Imperial Community College District

Educational Master Plan

2009 – 2010

Appendix D

Subcommittee Recommendations

Educational Master Planning Committee (EMPC)
Staffing Subcommittee Recommendations

Committee Members: Linda Amidon, Travis Gregory, Suzanne Gretz, Jan Magno, and Valerie Rodgers

The Staffing Subcommittee agreed on the following recommendations regarding the development of a staffing plan and a staffing prioritization process.

The subcommittee concluded that there could be no recommendations for staffing prioritization at this time because there are no criteria established by which to evaluate effectively. The subcommittee did make a recommendation that a combination of the Ponce Method, Thaw Committee evaluation criteria, and Part 1 and 2 of Program Reviews be considered as we determine how to prioritize replacements and new staff.

Quantitative data should be generated from a central District source based on an evaluation criteria and should accompany Program Review Part 1 requests for staff. Non-quantitative rationale for staffing needs should also be attached to program reviews. The data and rationale, along with the Comprehensive Program Reviews, as they become available, should be used to generate a ranking.

The subcommittee also recommends that when positions are vacated during the budget year, an addendum to the program review be submitted to the EMPC that includes the same data and rationale as above. Thus, replacements of unexpected classified or faculty vacancies will be included in the program review/educational master planning process. A reclassification request should also be submitted through a program review addendum and should include evaluation criteria.

Procedures will have to be developed to merge EMPC with current committees that deal with prioritizing, replacing, and reclassifying staff so that decisions are not made outside the program review/educational master planning process, including the Academic Senate, Faculty Replacement Committee, and Reclassification Committee.

In addition, decisions for determining actual funding of positions should be based on a District fiscal resource allocation plan which should include plans for distributing funds to Academic Services, Student Services, Business Services, and President-Superintendent. A resource allocation plan should also include plans for balancing basic skills, career tech, and transfer program curriculum.

Finally, it is our recommendation that the EMPC determine a procedure for elimination of requests from a ranking, for example, a request for a driver for geology field trips; for staff to develop surveys to determine reasons students do not succeed; for tutors; for reassigned time for faculty for liaison with other educational institutions. These types of tasks could be completed by existing staff, or the task is already in a job description.

The table below summarizes 2009-2010 program review requests for staffing positions.

	New Positions	Replacements	Reclassifications
Academic Ser vices	SME Chemistry Instructor	ITEC Electrical Trades Inst	BSS Post Sec PT to FT
	SME Math Instructor	BSS Psychology Instructor	BUS Div Lab Techs contract days/salary
	SME Math Instructor	BSS Adm Justice	DE Tech Support 100% DE to 40% DE/60% District
	SME Math Lab instructor (199 days)	BSS Political Science Instructor	
	SME Env Sci Teaching Assistants	BSS Psychology Instructor (2)	
	ITEC Water Treatment Instr	BSS AJ	
	ITEC HVAC Instructor	BSS POST	
	PE ???	ENGL Comp	
		ENGL Reading Instructor	
	Adjunct Instructors 11 requests	ENGL ESL Instructor	
		ENGL ESL (50% Basic Skills Funds)	
	Extra Duty Distance Ed Coordinator Fire Sci Coordinator	NRS EMT Coord/Instruc	
		SME Math Instructor	
		SME Microbiology instructor	
		SME Physics Instructor	
		BSS POST/AJ	
		Librarian	
		ITEC Electrical Trades	
		HUM Spanish	
		HUM Speech/Theatre	
		Dean Administrative Assistant	
	Night AV Assistant	PT Evening Language Lab Asst	
	Nursing simulation asst		
	Nursing Fire Sci Supp Staff		
Student Ser	ASL Interpreter	Athletic Counselor	DSPS Secretary (55% categorical)
	Adjunct Counselor (21 hrs. week)	Financial Aid Receptionist	DE Coun 100% to 50% DE/50% Reg 50%
	A&R Classified Manager		
Business Services	Grounds/Main Worker		Acct to Office Manager Range
	Grounds/Main Worker		Downgrade Payroll Coordinator
	Custodian		Eliminate Payroll Clerk
	Custodian		
	Custodian		
	Dir of Security and Safety		
	Dir of Purchasing		
President--Sup	HR Confidential Benefits Coordination Assistant		
	Dir of Research, Planning and Grants Administration		
	Director of Community and Media Relations PT		
	IT Senior Programmer		

	IT Senior Programmer		

Educational Master Planning Committee (EMPC)
Facilities Subcommittee Recommendations

Committee Members: Joe Lopez, Rick Webster, John Lau, Allyn Leon, Melani Guinn, David Drury, Kathy Berry, and Jimmie Sanders (after prioritization).

With input from the campus community through the program review process, the Facilities Committee developed a Ten Year Plan for new facilities, expansion, and upgrades. The subcommittee recommends that the EMPC endorse the Ten Year Plan as it addresses priorities identified by programs and departments in program reviews, including the following:

1. Highest level priorities are those facility needs related to safety and compliance. Emergency situations were identified in Humanities and Industrial Tech; however, resolving safety and compliance issues to create an exemplary learning environment is a priority in all divisions and departments.

2. Second level priorities are modernization needs. Most departments and divisions identified a compelling need to modify and/or expand existing facilities in order to improve or enhance programs. These needs were identified by Academic Services; Applied Science; 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.

Below is a summary of the needs outlined for facilities in the program review documents, which were taken into consideration in developing the priorities above:

The Applied Sciences Division described the need for numerous modifications to their existing facilities, most of which are necessary to meet Cal/OSHA (California Occupational Safety and Health Administration) requirements. They reported that buildings 1100, 1200, 1300, and 1400 have been inspected (in May 2008) and will need to be upgraded and modified to be in compliance, although the specifics are still unknown since the official report has yet to be released. These modifications are of extremely high priority because of the need to meet compliance.

The Humanities program review also stated that its art building (1300) is neither functional nor safe. It listed the need for roof repair, an air filtration system, room dividers, proper lighting, new classrooms, and enclosed spaces to protect equipment. The modifications necessary for safety reasons increase the priority of these needs.

Part of the Nursing and health Technologies division, Fire Station simulation is currently done off campus, but will require on-campus, virtual simulation, or other alternative as IVC's pursues the regional training center certification, which increases the priority of this need.

Among the entire range of Student Services Program Review reports, only one request was made for new facilities: Student Affairs requested a new Student Center. This new Student Center is needed because "the current facility is antiquated and cannot accommodate the student population." No further details were offered to substantiate this request.

Additionally, the division listed the need for changes to the buildings included in the Measure L Bond Project (Construction Building Technology and Electronics Technology), depending on

the timeline for completion of the project. It also explained that because the auto technology program was not included in Measure L, it will require an additional lab space and other modifications to accommodate its expansion into hybrid technologies, specialized four-wheel drives, and courses addressing fuel efficiency and emissions. Finally, the division reported a need for reusable and portable storage containers for the HVAC program (Building 1100).

With respect to new facilities, the division discussed the potential need for new spaces to be built to house the auto collision and water treatment programs since they are no longer included in the Measure L building plans.

Even though distance education occurs off campus, there is an identified need for access to on-campus and extended campus sites computer labs to support both students and faculty. The maintenance of such computer labs must be included in the transition plan as Project ACCESO ends. The extended campus site in the north-end (Brawley) will require major infrastructure changes within in the next year.

As a short term solution, the Instructional Office support areas were refurbished and made more ergonomic during the summer of 2008. Ultimately, relocation of Instruction Office, away from Admission and Registration, will be needed to provide the level service needed for faculty, adjunct staff, and students. The Library and Learning Services have requested a detailed analysis, over the course of 2-3 years, of the functionality and space allocations within the Library.

Nursing and Health Technologies is comprised of multiple programs: Medical Assistant, Certified Nurse Aide, Home Health Aide, Pharmacy Technician, Licensed Vocational Nurse, Registered Nurse, Emergency Medical Technician, Paramedic, and Fire Science. The Division identified a shortage of laboratory space given students from all programs utilize the 2 clinical simulation labs and the 2 skills labs six days a week and there are mandated lab bed to student ratios for some programs. Climate controlled storage is required due to the high tech equipment and supplies within the Nursing and Health Technologies programs and there is an identified need for faculty office space. Refer to the Technology Plan for the needs of Technology Services.

Most divisions identified a great need to modify their existing facilities. The Behavioral Science and Social Science Division described plans to enlarge classrooms in order to accommodate more students. It also listed a need to replace damaged and antiquated instructional materials. The Humanities Division reported that the 300 building is in need of major renovations and that a grant has been submitted to the state to fund most of the modernization. The Science, Mathematics, and Engineering Division detailed its need to add a classroom to the math lab. The Child, Family, and Consumer Science Division reported that its classrooms need sinks built to supply water for science, math, art, and cooking activities. The Business Division described its need to repair and remodel classrooms (801, 803, 804, 810, 906, and 913), enlarge a few of those classrooms (801 and 803), and combine two classrooms (912 and 913) to create an adequate computer lab. The Exercise Science, Wellness and Sport Division reported that the fitness center needs its floor replaced, lockers installed, and its electrical system repaired and upgraded. It also needs outdoor lighting installed in all its facilities. Both the Humanities and Business Divisions reported that the locks on the doors in the 300, 800, and 900 buildings require repair, because the doors cannot be opened or locked at certain times during the day.

In addition to modifications to existing facilities, several divisions also needed new facilities. The Business Division identified a need for a new classroom in order to address their expanding

networking and computer repair program. The Science, Mathematics, and Engineering Division reported needing a dedicated classroom/lab for computer science. The Behavioral Science and Social Science Division described the need for new desks that can accommodate students of varying sizes, new office furniture to replace broken and decrepit furniture, and an accessible storage space to house instructional materials that are used frequently. The Child, Family, and Consumer Science Division conveyed its need for classrooms, since their only classroom is scheduled to be removed from campus.

Educational Master Planning Committee (EMPC)
Technology Subcommittee Recommendations

Committee Members: Tina Aguirre, Michael Heumann, Robin Ying, Jeff Cantwell, Gordon Bailey, David Zielinski, and Taylor Ruhl.

The Technology Subcommittee recommends to the EMPC that 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(Degree Works, Enrollment Management, Position Control, and Financial Components)

    b. CurricuNet electronic processing

    c. Etudes distance education

    d. Inter-Industry Conference on Auto Collision Repair (I-CAR)

    e. Analytical software for electrical/solar energy electronics

    f. Stat Crew Program

    g. Turnitin

    h. Digital Image Editing

    i. Construction and Design

    j. ESL Reading Improvement Software

    k. Support the increasing demand for a secure virtual library and library management technology.

3. 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.

4. Continue with ongoing and systematic replacement of out-dated hardware.

5. Provide guidance to division chairs as to specificity and rationale for technology requests prior to the annual program review process.

6. 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.

7. Offer ongoing professional development specific to Etudes training and to Banner applications training.

8. Support the ‘greening’ and efficiencies of meeting processes through ‘Board Docs’ or other software.

Educational Master Planning Committee (EMPC)
Professional Development Subcommittee Recommendations and Prioritization

Committee Members: Gonzalo Huerta, Allyn Leon, Ted Ceasar

Professional Development needs can be prioritized in three levels.

Highest level priority are those training needs related to the implementation of Student Learning Outcomes as required for accreditation. Several divisions and departments identified this as a high priority, while others did not. However, this is of such high importance that it should apply to all divisions and departments. It should also be noted, as identified by several divisions, that SLO training needs to include adjunct faculty in order to ensure successful implementation of Student Learning Outcomes in all classes.

Second level priority are those training needs that are necessary in order to meet or maintain certification or accreditation requirements, State contract requirements, program certification requirements, or adoption of national standards. These needs were identified by Nursing, Alcohol and Drug Studies, POST, Building Construction, HVAC, Automotive Collision, and Water Treatment staff.

Third level priority are those training needs necessary for faculty and staff to stay current in their field or subject area. These needs were identified by Applied Sciences, Business Division, Humanities, Science, Math, and Engineering, CFCS, Automotive Tech, Electronic Tech, Water Treatment, and Welding. This priority level also includes ACCESO, as well as Business Services and Human Resources staff for Banner training, and Information Systems staff for Banner training, MIS workshops, ACCUPLACER training, and other related conferences and training.

Educational Master Planning Committee (EMPC)
Marketing Subcommittee Recommendations

18 departments at IVC included in their program review requests for marketing services. These departments are as follows:

ACCESO	Learning Services
Applied Sciences	Auto Tech
Behavioral and Social Sciences	EMT
Business	Building Construction
CFCS	Science, Math and Engineering
English	Nursing
Extended Campus	Fire Science
Industrial Technology	Science
Humanities	Human Resources

The scope of marketing services ranges from flyers to promote individual programs to opening a coffee bar in the Library. A number of commonalities were identified which run across instructional departments and that, if implemented, will benefit and help promote individual programs.

The most common request (55%) was for program flyers. These flyers will allow programs to individually market their programs at career fairs, university days, and throughout a host of local and out-of-town venues. Given the scope of need and benefit provided these flyers, IVC may consider the development of flyers for all divisions and departments.

Another marketing service requested by six departments (33%), was the inclusion of program information in class schedules. Highlighting program information on class schedules will provide a consistent marketing venue for these programs and will spark interest in students.

Two new programs (Agriculture and Engineering) requested the development of individual marketing strategies to promote their programs across their individual disciplines and specifically target high school students to develop a consistent awareness and recruitment tool that feeds a steady recruitment of students.

Other common requested activity (33%) includes the inclusion of more program information on the IVC webpage.

Learning Services included the removal of negative signage in the library, a coffer bar, and the expansion of services in the reprographics department as an outside vendor of services to generate revenue.