IMPERIAL COMMUNITY COLLEGE DISTRICT

EDUCATIONAL MASTER PLAN

2009 – 2010

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IMPERIAL COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

MR. CARLOS ACUÑA, President of the Board
Trustee from area which includes Central Union High School District

MR. RUDY CARDENAS, JR.
Trustee from area which includes Brawley Union High School District

MRS. NORMA SIERRA GALINDO, Clerk of the Board
Trustee from area which includes Holtville Unified School District

MR. JERRY D. HART
Trustee from area which includes Imperial Unified School District

MR. ROMUALDO MEDINA
Trustee from area which includes Calipatria Unified School District

MS. REBECCA L. RAMIREZ
Trustee from area which includes San Pasqual Unified School District

MR. LOUIS WONG
Trustee from area which includes Calexico Unified School District

EDUCATIONAL MASTER PLANNING COMMITTEE

Kathy Berry	Vice President for Academic Services
Dr. Victor Jaime	Vice President for Student Services
Dawn Chun	Institutional Research Analyst
Linda Amidon	Administrative Assistant, Academic Services
Suzanne Gretz	Division Chair, Behavioral & Social Sciences
Valerie Rodgers	Division Chair, Business
David Zielinski	Division Chair, English
Dr. Melani Guinn	Division Chair, Humanities
Dr. Lianna Zhao	Division Chair, Science, Math, Engineering
Dr. Toni Pfister	Faculty, Exercise Science and Wellness; Coordinator, SLOs
Tina Aguirre	Associate Dean of Nursing Education and Allied Health
Dr. Taylor Ruhl	Associate Dean of Library and Learning Services
Ted Ceasar	Associate Dean of Disabled Students Programs and Services
Gonzalo Huerta	Dean of Instruction for Applied Science
Frank Rapp	Dean of Instruction
Efrain Silva	Dean of Instruction for Extended Campus
Jan Magno	Dean of Financial Aid & State Programs
Allyn Leon	Faculty, Math
David Drury	Division Chair, Exercise Science/Wellness/Sport
Frances Beope	Lead Counselor
Jesus Esqueda	Counselor
John Lau	Vice President for Business Services
Jose Lopez	Division Chair, Industrial Technology
Mary Lofgren	Counselor
Michael Heumann	Faculty, English; Distance Education Coordinator

SUBCOMMITTEE STRUCTURE

The following subcommittees were formed to review and summarize the requests in the program review documents.

Part 1 Annual Program Review

Jan Magno
Allyn Leon
Ted Ceasar
Tina Aguirre
Val Rodgers
Melani Guinn

Part 2 Comprehensive Program Review

Suzanne Gretz
Frank Rapp
Kathy Berry
Frances Beope
David Zielinski
David Drury

The subcommittees below were assigned to make recommendations to the EMPC to help prioritize program review requests.

Professional Development Plan

Gonzalo Huerta
Allyn Leon
Ted Ceasar
Travis Gregory (consultant)

Marketing Plan

Efrain Silva
Ted Ceasar
Mike Nicholas
Bill Gay (consultant)

Staffing Plan

Val Rodgers
Jan Magno
Linda Amidon
Travis Gregory (consultant)
Suzanne Gretz
Kathy Berry

Facilities Plan

Jose Lopez
Rick Webster
John Lau
Allyn Leon (replaced Lianna Zhao)
Melani Guinn
David Drury
Kathy Berry (replaced Gonzalo Huerta)
(Jimmie Sanders after prioritization)

SLO Plan

Frank Rapp
Toni Pfister

Technology Plan

Tina Aguirre
Michael Heumann
Robin Ying
Jeff Cantwell
Gordon Bailey
David Zielinski
Taylor Ruhl

INTRODUCTION

The 2009-2010 Educational Master Plan (EMP) arose from the inclusive planning process that was developed for the 2008-2009 academic year. This planning process has since been refined in an ongoing effort to develop a systematic and sustainable planning process for Imperial Valley College (IVC).

The EMP consists of five sections. The first includes IVC's mission, purpose, values, and institutional student learning outcomes, followed by its 2009-10 goals and objectives**.**

The second section is a summary of the planning process for 2009-2010, including a timeline for implementation, charts that illustrate how the process works and the alignment of the committees involved directly or indirectly in the process, and improvements that have been made to the planning process.

The third section updates the 2008-2009 Environmental Scan.

The fourth section includes an update on SLO progress at the instructional, non-instructional, and institutional levels. It also outlines plans and recommendations for 2009-2010.

The EMP concludes with recommendations, which will become the basis for updating the facilities plan and the technology plan. These recommendations will also drive three new plans – the staffing plan, marketing plan, and professional development plan. Together these five plans will provide a foundation for the budget and fiscal plan, which ultimately will establish the direction of the District's strategic plan.

MISSION, PURPOSE, VALUES, ISLOs, GOALS AND OBJECTIVES

MISSION

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.

The mission statement was developed during the 2001-2002 academic year by representatives from all IVC employee groups and by representatives from local businesses, industries, government, and the community at large. It was adopted by the Imperial Community College District (ICCD) Board of Trustees on May 22, 2002, and serves to define IVC, its purpose within the postsecondary education arena, its place in workforce and economic development, and its contribution to the structure and makeup of our community. The college community has embraced the mission, which has become a basis for identifying and defining IVC's commitment to student achievement. In an effort to track and measure our commitment to student achievement, IVC developed institutional student learning outcomes (ISLOs), which were adopted by the ICCD Board of Trustees on May 16, 2006. These ISLOs – communication skills, critical thinking skills, personal responsibility, information literacy, and global awareness—arose from IVC's mission statement and serve as a foundation for its commitment to education.

PURPOSE

The purpose of Imperial Valley College is to serve as a provider of postsecondary academic and career technical education at the lower-division level. IVC provides for associate degrees and certificates, transfer education, basic skills and English proficiency, economic and workforce development, noncredit education, and lifelong learning opportunities. It also provides opportunities for the Imperial Valley community to participate in community projects and the arts.

In fulfilling its purpose, IVC affords students the opportunity for upward social and economic mobility. As one of the more than one hundred California community colleges, IVC has as its purpose the same overarching purpose as the California community college system, to advance California's economic growth and global competiveness through education, training, and services that contribute to continuous workforce improvement.

VALUES

The core values of Imperial Valley College are:

All people should have the opportunity to reach their full educational potential.
An educated citizenry is the basis for democracy.
A college should embrace diversity in all its forms.
A college should strive for innovation and creativity.
All people have the right to access quality higher education.
All people should have access to lifelong learning

INSTITUTIONAL STUDENT LEARNING OUTCOMES

As a result of their educational experience at Imperial Valley College, graduates will demonstrate the following institutional student learning outcomes:

Communication Skills
Critical Thinking Skills
Personal Responsibility
Information Literacy
Global Awareness

GOALS AND OBJECTIVES

GOAL ONE (*Student Success*): Enable students to attain their educational goals, including degrees and certificates, transfer, job placement and advancement, basic skills, and lifelong learning through curricula driven by student learning outcomes and emerging opportunities in the community at large

Objectives for Goal 1:

Obi 1.1 Increase successful course completion and degree/certificate attainment

Obj. 1.2 Improve student transfer success

Obj. 1.3 Increase basic skills success

Obj. 1.4 Improve the success rate of student enrolled in economic development and workforce training

Obj. 1.5 Continue to develop and implement a comprehensive plan to identify and assess student learning outcomes

GOAL TWO *(Excellence in Education*): Provide a college environment that attracts diverse, exceptional faculty and staff who support and respond to the higher education needs of the students and community

Objectives for Goal 2:

Obj. 2.1 Develop and implement curricula that respond to diverse student learning needs, changes in technology, transfer education, the economy, and the workplace

Obj. 2.2 Increase educational programs designed to meet employer needs in Imperial County and support emerging industries in career technical and transfer programs

Obj. 2.3 Improve collaboration between Imperial Valley College and local high schools to align curricula and improve student success in transfer and career technical education

GOAL THREE (*Develop Resources and Increase College Effectiveness*): Develop and manage human, physical and financial resources to improve organizational processes and effectively support the learning environment

Objectives for Goal 3:

Obj. 3.1 Ensure a safe and healthy campus environment for faculty, staff and students

Obj. 3.2 Develop and implement a resource allocation plan that leads to fiscal stability

Obj. 3.3 Implement processes to review and improve the college's organizational structure and operating procedures

Obj. 3.4 Implement an energy conservation plan using available budgetary resources

Obj. 3.5 Update the technology plan to include both the need for a robust technological infrastructure and the enterprise software to support the college processes

Obj. 3.6 Build new facilities and modernize existing ones as prioritized in the facilities master plan

PROGRAM REVIEW PLANNING PROCESSES

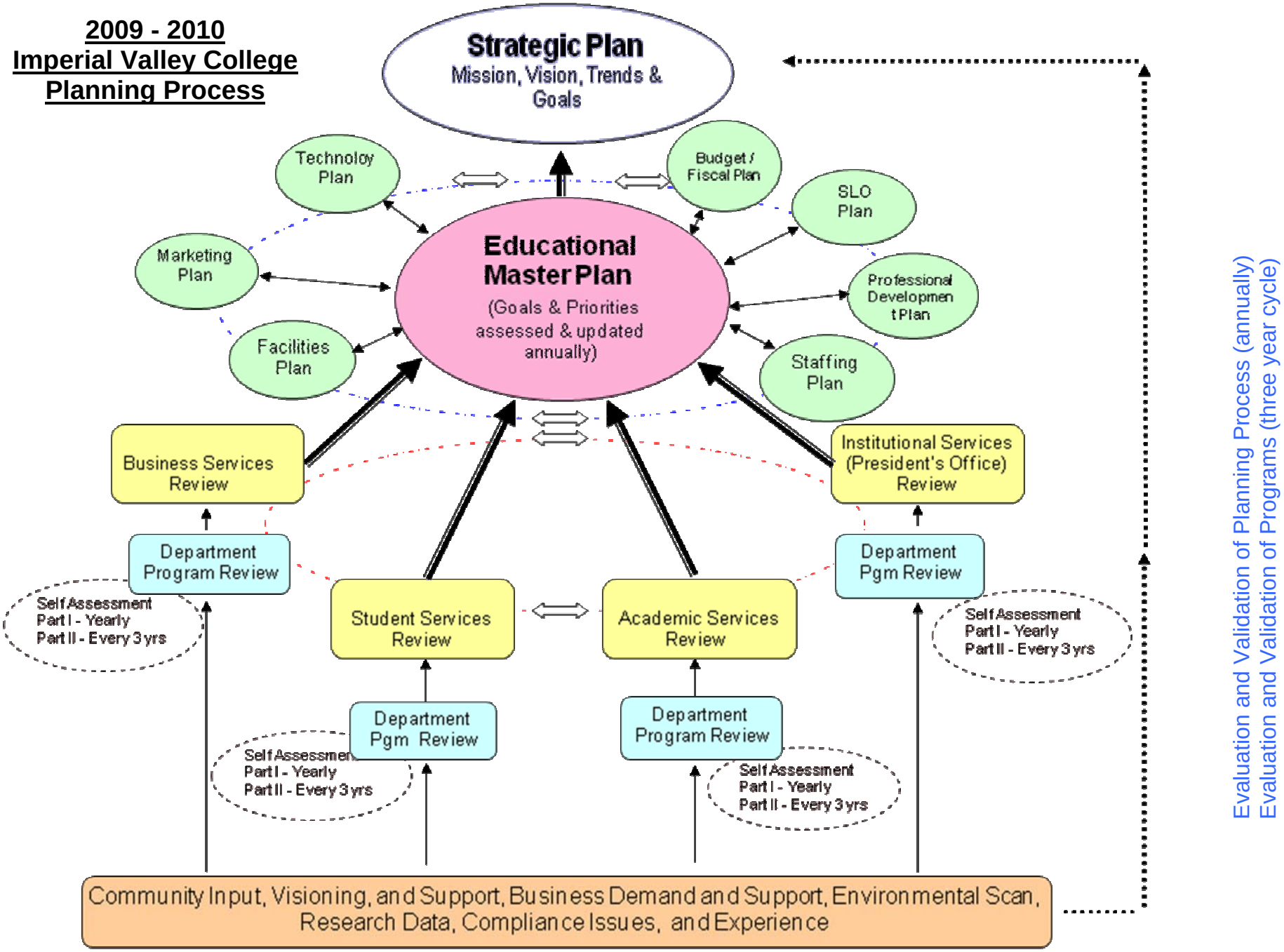
The 2009-2010 program review planning process is depicted below in the Program Review Planning Process Timeline, the Imperial Valley College Planning Process Chart, and the 2009-2010 Program Review Planning Stream Chart.

2009 - 2010 TIMELINE

August	Educational Master Planning Committee (EMPC) sends program review timeline to programs/departments through area vice presidents.
September	EMPC and area vice presidents provide training for completing annual and comprehensive program review forms.
	Vice president of academic services and researcher provide data to programs/departments scheduled to complete comprehensive program review.
	Programs/departments begin development of comprehensive program review.
October	Business office and IT provide budget template and guidelines to campus community for development of annual program review.
	Programs/departments begin development of annual program reviews.
November	Programs/departments complete annual program reviews.
December	Programs/departments submit annual program reviews to area vice president.
	Area vice presidents review annual program reviews and forward complete reviews to EMPC.
January	Designated programs/departments submit comprehensive program reviews to EMPC through area vice presidents.
	Program validation subcommittees (not yet formed) evaluate comprehensive program reviews and submit recommendations to EMPC.
	EMPC subcommittees review, summarize, and make recommendations for prioritization to staffing, facilities, technology, professional development, and marketing committees.
February	Educational Master Plan is written and submitted to the campus community through the shared governance process.
	Technology committee updates technology plan based on EMPC input.
	Staffing committee (not yet formed) updates staffing plan based on EMPC input.
	Facilities committee updates facilities plan based on EMPC input.

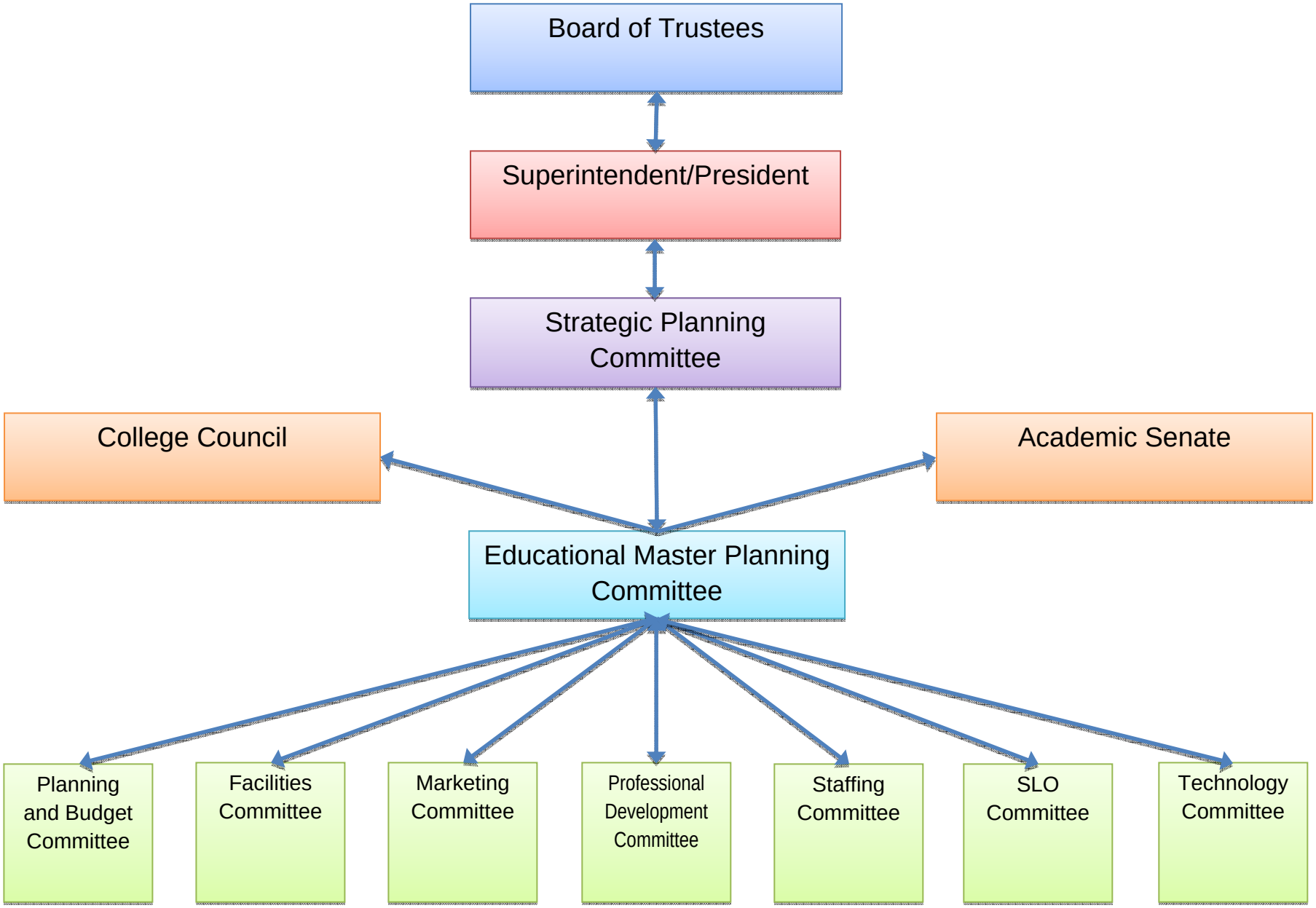
	Marketing committee (not yet formed) updates marketing plan based on EMPC input.
	Professional development committee updates professional development plan based on EMPC input.
	SLO committee updates the SLO plan.
	Strategic plan is reviewed and updated based on input through shared governance process.
March	EMP submitted to the Board of Trustees for review and adoption.
	Programs/departments input annual program review budget into Banner.
	Area vice presidents review and approve Banner budgets.
	Planning and budget committee updates fiscal plan based on input from program review budgets.
April	Business office compiles “draft” tentative budget.
May	“Draft” tentative budget is made available to the college community through shared governance process.
	Planning and budget committee submits tentative budget to strategic planning committee through the shared governance process.
	Strategic plan is reviewed and finalized through shared governance process.
June	Strategic plan is submitted to Board of Trustees for review and adoption.
	Tentative budget is approved by Board of Trustees.

2009 - 2010
Imperial Valley College
Planning Process



Evaluation and Validation of Planning Process (annually)
Evaluation and Validation of Programs (three year cycle)

2009 – 2010 Program Review Planning Stream



PROCESS EVALUATION AND RECOMMENDATIONS FOR IMPROVEMENT

The EMPC accepted the following subcommittee recommendations for improving IVC's program review processes. Full subcommittee reports are found in Appendix D.

1. Use a centralized document repository for the annual program review so that multiple users can more efficiently manage the work of summarizing and prioritizing requests for staffing, technology, marketing, facilities and professional development.
2. Develop justification forms for staffing, technology, marketing, facilities and professional development. Justification form should include a section requiring valid data for EMPC subcommittees' use in prioritizing requests.
3. Integrate SLO and compliance expenses into applicable account codes in the budget template.
4. Provide training for preparers and their support staff on the program review process so that final reports are more consistent and deadlines are met.
5. Make training in data analysis, budgeting, and reporting available to ensure that conclusions are supported by the data presented.
6. Work with researcher to develop consistent and reliable performance data in a format that can be easily input into the comprehensive program review template.
7. Appoint a subcommittee to modify comprehensive program review forms and clarify instructions. The comprehensive program review should consist of the following three sections:
    a. Past: An evaluation of the program's performance over the past three academic years (e.g., 2009-10 program reviews would evaluate the program's performance for the academic years of 2006-07, 2007-08, and 2008-09.)

b. Present: A snapshot of the program's status at the beginning of the existing year (e.g., 2009-10 program reviews would define the state of the program as of the fall of 2009.)

c. Future: A description of the program's goals and objectives for the current and two future academic years (e.g., 2009-10 program reviews would define program goals and objectives for the academic years of 2009-10, 2010-11, and 2011-12.) Since each program will be completing a program review once every three academic years, this change would enable programs to constantly monitor their goals, objectives and performance.

8. Ensure that program reviews identify clear, achievable goals and objectives that support the EMP's goals and objectives. While a discussion of what might be possible if resources were infinite may be appropriate, a realistic assessment of what can be accomplished and implemented with existing or anticipated resources should be included. It is critical that objectives be specific, measurable and achievable, since their achievement will be assessed at the end of the next three-year cycle.
9. Include in all comprehensive program reviews a qualitative and quantitative analysis of how the program met the overall goals and objectives of the EMP, in addition to program-specific objectives.
10. Provide some means of documenting programs that were unsuccessful in satisfactorily completing the comprehensive program review, either by not adequately defining future goals and objectives or by not providing data to support their objectives.

COMMUNITY PROFILE

As detailed in the 2008-2009 EMP's Environmental Scan, Imperial Valley is transitioning from an agricultural economy to one driven by renewable energy, tourism, and transportation. Imperial Valley College has become and will continue to be the leading educational force to collaborate with local, state and federal entities during this transition, which brings unique challenges and opportunities to our diverse community.

IVC will be responsible for creating innovative programs to prepare its labor force to succeed in this emerging economy, and these programmatic changes will require that the college strengthen its infrastructure to support and sustain new curricula. It will need to train instructors to teach courses in sustainable energy and to develop degrees and certificates that meet industry requirements. Aggressive pursuit of federal and local grants, as well as collaboration with new industries, will necessitate some reorganization of IVC faculty and staff. Given the degree to which Imperial County has been affected by the current recession, it is vital that IVC provide its community with the skills and expertise to thrive in this promising new market.

STUDENT LEARNING OUTCOMES

2008 - 2009 UPDATE

In an effort to facilitate the infusion of Student Learning Outcomes (SLOs) into the IVC campus, various strategies were employed. In this update, the first section highlights the activities that occurred this past year, the following section discusses plans for the upcoming school year, and the final section includes a list of recommendations.

The 2008-09 academic year began with two SLO presentations, one for part-time instructors at their orientation and the other for staff and tenure-track faculty at the IVC orientation for full-time employees. By the end of fall, the SLO coordinator finished meeting with all departments, instructional and non-instructional, a process she began in the spring of 2008. The purpose of her meetings was to educate the faculty and staff about writing outcomes, assessing them, and the SLO process in general. In addition to presentations and workshops, a website was created where forms and other resources could be accessed by IVC staff and faculty, as well as the community at large.

In January 2009, all members of the IVC community were invited to attend a day devoted to SLOs. The morning session was led by a guest speaker and the afternoon session divided participants into departments for group work on outcome development and data assessment. There were approximately 90 participants including part-time and full-time instructors, counselors, classified staff, and administrators. Evaluations were completed by attendees and used to plan spring semester activities. Based on these evaluations, many of which expressed a desire for mini-workshops to assist with form completion and offer more examples of faculty and staff SLO work, nine mini-workshops were offered on campus during the spring of 2009. These mini-workshops helped faculty and staff complete both SLO identification forms and cycle assessment forms. To highlight progress made this year and to

fulfill requests made by faculty, an end-of-the-year workshop was held: "SLOs: Our First-Year Experience." Five IVC instructors presented their outcomes, assessments, and ideas for improving learning in their classes.

An SLO committee was formed, and met each month to discuss activities pertinent to the outcomes and assessment process. All agendas and minutes are available on the SLO committee website: http://www.imperial.edu/index.php?pid=3771. IVC provided nine units of reassigned time to the SLO coordinator and also funded travel to the "Student Success Conference," as well as regional workshops.

After a review by the WASC Accreditation team in December, 2008, IVC was moved up to Level II status, the developmental level on the "Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes." The following is a description of the steps the District made in to progress to the next level.

Course Level SLOs: A strong effort was put forth across the campus to integrate outcomes and assessments into courses. As of May 13, 2009, 83% of the courses taught during the 2008-2009 school year had at least one identified outcome and assessment, and some had two or three identified. At the time of this writing, the SLO cycle assessment has been completed for 17% of courses. A recent request from the coordinator and a June 2009 deadline for cycle assessment completion are expected to prompt further completions.

Instructional Program Level SLOs: At the time of this writing, seven degree programs are piloting an SLO program grid. The grid has been designed to assess how well the courses in various degree programs assess the five ISLOs. After the pilot forms are returned at the end of the spring semester, improvements will be made before the program grid is officially launched campus wide. Also being designed is a grid that will measure how well IVC's general education program addresses student acquisition of the college's ISLOs. This endeavor will begin after pilot project results have been assessed and improvements implemented.

Non-Instructional Program Level SLOs: All eighteen non-instruction departments submitted SLO identification forms in the fall of 2009. At the time of this writing, two departments had submitted completed SLO cycle assessment forms. The remaining departments are expected to complete the cycle by the deadline for submission, June 30, 2009.

Institutional-Level SLOs: IVC's ISLOs have been defined in the "Strive for Five" form, which is now on IVC's website. All courses and programs identify how one or more of the ISLOs is being introduced and/or reinforced in a particular class or program.

LOOKING FORWARD

Future plans include designing cycle assessment tools to help faculty members participate in the process. A fall workshop is being planned to engage the IVC community in the SLO process and to improve assessment skills. Further emphasis will be placed on developing and measuring instructional programs (degrees and certificates) and their outcomes. A general education group will convene to review outcomes and assessments. During the 2009-2010 academic year, faculty members will be asked to identify additional outcomes as well as to include SLOs on their syllabi. Once the CurricUNet system is implemented, faculty will be able to include SLOs as an attachment to the course outline of record, making it easier for all interested parties to access outcomes through IVC's website. The SLO team will continue to support faculty and staff with course-level and non-instructional program SLOs as well as continuing to work with the campus on instructional program-level outcomes.

RECOMMENDATIONS

While Imperial Valley College has made significant progress in developing and implementing SLOs across the campus, the college could improve its effort to reach a sustainable, continuous cycle by:

1. Continuing to infuse SLOs into the IVC community
2. Completing instructional program SLOs
3. Promoting part-time faculty involvement and engaging more full-time faculty in the SLO cycle
4. Preparing for accreditation visit
5. Increasing opportunities for robust SLO dialogue
6. Aligning SLOs with institution-wide practices and plans

EDUCATIONAL MASTER PLANNING COMMITTEE RECOMMENDATIONS

In order fulfill the mission of the college, to improve student success, and to increase overall institutional effectiveness, IVC participated in program review. The input from this process will become the basis for the staffing, facilities, technology, marketing, SLO, professional development, and budget and fiscal plans. All plans will be reviewed by the strategic planning committee in order to prioritize and address the college's needs within the constraints of available resources, and its recommendations will be submitted to the college president for consideration.

From the data collected in the program review process, the following recommendations have been made by the EMPC. (See Appendices A, B, C, and D.)

EMPC STAFFING RECOMMENDATIONS

1. Quantitative data based on evaluation criteria generated from a central source should accompany all program review requests for staff. Other non-quantitative rationale for staffing should also be attached to program reviews. The data and rationale, along with the comprehensive program reviews, will be used to rank requests.
2. An addendum to the program review, which includes data and rationale, should be submitted to the EMPC when positions are vacated during the budget year. Reclassification requests should also be submitted through a program review addendum that includes evaluation criteria. In this manner, recommendations for replacements and/or reclassifications that occur after program review has been completed can be included in the educational master planning process.
3. Procedures should be developed to merge EMPC with campus committees that recommend prioritization, replacement, and reclassification of staff. Such committees

include the academic senate, curriculum and instruction committee, faculty replacement committee, and reclassification committee.

4. Decisions for determining actual funding of positions should be based on a district fiscal resource allocation plan, which outlines strategies for distributing funds to academic services, student services, business services, and the president-superintendent.
5. The thaw committee (a shared governance, ad hoc committee formed in 2008-2009 to address staffing during a budgeting "freeze") should be expanded and ultimately become the staffing committee, which will develop the staffing plan. This plan will be based on quantitative and qualitative data submitted through the program review process.
6. The 2008-2009 rankings of the thaw committee should be accepted for prioritizing the hiring of staff in 2009-2010. (See Appendix E for details.)

EMPC PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

The EMPC recommends that professional development requests be prioritized into the following three levels:

1. Training related to the implementation of SLOs will be given the highest priority, because IVC's success is contingent upon the effective integration of SLOs. It should be noted, as identified in several program reviews, that SLO training must include part-time faculty in order to ensure the implementation of SLOs in all courses.
2. Second-level priorities are those training needs that are necessary in order to address accreditation, state contract, and/or program certification requirements, as well as national standards. These types of training needs were identified by the following programs: nursing, alcohol and drug studies, POST, building construction, HVAC, automotive collision, and water treatment.

3. Third-level priorities are those training needs necessary for faculty and staff to stay current in their field or subject area. These types of needs were identified by the following departments, divisions, and programs: applied sciences, business, humanities, science, math, and engineering, CFCS, automotive tech, electronic tech, water treatment, welding, ACCESO, business services, human resources, and information systems. (See Appendix D for details.)

EMPC FACILITIES RECOMMENDATION

With input from the campus community through the program review process, the facilities committee developed a ten-year plan for new facilities, as well as expansion and upgrades to existing facilities. (see Appendix F for details.) The EMPC endorses the ten-year plan as it addresses priorities identified by programs and departments in program reviews, including the following:

1. Needs related to safety and compliance were given the highest priority. Emergency situations were identified in the humanities and industrial technology program reviews; however, resolving safety and compliance issues to create an exemplary learning environment was a priority in all divisions and departments.
2. Modernization requests were given second-level priority. Most departments and divisions identified a compelling need to modify and/or expand existing facilities in order to improve or enhance programs. These types of needs were listed in the program reviews from the following departments and divisions: academic services; applied sciences; business; behavioral and social sciences; child, family, and safety; distance education; humanities; library and learning services; nursing and health technologies; science, math and engineering; student services; and exercise science, wellness, and sport.

EMPC TECHNOLOGY RECOMMENDATIONS

The EMPC recommends the following prioritizations become the basis for updating the technology plan.

1. Incorporate recovery planning, redundancy, increased security, and maintenance of existing systems in the technology plan.
2. Provide resources to maintain compliance with regulatory standards to embrace current and emerging technology to educate the workforce of tomorrow.
    a. Banner integration (DegreeWorks, Banner Enrollment Management, Banner Position Control, and Banner Finance)
    b. CurricUNET program
    c. Etudes course management system for online education
    d. Inter-Industry Conference on Auto Collision Repair (I-CAR)
    e. Analytical software for electrical/solar energy electronics
    f. Stat Crew software
    g. Turnitin software
    h. Digital image editing software
    i. Construction and Design
    j. ESL reading improvement software
3. Support the increasing demand for a secure virtual library and library management technology.
4. Continue planning and implementation of smart classrooms including multimedia lecterns, webcam capability, videoconferencing and digital videotaping capabilities, enhanced internet access, digital voice recording, and clicker technology.
5. Continue with ongoing and systematic replacement of outdated hardware.

6. Provide guidance to division chairs as to specificity and rationale for technology requests prior to the annual program review process.
7. Establish working relationships within information technology, maintenance and operations, and academic services for projects to modify or expand computer labs, secured storage for related robotics/electronics, and alarmed space for system configuration labs.
8. Offer ongoing professional development specific to Etudes training and to Banner applications training.
9. Support the college's efforts to become more "green" and efficient in their meetings through 'Board Docs' or other software.

EMPC MARKETING RECOMMENDATIONS

To advance the college's visibility and highlight the excellent educational opportunities it provides to the community, the EMPC makes the following marketing recommendations.

1. Create an integrated marketing plan that promotes and fosters student and community relations as well as institutional value. To this effort, the college shall appoint a marketing committee with representation across all institutional stakeholders to develop and implement a consistent and integrated marketing strategy and program. The committee shall also be tasked with prioritizing the identified marketing needs.
2. Centralize a marketing effort that addresses individual departmental needs but focuses on the need for an integrated marketing strategy.
3. Develop an institutional awareness of marketing as an operating principle for the college.

SUMMARY

In 2008-2009, Imperial Valley College enhanced the effectiveness of its governance and decision-making processes by clearly defining and articulating the roles of its committees and the overall planning flow pattern; by basing the process on institutional research; and by developing a means to evaluate its decision-making processes and use those results to improve upon it. IVC also took action to strengthen the link between its planning and budgeting in order to directly align its resources with goals stemming from program review and comprehensive master planning. As it addressed these challenges, IVC continued its work to identify, assess, and integrate SLOs throughout the campus. By coordinating, monitoring and implementing these efforts, the Educational Master Planning Committee ensured that all components coalesced to become the basis for sustainable and inclusive planning at Imperial Valley College.

APPENDICES

Appendix A: 2009-2010 Annual Program Reviews

Appendix B: 2009-2010 Comprehensive Program Reviews

Appendix C: Subcommittee Reports and Summaries

Appendix D: Subcommittee Recommendations

Appendix E: Thaw Committee Staff Rankings

Appendix F: Ten-Year Facilities Plan