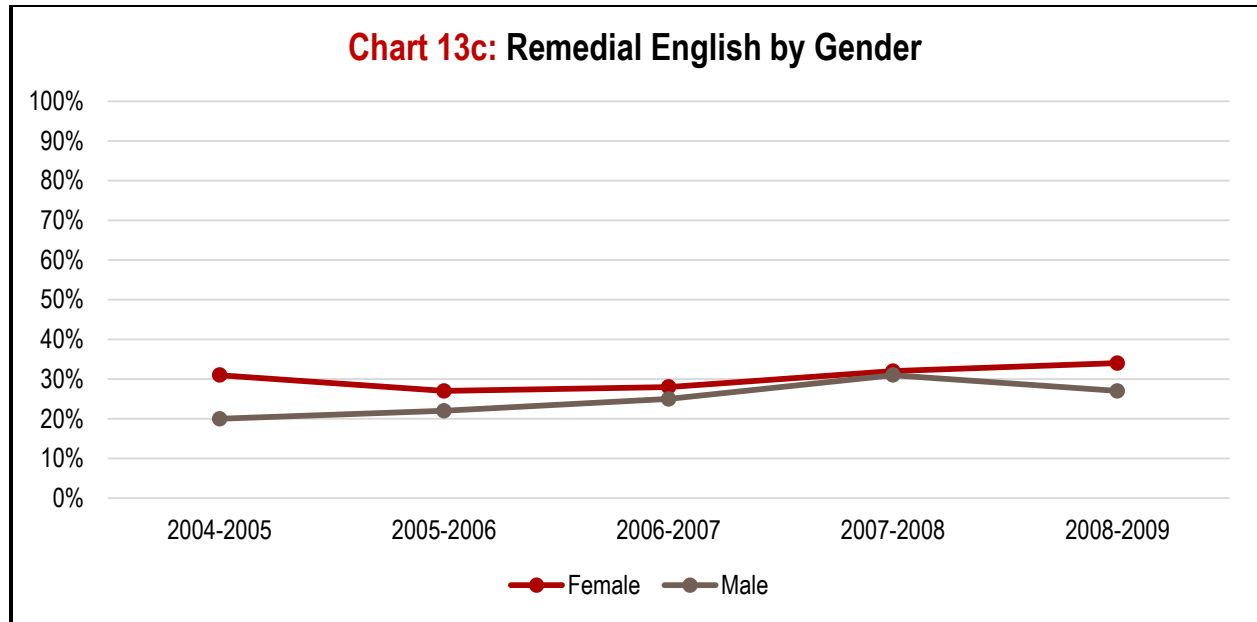
The following is a five-year trend analysis by sub-groups.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



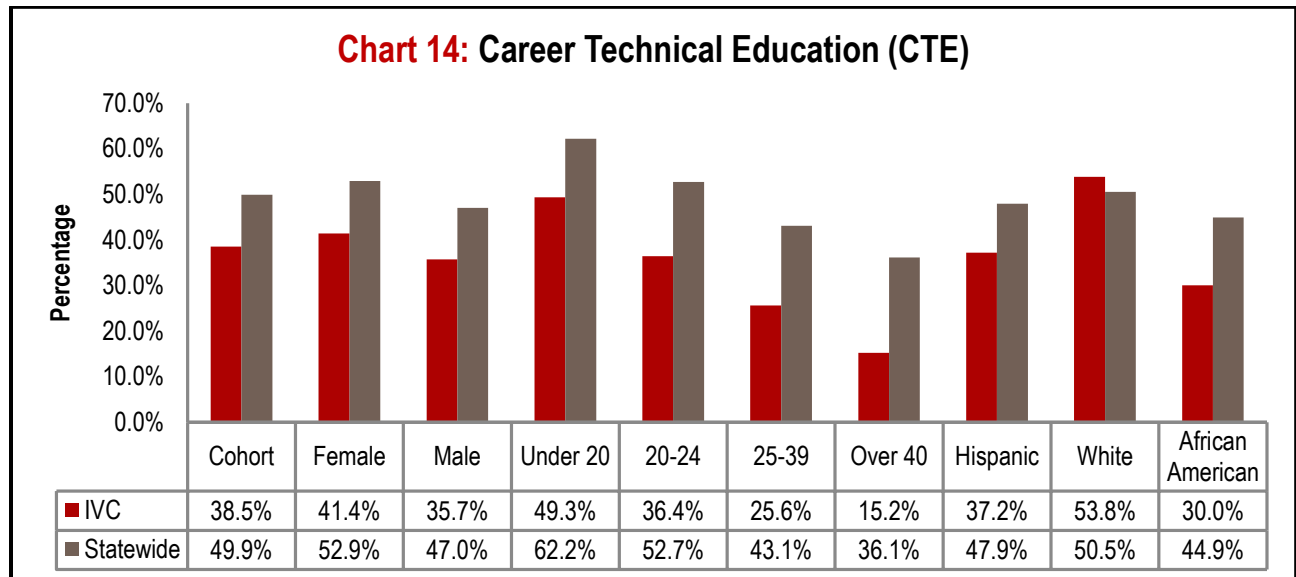
Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

7. Students Who Enroll in Career Technical Education

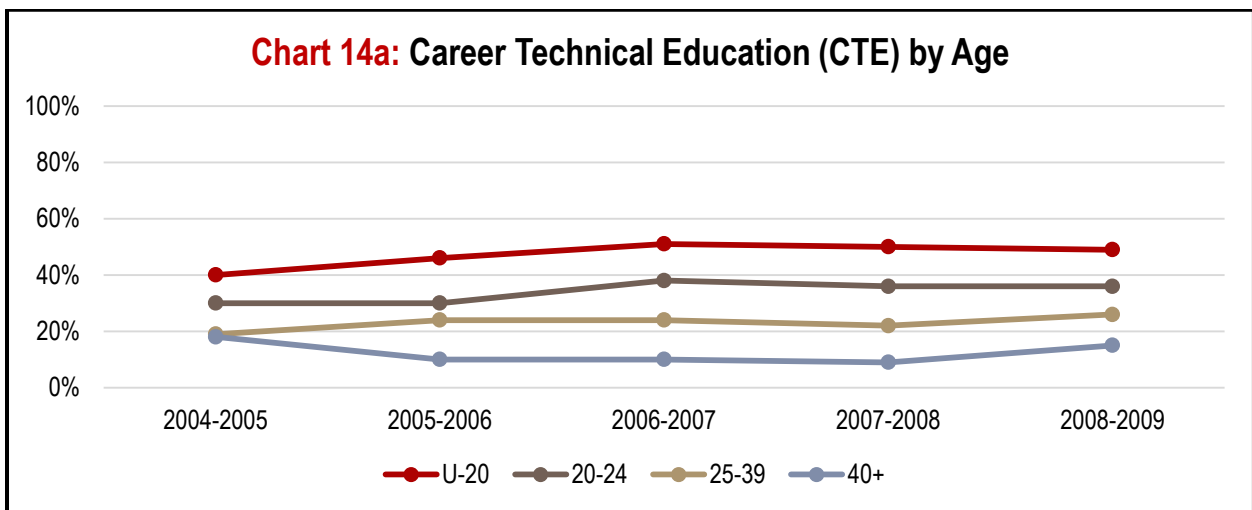
This indicator measures the percentage of students completing more than eight units in courses classified as career technical education in a single discipline for the first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate, or transfer related outcomes.



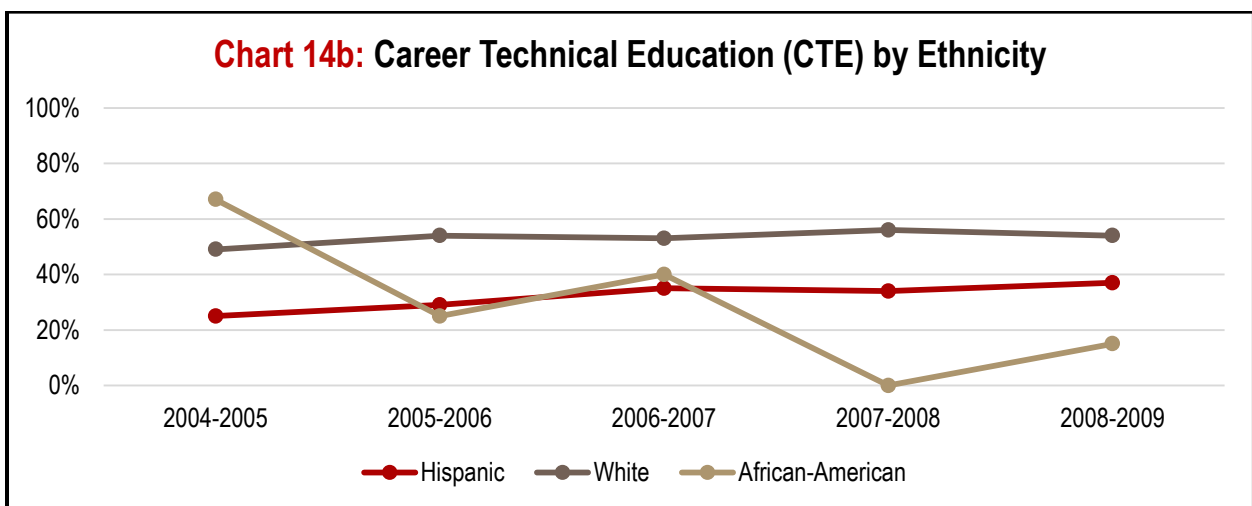
Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

An analysis of this data shows that IVC performs lower than statewide averages across all categories. However, this comparison does not accurately reflect the unique circumstances and demographics of Imperial Valley students. Imperial Valley has been recognized for years as the County with highest unemployment rates in the State and many times the nation (21% in August 2015). During the difficult recessionary times in the Country, the unemployment rates climbed to over 30%. Some national media outlets designated Imperial Valley as the Depression capital in the Country. Many students need quick job training to find jobs to sustain their families and consequently are less likely to complete traditional programs of study with degrees and certificates. These dynamics are different in the rest of the State.

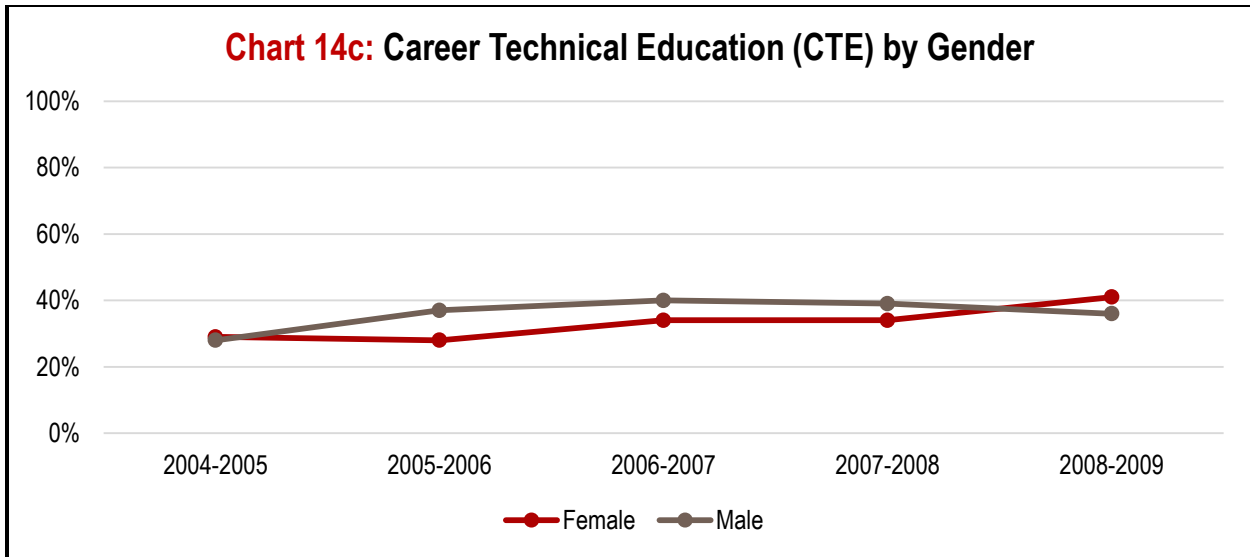
The following is a five-year trend analysis by sub-groups.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

4 Plan Framework

The Strategic Plan responds to and is built on the District’s vision, mission, and values. These foundational documents were discussed and revised to ensure they remain current in today’s environment. The plan includes five elements.

- **Vision.** The preferred future for the system.
- **Mission.** The core focus areas of the District.
- **Values.** Qualities and principles that will guide implementation of the plan.
- **Goals.** Directions for change.
- **Strategies.** Specific initiatives that will implement the plan.

The following statements guide all District activities and decision making processes:

Vision Statement

To provide quality education that enriches lives and builds futures.

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.

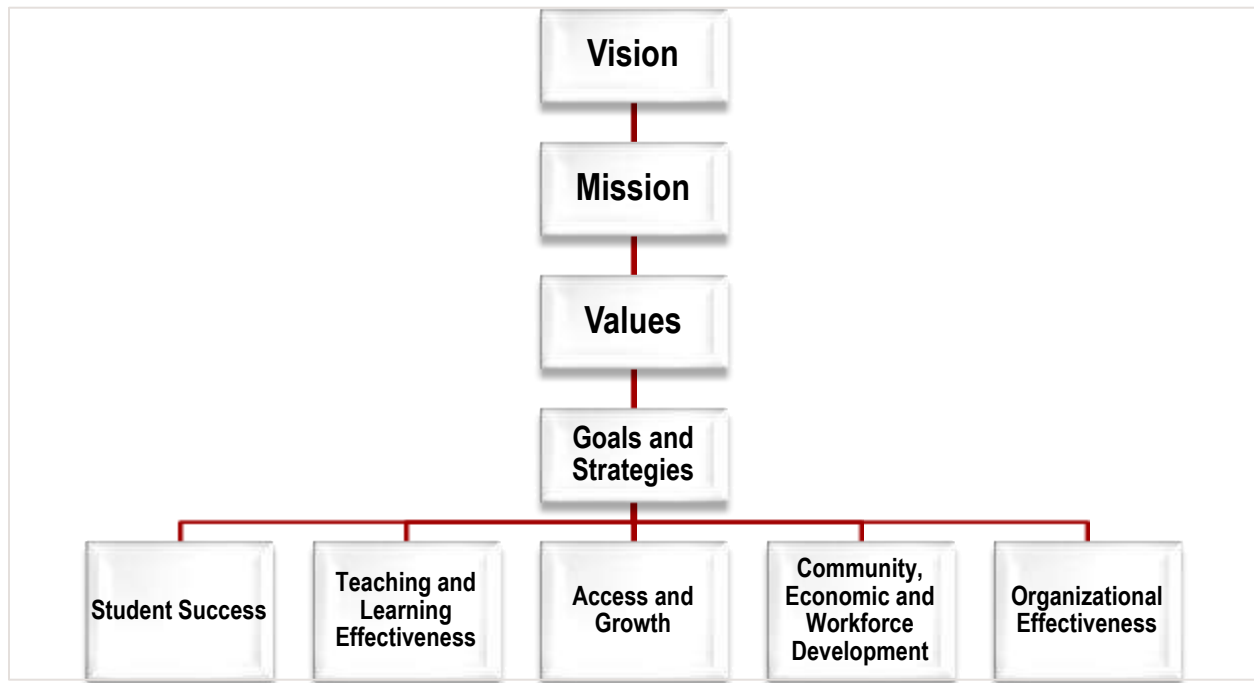
Values

As a student-centered organization, we will uphold the following core values:

- **Excellence:** Providing superior service and educational learning opportunities that provide, promote and enhance student learning and growth.
- **Integrity:** Guiding the college's actions with an internally consistent framework of principles that demonstrate forthright, honest and ethical behavior in all interactions.
- **Accessibility:** Building and creating an inclusive and accessible learning environment which provides equitable treatment for all, without discrimination.
- **Diversity:** Recognizing and valuing the strengths of our diverse backgrounds and perspectives in an environment that respects diverse traditions, heritages, and experiences.
- **Collaboration:** Encouraging recursive interaction of knowledge, experience and mutual learning of people who are working together toward a common creative goal.
- **Innovation:** Providing innovative approaches to learning, problem-solving and growth in response to a rapidly changing environment.
- **Fiscal Integrity:** Ensuring the fiscal integrity of the District to fulfill its mission.

The District's values provide the guidance and inspiration for implementing and maintaining programs to promote student success.

Strategic Plan Framework



5 Goals and Strategies

The 2015-2021 Strategic Plan comprises a series of strategies linked to the District's five primary goal areas: Student Success and Academic Excellence; Teaching and Learning Effectiveness; Access and Growth; Community, Economic and Workforce Development; and Organizational Effectiveness. Each strategy is designed to further the goal it addresses and to shape the future of the District and Imperial Valley College.

District Goals

A. Student Success

Our primary goal is to promote student success. We define success as students achieving their educational goals. This success is reflected in students' performance at Imperial Valley College as well as in their later achievements in education and the workplace. We also look at the intellectual skills that students develop while at Imperial Valley College, such as critical thinking and the ability and desire to engage in lifelong learning. Student success also measures the education of the whole person for engaging in an increasingly complex and interconnected world.

B. Teaching & Learning Effectiveness

We are committed to providing the highest quality instructional programs in transfer, career technical education and general education, using the best current and emerging instructional methods and technologies. The college promotes flexible teaching and learning methods to support the success of its diverse student population.

C. Access & Growth

As a community-based institution, Imperial Valley College strives to be responsive to the growing communities within the district. To meet the challenges of population growth, we pursue new delivery approaches to provide a high level of access to education. We also provide comprehensive support services to assure access by reducing or eliminating significant barriers and by promoting diversity. We are committed to ensuring that students from a wide variety of backgrounds have an equal chance to achieve their educational goals.

D. Community, Economic & Workforce Development

We seek to promote the health and economic vitality of the region. As a community resource, Imperial Valley College contributes to community life through partnerships, staff involvement in civic affairs, and programs that are open to the public. The college also supports economic development through its occupational programs and partnerships with business, labor, and industry.

E. Organizational Effectiveness

Our organizational processes play a critical role in student success and overall institutional effectiveness. Imperial Valley College will continually improve its organizational processes in order to enhance its institutional effectiveness and ensure its fiscal accountability and integrity.

Table 5.1 provides an overview of the plan goals and the strategies identified to achieve them. Imperial Valley College is a single college district; therefore, the words District and College are used interchangeably.

Table 5.1 OVERVIEW OF GOALS AND STRATEGIES

Goals	Strategies
A. Student success	A1. Focusing on Educational Goal Achievement. A2. Coordinated Strategy to Address Full-Time Younger Students A3. Closing the Achievement Gap A4. Comprehensive Student Support Services A5. Student Assessment A6. Capacity to Address Changing Community Demographics A7. Campus and Community Engagement
B. Teaching and Learning Effectiveness	B1. Distance Education B2. Enhanced Program Coordination and Development B3. Basic Skills Program
C. Access & Growth	C1. Enrollment Management Plans C2. Student-Centered Enrollment Process
D. Community, Economic & Workforce Development	D1. Responsive Economic Development and Workforce Preparation Programs D2. Community Philanthropy & Resource Development
E. Organizational Effectiveness	E.1 Institutional Capacity for Diversity E.2 Staffing E.3 Business and Human Resource Process Streamlining E.4 Participatory Decision Making E.5 Promoting Health, Wellness and Safety E.6 Professional Development E.7 Internal Communications E.8 External communications E.9 Organizational Culture and Values E.10 Sustainable Development Practices and Programs E.11 Prudent Financial Management

Goals and Strategies

A: Student Success

A.1 Focusing on Educational Goal Achievement

Provide support to help students achieve educational goals.

Students come to us with a variety of educational goals, from graduating with an associate degree, preparing for transfer to a four-year college, completing a certificate, enhancing their computational and literacy skills, and acquiring new job-related training. Student success is defined as the completion of their educational goals.

Imperial Valley College must do everything possible to ensure that students seeking degrees, certificates, transfer, and other educational objectives complete their goals in a timely and effective manner.

Future Directions:

- Review all District and college processes and procedures related to educational goal achievement; identify and address those that may act as obstacles to student goal completion.
- Communicate effectively with students about the importance of achieving their educational goals and provide specific data about the related earning differential that can be achieved through certificate or degree completion.

A.2 Coordinated Strategy to Address Full-Time Younger Students

Coordinate and deliver services to support needs of younger students.

Younger students are the majority of full-time students at Imperial Valley College. The college provides a wide range of programs and services to meet the needs of these students, yet the delivery of these services has not been coordinated in a systematic way. Programs and services must be organized and focused in a manner such that these students are supported from their initial inquiries to attend, through enrollment and orientation and their first, and possibly second, year of classes. Activities which improve student success for this group will have a significant impact on all students and practices throughout the District.

Future Directions:

- Continue and expand the use of best practices to develop educational strategies to meet the needs of younger students; encourage use of innovative and culturally responsive practices.
- Compile and summarize best practices from institutional research, the education initiative, and the basic skills initiative; disseminate this information widely among faculty, administrators and support staff.
- Provide incentives for faculty to serve as mentors for younger full-time students.
- Establish a pilot mentor-mentee program in which younger full-time students are paired with faculty to provide advice and guidance about studying and navigating the institution.

A.3 Closing the Achievement Gap**Identify and remove obstacles to student achievement.**

Imperial Valley College has a unique student body and achievement rates vary significantly. These gaps in achievement may be attributed to cultural differences, student preparedness, basic skills knowledge and other factors. Imperial Valley College must prioritize efforts to identify obstacles to achievement, remove them, and adapt its courses, programs and services to support success for all students.

Future Directions:

- Continue to implement best practices, considering all factors such as age, culture, preparedness, and other factors and assess the results based on student outcomes.
- Develop an accurate profile of incoming students' academic preparedness.
- Provide individual and group tutoring and skill-building classes to help students address gaps in academic preparedness.
- Conduct student surveys and polls to identify possible causes or explanations for achievement gaps and to construct potential solutions.
- Conduct student surveys and polls of high performing and low performing students in a particular group and compare their responses in order to construct potential solutions to the achievement gap in that group.
- Evaluate the orientation process to address the specific needs of different groups of students.

- Ensure that all new Imperial Valley College students have an educational plan that, using their assessment profile as a starting point, outlines the sequence of courses and activities needed for them to achieve their educational goal.
- Hold an Imperial Valley College symposium to discuss achievement gap data and explore approaches to closing the gaps identified.

A.4 Comprehensive Student Support Services

Provide all students with access to high quality, comprehensive student services appropriate to the needs of each student.

Student support services are essential for students to be successful in higher education. It is critical that students are able to access the services wherever they are—on or off campus and during daytime and evening hours. It is important that student services evolve to meet the needs of current students. Services must be planned and coordinated across the District. Faculty are an essential component in linking students with appropriate support services. A timely referral of support services to a student at the earliest sign of need can have a significant impact on a student's success.

Future Directions:

- Effectively communicate to faculty and staff the availability of student services so they can redirect students appropriately.
- Update directory of student services regularly and make sure the updates are disseminated widely.
- Coordinate student service solutions across the District to provide continuity and address common academic support needs.
- Strengthen support services to meet the varying needs of all students including veterans, displaced workers, re-entry students, and other groups with distinct needs.
- Enhance access to student services for distance or online/hybrid learning students and students who attend classes during evening hours.
- Develop student services that emphasize peer-to-peer activities and train students to help other students.
- Make student services more visible and accessible.

A.5 Student Assessment

Enhance student needs assessment for individual educational planning and for institutional planning and use the results to adapt programs and services.

Individual assessments provide students with guidance and counseling to accurately determine their skills and identify which courses and instructional modes will best support learning. Collectively, this assessment data can inform the District of changing student needs and provide a better understanding of student success factors. In addition, the District should survey non-completers to better understand the factors that contribute to a student's early departure.

Future Directions:

- Enhance counseling and guidance through technology and other means to support students in the identification and selection of appropriate course levels and instructional modalities.
- Provide regular and ongoing independent objective assessments of changing student needs and communicate these needs to District leadership.
- Assess non-completers to understand the reasons why they do not finish and study how we can improve completion rates.

A.6 Capacity to Address Changing Community

Demographics

Implement a range of strategies to ensure that the college adapts to the rapidly changing needs of our communities.

Currently, our student population ranges from high school youth to mid-career adults to seniors. 90.2% of our students are Latino, 1.9% are White, .3% are Asian, and .4% are African American.

Almost 60% of our students are female. These demographics will change as the region grows dramatically over the next 15 years. Our students continue to express different learning needs and aspirations. New students often have different educational expectations and varying levels of preparedness for college. Many re-entry students are not prepared for the current learning environment and need to refresh their study skills. Some need to learn how to use technology so they can enroll and access courses and services.

To serve our students well, we must understand their distinct needs and anticipate and provide support. We must examine student demographic data and use it to help target the design and delivery of program services.

Future Directions:

- Ensure that faculty and staff reflect the changing demographics of the Imperial Valley College service area.
- Examine data about our changing student demographics; update student services to reflect changes in student demographics.
- Provide information to the public about our college in multiple languages as needed.

A.7 Campus and Community Engagement

Provide a variety of engagement opportunities on campus, online, and in the community.

Students engaged in campus activities are better informed and more likely to use services that contribute to their success. A vibrant campus life encourages participation and provides opportunities for students to apply the critical thinking skills developed in the classroom to real world discussions with their peers, staff, faculty, and community members.

Along with meeting educational and workforce needs, the District should strive to challenge and advance all students. Within existing programs and services, the District should strive to help students become well-rounded individuals who continue to grow their knowledge and skills and are contributing members of their community.

Future Directions:

- Strengthen and increase opportunities for students to engage in activities based in the community including internships, hands-on-learning experiences, and service activities.
- Enhance our campus climate to make it desirable and attractive to our student population to ensure that they remain connected to and engaged in the educational and social college experience.
- Continue to explore ways in which the campus hour can enhance the educational and social college experience of our student population.
- Provide programs and activities that help students develop a global perspective.
- Engage in a discussion regarding the implication of reduced funding on the ability of Imperial Valley College to support life-long learning.

B: Teaching and Learning Effectiveness

B1. Distance Education

Support high-quality distance education as an option for increasing access and promoting student success.

As the use of distance education has increased over the past five years, so has the need to support the development of distance education and to leverage innovations and best practices across the District. Distance education classes must continue to share the same high standards as traditional classes, and the colleges must help students develop the skills needed to keep pace with changing technology. Staff and faculty must also receive support to ensure their proficiency in the use of these technologies.

Future Directions:

- Integrate planning for distance education course and program offerings in existing college educational planning processes.
- Conduct ongoing assessments of student success for distance education students using accepted student achievement standards.
- Continue developing and providing professional development to maintain and improve high-quality distance education classes and programs.
- Continue developing and providing professional development for the mastery of technology in response to changing technology, software applications, and educational innovations.

B2. Enhanced Program Coordination and Development

Facilitate the development of new programs and courses through collaborative decision making.

With rapidly changing community and workforce needs and legislative requirements, including the transfer degree legislation (SB 1440), the District should facilitate and support the effective development of new programs and courses through collaborative decision making.

Future Directions:

- Work closely with transfer institutions to develop programs that support career and academic advancement and ease transfer to receiving institutions.

- Coordinate with labor, business and industry partners to develop programs that support workforce development needs.
- Work with K-12 and adult education providers to articulate with community college programs.

B3. Basic Skills Program

Support basic skills program.

Students increasingly need basic skills courses and training, from math courses to computer skills. The basic skills program provides a foundation of knowledge needed for students to achieve learning outcomes as they move through their course work. The District needs to increase communications to students and faculty about the program in a positive, supportive manner to encourage participation and reduce any stigmas or negative perceptions associated with being a “basic skills” student.

Future Directions:

- Continue developing and adapting teaching styles and methods to improve student success in basic skills classes.
- Continue developing counseling strategies that help students see how basic skills classes provide the needed preparation for them to be successful in college-level classes.

C: Access and Growth

C1. Enrollment Management Plans

Update enrollment management plans, facilities plans, and instructional plans.

The annual growth of Imperial County is currently averaging 1.4%. Planning for enrollment is challenged by budget uncertainties. Enrollment predictions show growth in student populations; however, it is unclear whether the budget will accommodate all of these students.

These plans will help Imperial Valley College determine how to respond to increasing enrollment while continuing to provide and ensure access to high quality programs and services. As we make changes to enrollment, programs and services, we must evaluate how these changes will impact the District as a whole, including faculty, staff, facilities and budget capacity.

Future Directions:

- Continue to develop campus facilities to maximize access to programs and services throughout the District.
- Assess course and program schedules to confirm that students can enroll in essential courses in order to complete their certificate or degree requirements within a specific time frame.
- Coordinate program and course offerings in distance education to maximize student choice and access.
- Evaluate impact of new programs on enrollment; consider unintended consequences such as increased costs, competition for facilities, and impact on staff and faculty capacity.
- Expand use of data to inform program offerings, number of classes, method of delivery and location.

C2. Student-Centered Enrollment Process

Ensure that all students attracted to the college can successfully register for classes and access needed support services.

The ability to retain students attracted to the college's high-quality programs is often limited by difficulties with enrollment, course selection and financial aid processes. Addressing these difficulties can have a positive impact on student enrollment and retention and encourage high-need students to seek career and educational advancement opportunities. Students are often overwhelmed by the volume of information provided and the choices required. Students need help prioritizing essential activities such as orientation.

Future Directions:

- Evaluate and improve the enrollment experience, including registration, assessment, orientation and placement, to ensure that programs and services can be easily accessed and used by all students.
- Evaluate and improve the online orientation process to help students fulfill the mandatory orientation requirement.
- Improve orientation process for new and returning students.
- Review and adjust enrollment prioritization to facilitate student completion.
- Maximize course time format and schedule flexibility to increase student access.

D: Community, Economic and Workforce Development

D1. Responsive Economic Development and Workforce Preparation Programs

Continue to develop effective and relevant career and technical education programs in collaboration with external partners.

To keep pace with the growing demand for employees with career and technical skills, the District must develop and provide responsive programs that include collaborations with business, labor and educational partners in the region.

District courses and programs must prepare students for the challenges they will encounter in the 21st century global economy.

Future Directions:

- Develop alliances and partnerships with employers and professional organizations to leverage resources and ensure that courses and teaching methods remain relevant and responsive to community needs.
- Include local businesses, labor organizations, government agencies, and chambers of commerce in the development of an economic and workforce development strategic plan and regular updates.
- Develop strategies to provide stable funding for career and technical programs that require intensive infrastructure, specialized equipment and maintenance.
- Develop business and labor partnerships to enhance career pathways for students.
- Increase partnerships with businesses, community organizations and public agencies to meet community, economic and workforce needs and serve as a force for positive change.
- Determine what resources are needed to maintain and enhance career technical programs and create a plan for securing these resources.
- Continue to support and encourage career technical education and high school articulation.
- Maintain familiarity with employment data for Imperial County and the greater region.

D2. Community Philanthropy and Resource Development

Work Closely with the College foundation to secure additional funding resources.

The College foundation plays a critical role in securing additional funds and resources. District efforts to regularly communicate priorities and results can increase the foundation's effectiveness at maintaining and growing positive relationships with current and potential donors.

Future Directions:

- Stimulate private giving to support student and faculty needs that current funding sources are unable to cover.
- Explore options for ongoing revenue streams to enhance District resources.
- Build and strengthen the annual fund.
- Expand the donor base for Imperial Valley College.
- Strengthen the District's resource development plan.

E: Organizational Effectiveness

E1. Institutional Capacity for Diversity

Strengthen and expand the ability of all employees to work and communicate effectively with people of diverse backgrounds and life situations.

To best serve our unique population, District employees must demonstrate cultural awareness and understanding of all groups. The District can support the successful development of this skill by providing training that addresses intercultural interaction and increases employee participation and understanding.

Future Directions:

- Increase training and professional development opportunities for all employees to develop their abilities to interact effectively with all students and with one another.
- Increase emphasis on cultural competency and emphasize the need to have high expectations for all students.

E2. Staffing

Attract, recruit, and retain the most qualified employees and assure that staffing levels keep pace with new facilities and the growing number of students being served.

The District is poised to have a substantial portion of its senior workforce retire over the next several years. Activities must begin now to prepare for this and ensure that valuable institutional knowledge is not lost. New employees will need to be quickly oriented to the values and culture of the college.

Future Directions:

- Review the District's recruiting process to ensure it is strategic and responsive to attracting employees that reflect the region's demographics.
- Review new employee orientation at the college to ensure that it emphasizes the organizational culture and values.

E3. Business and Human Resource Process Streamlining

Use technology and other methods to streamline processes and increase efficiency.

Process improvements can redirect resources from administrative activities to core educational needs. Technology-based systems can allow for streamlined data collection and information sharing across the District. These systems and other methods will be most effective if the District emphasizes a user-based approach to defining streamlining needs and methods.

Future Directions:

- Continue to emphasize customer service as a core principle in working with employees.
- Increase the effectiveness of how data is shared and used to better inform decision making.
- Increase organizational flexibility and agility to address the rapidly changing funding climate.
- Continue to integrate the strategic plan with the budgeting process.
- Improve internal Information Technology (IT) to facilitate data integration throughout the District.

E4. Participatory Decision Making

Provide opportunities for constituent groups to participate in College decision making processes.

Participatory decision making is a core value of the College. The College has supported this effort to enhance participatory decision making capacity by providing training and support for the interest-based approach to problem solving. The College should continue this commitment and explore additional methods and best practices to enhance their participatory decision making processes.

Future Directions:

- Strengthen and clarify communication processes and encourage open dialogue across all constituencies.
- Promote greater consistency and effectiveness in all participatory processes.

E5. Promoting Health, Wellness and Safety

Promote health, wellness and safety and increase wellness opportunities for all students, faculty, staff and community members at Imperial Valley College.

The District is committed to the ongoing safety of its students, employees and visitors. By regularly reviewing workplace and campus safety policies and procedures and making needed improvements, the District supports a high level of safety and security. The District also conducts emergency preparedness and recovery planning to minimize damage and disruptions during potential disasters and emergency situations.

Future Directions:

- Enhance policies and activities that promote workplace health, wellness and safety for all employees and students and safety for visitors.
- Review and implement security and safety measures on campus to enhance safety.
- Encourage wellness activities for students, staff and faculty.
- Support and institutionalize activities that help staff and faculty manage work stress.
- Provide training to staff and faculty to help support students in distress.

E6. Professional Development

Provide professional development opportunities designed to support student success in and out of the classroom.

To fully support student success at the College, it is necessary to offer a range of professional development options to faculty and staff to ensure that every employee is adequately prepared to teach and support Imperial Valley College students. In addition, the College must provide increased support to assist faculty to better utilize the existing professional development opportunities.

Future Directions:

- Provide professional development and ongoing feedback to support the use of educational practices that are effective for all learners.
- Conduct regular assessments to identify professional development needs for all employees and implement programs based on results.
- Continue developing and providing professional development and training to promote and support career advancement.
- Continue developing and providing professional development for the mastery of technology for all employees.
- Increase training and mentorship opportunities for staff and faculty.
- Improve access to professional development opportunities.

E7. Internal Communications

Increase communications at all levels to raise awareness and improve efficiency.

The District can achieve greater efficiencies by increasing internal communications. Good programs may not be fully utilized simply because students aren't aware they exist. Effective communications will ensure that faculty and students are aware of student services and how to obtain support.

Future Directions:

- Increase internal communications at all levels to increase awareness and improve efficiency.
- Strengthen timing and distribution of information to maximize efficiency of communications.
- Provide clear communication to employees about fiscal issues.

E8. External Communications

Continue District efforts to communicate with our external partners and constituencies on a regular basis.

Imperial Valley College provides essential resources to Imperial County and the District must regularly “tell our story” to community members, employers, schools, organizations, and the general public. This information also needs to be updated regularly to communicate results being achieved and to demonstrate the District’s responsiveness to the region’s changing educational and workforce needs. Through effective communications, the District has established key partnerships with schools and employers and built a strong base of support with the public.

Future Directions:

- Continue regular communications with local partners and the public to increase awareness of the breadth and scope of opportunities available at the college.
- Update these communications so that partners and the public are aware of the District’s efforts to respond to current educational and workforce needs.

E9. Organizational Culture and Values

Transmit our culture and values to new employees and new cohorts of students.

There are challenges to preserving our institutional culture and values in part because one quarter of the workforce is near retirement. Another factor is that incoming students may need help understanding the organization’s culture and values. Each year another cohort of students arrives unfamiliar with the existing college culture and values. The District wants to sustain and enhance the culture and values that help it achieve positive outcomes. The District should model and communicate its values and culture at all levels to pass them on to new employees and students.

Future Directions:

- Increase efforts to communicate organizational values to new employees and students.
- Model our culture and decision making, and embody values in day-to-day work.

E10. Sustainable Development Practices and Programs

Create a district-wide vision for sustainability and integrate this vision into courses of instruction as well as District business practices and operations.

Along with demonstrating leadership in education, the District as an influential institution in the region must also demonstrate leadership in energy and resource conservation and other activities that can support regional efforts to achieve a sustainable future.

Future Directions:

- Create a vision for sustainability for the District.
- Increase energy conservation efforts and use of renewable energy.
- Expand incorporation of sustainability in District business practices and operations.
- Expand curriculum offerings in sustainable development and green technology.
- Expand waste reduction systems.
- Support public transit and use of other alternative transportation modes for all Imperial Valley College students and employees.

E11. Prudent Financial Management

Exercise prudent financial management.

The economic recession of 2008 has dramatically altered the financial landscape for educational institutions throughout the state. The District continues to recover economically through cautious financial management and measured risk taking. While conservative in financial matters, the District continues to be a leader in innovation and consistently demonstrates strong business acumen in using and leveraging its resources to better serve its students and the community.

Future Directions:

- Continue to exercise the prudent approach that has helped Imperial Valley College maintain its current financial stability.

6 Implementing the Strategic Plan

The Imperial Valley College Strategic Educational Master Plan will be implemented in a manner that respects the participatory governance process of the organization. The plan is designed to provide the broad direction within which the college can develop its strategic and operational plans in responding to the population it serves.

The District's commitment to strategic planning is ongoing and has been thoroughly integrated into organizational processes. Each year, departments develop plans which present their goals and objectives from program review and report their accomplishments for each of the goals, providing accountability and helping the leadership to identify where progress still needs to be made. In addition, each planning cycle, the District prepares an Assessment of Institutional Effectiveness that presents the progress made on the strategic plan's stated objectives for each of the goals. The Annual Plans and Assessment of Institutional Effectiveness help maintain focus on the strategic plan as a critical tool for managing the college.

The objectives and lessons of the program review and environmental scan will continue to be integrated into elements of the Strategic Educational Master Plan. Student learning outcomes will also serve as key drivers for strategic decision making for academic courses and programs, student support services, and institutional processes.

The Context of the Strategic Educational Master Plan

The Imperial Valley College Strategic Educational Master Plan is a reflective evaluation of where the college has been, where it is now, and where it might plan to be in the future with respect to providing services to students and the community. The analysis presented in this document is based on a combination of data and the collective knowledge of faculty, staff, and administrators with respect to predicting the future needs for the college.

The Plan's projections represent a best analysis for what the college might consider doing in the next six years and will be updated as needed in response to changes that may occur during the six-year period.

The Board of Trustees

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