Imperial Community College District

Educational Master Plan

2009 – 2010

Appendix B

2009 - 2010
Comprehensive Program Reviews

Imperial Valley College Program Review	**Program/Division/Department**: Project ACCESO/Distance Education **Contact Person:** Gloria Carmona **Date Completed**: January 2009

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Fund	Org.	Acct.	Program	Description	Current Budget	Request for next year
11901	108	1208	-6310	District Match - Gloria Carmona (ACCESO/District 25/75)	$52,718.00	$52,718.00
11901	108	1209	-6020	District Match - Andres Martinez (ACCESO/District 25/75)	$42,049.00	$42,049.00
11901	108	1270	-6010	District Match - M. Heumann (ACCESO/District 25/75)	$18,000.00	$15,000.00
11901	108	2106	-6790	District Match - Martha Olea (ACCESO/District 25/75)	$39,962.00	$39,962.00
11901	108	3111	-6010	District Match - Benefit	$1,633.50	$1,633.50
11901	108	3111	-6020	District Match - Benefit	$3,815.90	$3,815.90
11901	108	3111	-6310	District Match - Benefit	$4,783.90	$4,783.90
11901	108	3220	-6790	District Match - Benefit	$4,090.90	$4,090.90
11901	108	3320	-6790	District Match - Benefit	$2,726.90	$2,726.90
11901	108	3331	-6010	District Match - Benefit	$287.10	$287.10
11901	108	3331	-6020	District Match - Benefit	$671.00	$671.00
11901	108	3331	-6310	District Match - Benefit	$840.40	$840.40
11901	108	3340	-6790	District Match - Benefit	$636.90	$636.90
11901	108	3411	-6010	District Match - Benefit	$89.10	$89.10
11901	108	3411	-6020	District Match - Benefit	$9,299.40	$9,299.40
11901	108	3411	-6310	District Match - Benefit	$9,352.20	$9,352.20
11901	108	3420	-6790	District Match - Benefit	$9,256.50	$9,256.50
11901	108	3511	-6010	District Match - Benefit	$9.90	$9.90
11901	108	3511	-6020	District Match - Benefit	$23.10	$23.10
11901	108	3511	-6310	District Match - Benefit	$28.60	$28.60
11901	108	3520	-6790	District Match - Benefit	$22.00	$22.00
11901	108	3611	-6010	District Match - Benefit	$381.70	$381.70
11901	108	3611	-6020	District Match - Benefit	$893.20	$893.20
11901	108	3611	-6310	District Match - Benefit	$1,118.70	$1,118.70
11901	108	3620	-6790	District Match - Benefit	$848.10	$848.10
11901	108	5110	6020	District Match (Tech Camp, Etudes, etc.)	0	$50,000.00
12915	108	1208	-6010	Carmona Proj Dir Stipend		$18,000.00
12915	108	1208	-6310	Carmona (ACCESO/Dist 25/75)	35,573	$17,573.00
12915	108	1209	-6020	Martinez (ACCESO/Dist 25/75)	14,016	$14,016.00

*Attach pertinent data to support change.

Fund	Org.	Acct.	Program	Description	Current Budget	Request for next year
12915	108	1270	-6010	DE Coordinator (ACCESO/Dist 25/75)	34,800	$5,000.00
12915	108	1490		Personnel/Faculty Stipends	43,050	$0.00
12915	108	2106	-6790	Olea (ACCESO/Dist 25/75)	13,321	$13,321.00
12915	108	2108	-6010	Budget Coordinator (ACCESO 10%)	9,673	$9,673.00
12915	108	2120	-6010	Secretary III (ACCESO 100%)	16,675	$10,421.88
12915	108	3111	-6010	Benefit		$2,178.00
12915	108	3111	-6020	Benefit		$7,792.40
12915	108	3111	-6310	Benefit	11,565	$1,595.00
12915	108	3220	-6010	Benefit		$2,697.20
12915	108	3220	-6790	Benefit	6,740	$1,336.50
12915	108	3311	-6020	Benefit	0	$400.00
12915	108	3320	-6010	Benefit		$1,797.40
12915	108	3320	-6790	Benefit	0	$908.60
12915	108	3331	-6010	Benefit		$382.80
12915	108	3331	-6020	Benefit		$1,369.50
12915	108	3331	-6310	Benefit	2,034	$280.50
12915	108	3340	-6010	Benefit		$420.20
12915	108	3340	-6790	Benefit	632	$212.30
12915	108	3411	-6010	Benefit		$118.80
12915	108	3411	-6020	Benefit		$4,558.40
12915	108	3411	-6310	Benefit	8,897	$4,219.60
12915	108	3420	-6010	Benefit		$8,078.40
12915	108	3420	-6790	Benefit	12,286	$4,207.50
12915	108	3511	-6010	Benefit		$79.20
12915	108	3511	-6020	Benefit		$282.70
12915	108	3511	-6310	Benefit	420	$58.30
12915	108	3520	-6010	Benefit		$86.90
12915	108	3520	-6790	Benefit	131	$44.00
12915	108	3611	-6010	Benefit		$168.30
12915	108	3611	-6020	Benefit		$603.90
12915	108	3611	-6310	Benefit	895	$123.20
12915	108	3620	-6010	Benefit		$185.90
12915	108	3620	-6790	Benefit	280	$93.50
12915	108	4401	-6020	Non-instructional Supply	4,864	$1,000.00
12915	108	5110	-6010	Ext. Evaluator		$2,750.00
12915	108	5110	-6020	Etudes, Tech. Camp	171,000	$45,447.82
12915	108	5220		Travel	15,880	$0.00
12915	108	5890		Advertising, Postage, etc.	2,000	$0.00
12915	108	6490		Supplies/DE Faculty/Misc.	71,232	$0.00
12915	108	6502		Scheduling Program	25,000	$0.00
12915	108	6590	-6020	Video Conf. Equip.	0	$13,250.00
Total					**$704,502**	**$445,269.70**

*Attach pertinent data to support change.

Assumptions for next years budget:

1. ACCESO will be granted no cost extension till end of June 2010
2. Distance Coordinator will be paid 10 month at $2,000/month staring 2009-10
3. Eliminate Academic Coordinator position after June, 2009
4. Secretary position changed to 10 hrs./week Oct.2009 to June 2010
5. External Evaluator - 50% paid in ACCESO Yr. 5 and 50% paid in ACCESO Yr. 6
6. Streaming material hosting in-house after 6/30/2009

B. Faculty / Staff Modifications or Needs – *Identify needed modifications and/or needs for new employees.*

Modification / Need	Justification*	Estimated Cost
Distance Ed. Coordinator	This individual would oversee the program and provide quality control for the courses. They would also provide assistance to new faculty and organize and facilitate Tech Camp.	$2000 a mo. For 10 mos.
Academic Coordinators	Eliminate these positions after June 2009.	0
Secretary III	Change from 20 hours to 10 hours a week from October 2009 – June 2010.	$10,421.88
Tech Support Tech (40%DE/60% Information Tech)	Assist students with Help Desk issues and provide assistance to DE faculty on technology areas particularly with the MediaSite room. Modification is this person will assist IT 60% of the time **and this position needs to be institutionalized.**	
DE Counselor	This position will be 50% DE Counselor and 50% District Counseling or teaching. This position also **needs to be a tenured position and an institutionalized.**	Part of ACCESO Budget (25%) District (75%)

B. Modifications to Current Facilities - *Identify needed facility modifications within the existing space***.**

Modification	Justification*	Estimated Cost
None		

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee***.**

Facility Needed	Justification*	Estimated Cost
None		

*Attach pertinent data to support change.

E. Technology Modifications / Issues – *Identify needed modifications or issues with existing technology*.

Modification / Issue	Justification*	Estimated Cost
Cost for Etudes-NG (CMS)	As our DE program continues to grow, the cost to fund Etudes will increase, as this is based on student count. It is important to continue to use the same CMS as it provides continuity for the program and it meets the needs of our DE faculty and students.	$47,500 + a year
In House Media Server/Host MediaSite	We need to be able to host our streaming server for videos created and used by our DE faculty.	$18,500 a year
Turnitin.com	This is a program utilized by our DE faculty to monitor student plagiarism in submitted essays.	$5865 a year
Etudes Help Desk cost	This allows students to get 24/7 help via the Internet for Help Desk issues.	$12,500 a year
Upgrades to staff computers	Upgrades to staff computers that will be five year old at the end of 2009.	$5000
Tech Camp/Professional Dev.	In order to ensure that our DE program remains strong, we must continue to offer professional development to new and current DE faculty. This is best done through our yearly tech camp.	$23,000 a year

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)*.

Technology Needed	Justification*	Estimated Cost
Wireless Internet access for students on campus	To allow student to access the Internet anywhere on campus. This will be very beneficial to our DE staff and faculty.	
GMail set up for students	Many of our DE students do not have email addresses	No cost
Videoconferencing – classroom setup	To set up a smart classroom to include videoconferencing equipment. This will benefit students taking courses through NAU/Yuma and through our own Nursing program.	Possible Carryover $
More student computer access in library	As our DE student population grows, students need greater access to computers on campus. Adding additional computers to the library would help students.	Possible Carryover $

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Justification*	Estimated Cost
30 faculty 12 hours over 2 day period	Classroom, food (breakfast, lunch & snacks), printing, binders, trainers.	Tech Camp	$23,000

H. Student Learning Outcomes*

	Outcome and Assessment Identified	Assessment Cycle Completed

*Attach pertinent data to support change.

number of courses completed / total number of courses	NA	NA

I. Revisions in Curriculum and / or Courses – Identify the course and/or curriculum to be revised, the change to be implemented, and the justification. If the revision is tied to an SLO assessment, advisory committee recommendation and/or legislative requirements, please note.

Course / Curriculum	Change Implemented	Justification*
None		

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date
Programs advertised within the class schedule.	Community	Ongoing
Program promoted at the IV Expo, College & University Day, Counselor Roundtable, Applied Science Event, and mail out to students	Community	Ongoing
DE Website	Student, Faculty and Community	Ongoing

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☐ No X☐

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program? NA

- Distance Education courses need to be 508 Compliant. This includes videos created and streamed as well as other online course material.
- Title V, Final Annual Performance Report due at the end of December 2009.

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Justification*	Estimated cost
Travel	To attend yearly DE conference(s).	$2000
Proctoring Services/Library	To provide proctoring services to our DE faculty and students. This need will grow as our DE population grows.	

M. EVALUATION OF PROGRAM REVIEW

*Attach pertinent data to support change.

PART 2 – Comprehensive Program Review for __3_____ [years]

A. **PROGRAM OBJECTIVES –** Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

Our Distance Education program originated through a Title V grant. This will be our last year of grant funding, but we may have a carryover year to complete some projects. Through this grant we had seven objectives. At the end of year four of our grant we had met three of the seven objectives.

Objective 1.1 By Fall 2006, the student retention rate among first-time Hispanic and/or low income degree seekers will have improved by 25% over 2003-04 baseline through development of distance learning general studies classes in either a web-based or interactive televised format and the development of faculty capacity to design and deliver technology-enhanced programming.

Evidence of Completion: Retention baseline data for the 2003-04 was 55.7% for first-time Hispanic degree seekers. For the Fall 2006 retention rates for this population was at 85.5% an increase of 30% as evidenced by enrollment data.

Objective 1.2 By Fall 2006, 75% of students in Spring 2006 distance learning degree seeker cohort will be retained (i.e., persist to end of the semester).

Evidence of Completion: 83.3% of the Spring 2006 distance learning degree seeker cohort were retained as evidenced by enrollment data.

Objective 1.4 By Fall 2009, the student completion/graduation rate will have improved by 20% over the 2003-04 baseline through development of capacity to deliver courses anytime/anywhere.

Evidence of Completion: Student completion graduation rate for the 2003-04 was 417. For the 2007-08 academic year the graduation rate was 736, which is a 76% increase.

By the end of September 2009, the Title V grant will be working hard to complete the additional four objectives, which are the following:

Objective 1.3 By Fall 2009, the percentage of Limited English Proficient students successfully transitioning to college-level coursework will have increased by 15% over 2003-04 transition rates.

Objective 2.1 By Fall 2009, through the development and implementation of more accessible and online student advising and support services that include online enrollment, computerized student assessment, degree audit capability, and online access to developmental level instruction, there will be a 10% increase in student retention rates within a semester compared to 2003-04 baseline.

Objective 3.1 By Fall 2009, through customization and implementation of an automated course scheduling system driven by student need rather than faculty availability, there will be a 25% increase in the percent of Hispanic, minority and low-income students enrolled in college transfer coursework over 2003-04 baseline.

Objective 3.2 By Fall 2009, through strengthening of IVC's distance learning infrastructure, there will be an increase of 15% in enrollment of Hispanic, minority and low income students over 2003-04 baseline.

Also The Academic Senate has established a standing sub-committee on Distance Education. The task of this committee is to make as seamless and effective a transition from the ACCESO funding to general funding as possible. This committee will also be identifying and prioritizing objectives for Distance Education.

*Attach pertinent data to support change.

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

Our online program has grown from three sections in Fall 2005 to over fifty sections in Spring 2009. The demand for online classes is strong, and it is getting stronger. The classes are popular with students; online sections often fill quicker than the traditional face-to-face versions. Growth in distance education, in short, is inevitable. Our data also reveals one other issue, however: online classes have consistently lower success rates than students in face-to-face classes.

This is largely a product of the online experience, which requires self-motivation. However, it also may be a product of a larger trend: underprepared (Basic Skills) students taking transfer-level courses. Since most online courses are transfer-level courses, there's a good chance that many of the students who either drop or fail online classes are simply not prepared for the material. That more of these students drop or fail online sections than face-to-face also suggests that the computer-mediated methodology might be another factor preventing more success. In short, as with regular classes, there are a lot of students taking online classes who are not ready for the material. The added burden of self-motivation and computer knowledge might exacerbate this issue to some extent.

Over the next three years, our focus in Distance Education will be to continue to grow and expand as a program and to work on reducing the performance/success gap between face-to-face and online sections. Expanding the multi-media tools available for instructors—and ensuring that instructors take advantage of these—might help close the gap between students and faculty by giving students more direct access to visual illustrations of instructor material (in the form of videos or recorded lectures). Professional development will also be essential in training faculty to use new technologies and to find new ways to communicate with students effectively. We will also explore expanding our web-enhanced offerings to ensure that more faculty are using online tools in traditional classes. Finally, we will need to add additional online sections of courses and develop new online courses, which requires us to continue to recruit enthusiastic and dedicated instructors and to train and mentor them through the process.

Additional factors that will influence the DE program include the newly-developed DE Committee, which will begin meeting in Spring 2009 and which will begin modifying and updating existing policies and procedures for DE; the end of the ACCESO grant, which expires in September 2009; the transition from grant-funding to district funding that must take place prior to Sept 2009; and, of course, the looming state budget crisis and its impact on educational funding as a whole and IVC's ability to fully fund DE-related activities and growth in particular.

C. PROGRAM OBJECTIVES for _____3_____ [years]

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

The ACCESO grant will end, as a grant, on September 30, 2009. Therefore, the most pressing objective for the Distance Education program is to make as seamless and effective a transition from the ACCESO funding to general funding as possible. As always, the most important objective of the distance education program is to offer the highest quality of instruction possible to the students of Imperial Valley College who are enrolled in the any distance education classes. In general, however, the objectives to be met in order to make the transition out of the grant into general funding include meeting staff, student, and technology needs in order to maintain quality services; developing policies and procedures for IVC's distance education program; integrating distance education courses into the tenure review process; creating an

*Attach pertinent data to support change.

algorithm that clarifies the process for getting distance education developed, approved, and evaluated; making the technology summer camp, at a minimum, a permanent part of the college's faculty development; continuing to meet IVC student needs, especially the needs of those who are best served by the distance education program; expanding the program to adequately meet the requirements of majors offered by IVC; expanding the program while harmonizing it with the face-to-face class offerings of IVC; and standardizing how distance education courses are presented in the printed and on-line course schedules.

Quality services necessary for an effective distance education program include services for faculty and students. For faculty, assistance in creating distance education classes, in conducting distance education classes, and readily available help with any problems which may arise in the conducting of said classes and /or with any technological problems or situations are needed. For students, assistance with how to enroll in and how to take distance education classes as well as assistance with any technological problems or situations which may arise are needed. The technology needed to provide all of this service includes a fast Network Connection on campus, Wireless Access for students and staff anywhere on campus, additional computer access for students on campus, Media Streaming Server, and email accounts for students. Staffing needs for the distance education program include a coordinator, a dedicated counselor, and a help desk staffer available basically at any hour of any day. Additionally, the Americans with Disabilities Act mandates accessibility for all students, including those with disabilities (blindness, deafness, physical impairments of varying degrees). The staffing and technology needs necessary to ensure that that mandate is met include a DE Coordinator, Tech Support Tech (Help Desk), DE Counselor, and an Instructional Media Designer.

The aspects of the distance education program for which policies and procedures are needed include ones regarding the requirements for teaching distance education courses; evaluations of distance education courses as well as of distance education instruction itself; the scheduling of and terminology for distance education courses; accessibility of distance education, specifically for students with documented disabilities; distance education course load considerations; proctoring of distance education which require face-to-face meetings, specifically for examinations (as well as establishing a proctoring center); intellectual property rights for distance education materials developed by IVC faculty; residency of distance education instructors; distance education impact on instructors' sick leave; and distance education impact on instructors' office hours. The requirements for teaching distance education include fulfilling the Etudes 101 requirement, participation in the Tech camp, and fulfilling the requirement of having previously taught the course as a face-to-face course at IVC. Evaluations of distance education courses include the possible effects on the tenure review process, new course evaluations, and student evaluations. The terminology of distance education courses includes the need for precise definitions for such terms as distance education, hybrid coursed, and web-enhanced courses (as well as the various impacts that the various types of courses have on other aspects of the overall distance education program. The evaluations of instructors teaching distance education courses; the distance education course load considerations; intellectual property rights; residency of distance education instructors; and distance education's impact on sick leave and office hours may necessitate negotiations between the district and the bargaining unit.

Another aspect of the distance education program which needs development is expansion of the course offerings in such a way that any student who is attempting to earn an associate degree from IVC would be able to do so entirely from distance education courses regardless of what major the student is attempting to earn. Thus, careful study of the majors and the course work necessary to earn each major needs to be undertaken. Following that study, determination of what courses need to be offered via distance education needs to be, first, determined, and then development for all other courses not yet offered but necessary in order to meet this objective needs to be completed.

*Attach pertinent data to support change.

Imperial Valley College Program Review	**Program/Division/Department**: Automotive Collision Repair **Contact Person:** Auto Collision **Date Completed**: 12/10/08

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Account	Act Title	Current Amount	Request for next year	Difference	Justification of expense
1100	Instructional, Contract & Reg				
1200	Non-Inst, Contract & Reg				
1300	Instructional, Other	27,620.00	27,620.00		
1400	Non-Instrutional,Other				
2100	Non-Instructional, Reg				
2200	Instructional Aides, Reg				
2301	Student Salaries	297.50	0	297.50	
2400	Instructional Aides, Other				
3100	STRS	3,104.00	3104.00	0	
3200	PERS				
3300	FICA	0	0	0	
3400	Health & welfare Benefits				
3500	State Unemployment Ins	112.00	112.00	0	
3600	Workers Comp Insurance	238.00	238.00	0	
3900	Other Benefits				
4210	Books				
4220	Magazines, Periodicals, etc.				
4320	Instructional Supplies and Material	900.00	900.00	0	Materials for Two Classes
4321	Drama Supp				
4340	Media Mat	0	300	300	Auto Shop Safety Videos Workbooks
4401	Non Instructional supply				
4420	Maintenance supplies				
4450	Health Supplies				

*Attach pertinent data to support change.

4455	Copying/Printing	115	115		Printing on Two Classes
4460	Office Supplies	50	50		
4461	Copier Supplies				
4463	Repair Supplies				
4465	Auto Repair Parts	500	500		Repair for Two Classes
4480	Hospitality	0	150	150	Advisory Committee Meetings
5110	Consulting Services				
5190	Models				
5191	Officials and Referees				
5194	Other Personal Services				
5210	Travel - Mileage	0	200	200	Felipe Magos/Rosa Magos attend workshops
5213	Travel - Student Room & board				
5220	Travel - Staff Conferences				
5310	Memberships & dues	375	375		
5440	Student Insurance Expense				
5520	Electricity				
5540	Telephone and Data Lines				
5541	Cell Phones & Pagers				
5550	Laundry				
5620	Other Maintenance Agreements				
5621	Copier Maintenance Agreements				
5630	Facility/Equipment Rental Expense				
5632	Vehicle Rental Expense				
5640	Equipment Repairs				
5740	Advertising Expense				
5820	Athletics Entry Fees				
5840	Physical Examination				
5860	Postage				
5890	Other Expense	702	0	702	Permit for Paint Booth
6490	Equipment	5000	5000		Develop I-Car Program and Certification
6502	Software	2000	2000		Need I-Car Software

*Attach pertinent data to support change.

B. Faculty / Staff Modifications or Needs – *Identify needed modifications and/or needs for new employees.*

Modification / Need	Justification*	Estimated Cost
	Adjunct Faculty will continue to staff the classes for this program.	23,000

C. Modifications to Current Facilities - *Identify needed facility modifications within the existing space***.**

Modification	Justification*	Estimated Cost
CalOsha Compliance	Based on the results of the Safety Inspection conducted in May 2008 by the IVC Consultant, there will be need to modify the Lab instructional area. Primary areas might be the "Haz-Mat" Containment issues presented by open-air metal preparation activities such as sanding, media blasting, wet-sanding and water drainage.	$3,500 to $8,500
Instructional Space	After Measure "L" CTE Building is on-line, new construction or re-modeling will be necessary.	$25,000

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee***.**

Facility Needed	Justification*	Estimated Cost
Automotive Collision	**The space in the measure "L" CTE Building does not include Instructional Space for Auto Collision as was originally planned. Investment in "Building re-model presently may represent a duplication of investment and effort. With instructional space planned for Welding, Construction, HVAC, and Electrical in the Measure "L" CTE Building; space for re-assignment and re-model will be available within 1200 and 1300; at the time investment in facilities will be required to better meet Environmental and CalOsha requirements.**	

*Attach pertinent data to support change.

E. Technology Modifications / Issues – *Identify needed modifications or issues with existing technology*.

Modification / Issue	Justification*	Estimated Cost
Basic Tools	Students need more hands-on which is required by the employer develop practical projects for hands-on	

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)*.

Technology Needed	Justification*	Estimated Cost
Software and media	Students need new media and estimating software in order for them to have competitive skills in the auto-body technology	2,500

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Justification*	Estimated Cost
Adjunct Faculty	I-Car Certification activities for the program	Within the State Five Year Plan (08-12) the desired goal is to have all appropriate CTE programs certified to Industrial Standards. IVC has included this goal in its CTE 5 Year Plan. Auto Collision will purse I-CAR program certification.	$14,000
			$
			$

H. Student Learning Outcomes*

	Outcome and Assessment Identified	Assessment Cycle Completed
number of courses completed / total number of courses	0	
program (e.g., counseling) *Complete box with yes or no*		

*Attach pertinent data to support change.

I. Revisions in Curriculum and/or Courses – Identify the course and/or curriculum to be revised, the change to be implemented, and the justification. If the revision is tied to an SLO assessment, advisory committee recommendation and/or legislative requirements, please note.

Course/ Curriculum	Change Implemented	Justification*

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date
Auto Collision will participate in the Marketing activities supported by the Office of Instruction for Applied Sciences. Newspaper advertisement is also needed	Community	Spring 09

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☐ No ☐

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program? NA

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Justification*	Estimated cost
I-CAR support software	I-CAR certification of the program is desired and thus the implementation of the I-CAR Standards will be required. To initiate the transition to meet I-CAR requirements software based resources will need to be augmented within the Auto Collision program.	$2,000

M. EVALUATION OF PROGRAM REVIEW

*Attach pertinent data to support change.

PART 2 – Comprehensive Program Review for _____ [years]

A. PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

Based on the data for automotive collision repair technology program, the program tends to get students from: High Schools, R.O.P Programs, and Independent Shops

Age:

- The program has age range 18-20 years 40%
- 21-22 years 35%
- 23-25 years 10%
- 26-35 years 10%
- 36-45 years 5.0%

There is a strong demand for young technicians for the automotive collision field.

Residence

- There are 40% attending from El Centro
- There are 20% attending from Calexico
- There are 5.0 % attending from Brawley
- There are 50 % attending from Heber
- There are 15% attending from Holtville
- There are 15% attending from Imperial
- More than 15% are coming from El Centro area.

Ethnicity

Our program is predominately Hispanic, but that is consistent with the rest of Imperial Valley College. The auto-body program has 95% Hispanic and 50% Asian.

FTES:

- In Fall 2006 the FTES for AU B 120 was a total of 5.9
- In Fall 2005 AU B 140 had a total of 4.9 FTES
- In Fall 2007 AU B 140 had a total of 3.5 FTES
- In Fall 2008 AU B 140 had a total of 2.6 FTES
- The 3 yr total of FTES for AU B 140 was 14.6

Enrollment

- In Fall 2006 AU B 120 the total enrollment was 20 students
- In Fall 2005 Au B 140 had 16 students
- During Fall 2006- 2008 enrollment increased to 48 students.

*Attach pertinent data to support change.

- The other class which is AU B 220 the enrollment increased during Spring 2007-2008
- AU B 240 had steady enrollment

Success Rate

- The success rate for AU B 120 was low 65% during 2005.
- AU B 140 was increased to 94% during Fall 2005
- Au B 220 was excellent 100% during Fall 2007
- AU B 240 during Winter 2007 had an average of 83%. Each class had a different percentage and average full-time equivalent.

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory Committee recommendations, state and federal influences, employment trends).

1. The need of a full-time automotive collision repair instructor, so students can finish their certificate in less than two years.
2. Need more space for the automotive-collision repair program.
3. The program needs a job specialist to conduct job surveys for automotive collision repair students.

C. PROGRAM OBJECTIVES for _____ [years]

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

1. The automotive collision repair program philosophy is to provide training in a career of high market demand.
2. Provide excellent motivation and encourage students to excel as individuals by building a supportive growth environment
3. Provide quality automotive collision repair vocational and professional program.
4. Combine courses which prepare students faster for work.
5. Prepare students for Automotive Service Excellence (ASE) exams
6. Review certificate program and A.S. degree
7. Develop automotive collision repair workshops for student needs
8. Develop a training assessment center to find the exact academic/vocational level areas that are need by the students such as; English, reading, writing, math, language terminology, and technical skill level.

*Attach pertinent data to support change.

9. Helps students to prepare for employment, resume, and job search
10. Upgrading the program curriculum to ASE and industry standards.

*Attach pertinent data to support change.

Imperial Valley College Program Review	**Program/Division/Department**: Automotive Technology **Contact Person:** Jose Lopez and Ricardo Pradis **Date Completed**: 02/02/09

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Account	Description	Current budget	Request for next year	Difference	Justification of expense
1100	Instructional, Contract & Reg	125,440.00	139,109	13,669	
1200	Non-Inst, Contract & Reg	23,189.00	23,189.00	0	
1330	Adjunct Faculty Salaries	24,700.00	24,700.00	0	
1340	Overload Full-time Faculty	36,780.00	36,780.00	0	
1400	Non-Instructional, Other				
2100	Non-Instructional, Reg				
2200	Instructional Aides, Reg				
2300	Non-Instructional Aides, Other	595.00	0	595.00	
2400	Instructional Aides, Other				
3100	STRS	16,507.00	20,375.00	0	
3200	PERS				
3300	FICA	0	0	0	
3400	Health & Welfare Benefits	22,901.00	22,901.00	0	
3500	State Unemployment Insurance	602	740.90	13.89	
3600	Workers Comp Insurance	1,262.00	1,580.34	318.34	
3900	Other Benefits				
4210	Books				
4220	Magazines, Periodicals, etc.	125	235	210	Magazines stands needs new issues for students to view
4320	Instructional Supplies and Material	10,500	1500	9,000	Materials for All Automotive Classes In the past we have received lottery money. This year we did not receive any lottery money. We need money to buy and update all data software, software for ASE Exams, instructional materials for all automotive classes.

*Attach pertinent data to support change.

4321	Drama Supp				
4340	Media Mat	250	1500	0	Update Video Selections
4401	Non Instructional supply				
4420	Maintenance supplies				
4450	Health Supplies				
4455	Copying/Printing	150	300	150	Print Expense for All Automotive Classes. Courses require more A.S.E. worksheets so students can get familiar with A.S.E.
4460	Office Supplies	300	300	0	Office Supplies for J.Lopez/R.Pradis Pens, Paper, Ink, etc.
4461	Copier Supplies				
4463	Repair Supplies				
4465	Auto Repair Parts	200	200	0	Repair Broken auto parts school van pick up
4480	Hospitality	0	400	0	Automotive Advisory Committee Meetings
5110	Consulting Services				
5190	Models				
5191	Officials and Referees				
5194	Other Personal Services				
5210	Travel - Mileage				
5213	Travel - Student Room & board				
5220	Travel - Staff Conferences	290	800	540	Travel Expense for JLopez and RPradis Attends workshops and CA Teachers Association Conference
5310	Memberships & dues	200	200	0	California Teachers Association Dues for JLopez, J Perez and RPradis
5440	Student Insurance Expense				
5520	Electricity				
5540	Telephone and Data Lines	160	160	0	Long Distance Expense for Communication With Industry
5541	Cell Phones & Pagers				
5550	Laundry				
5620	Other Maintenance Agreements				
5621	Copier Maintenance Agreements				
5630	Facility/Equipment Rental Expense				
5632	Vehicle Rental Expense				
5640	Equipment Repairs	200	200	0	Repair broken equipment (AC alignment, and lathe machines)
5740	Advertising Expense	250	250	0	Flyers and Banners for Expos

*Attach pertinent data to support change.

5820	Athletics Entry Fees				
5840	Physical Examination				
6490	Equipment	12,000	12,000	0	To develop and Build an electric vehicle program, update four wheel alignment for new models and replace hand tools for electronic and engine classes

B. Faculty / Staff Modifications or Needs – *Identify needed modifications and/or needs for new employees.*

Modification / Need	Justification*	Estimated Cost
None		

C. Modifications to Current Facilities - *Identify needed facility modifications within the existing space***.**

Modification	Justification*	Estimated Cost
Classroom and Lab Area	The program will be expanding into hybrid, electrical cars, fuel efficiency, and emissions technologies and will require classroom and lab space modifications. This will provide training of current and future industry employment demand. The automotive technology facilities were inspected and are in need of small upgrades and modifications in order to be in compliance	$9,000

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee***.**

Facility Needed	Justification*	Estimated Cost

E. Technology Modifications / Issues – *Identify needed modifications or issues with existing technology***.**

Modification / Issue	Justification*	Estimated Cost
Equipment Tools	Equipment and tools are needed to be updated with modern technology industry for better teaching student enrollment, student retention.	$13,000
Computer Technology	Computer base and digital technology are needed to be expanded, information on the automotive	

*Attach pertinent data to support change.

	repair needs updating with current information. Computer base and digital technology are needed to be updated with existing information of the vehicle repair procedures.	

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)***.**

Technology Needed	Justification*	Estimated Cost

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Justification*	Estimated Cost
Automotive Instructors	Industry Update	Seminars and workshops are needed to strengthen the program with current industry trends and information.	$3,000
			$
			$

H. Student Learning Outcomes*

	Outcome and Assessment Identified	Assessment Cycle Completed
number of courses completed / total number of courses	9	
program (e.g., counseling) *Complete box with yes or no*		

I. Revisions in Curriculum and / or Courses – Identify the course and/or curriculum to be revised, the change to be implemented, and the justification. If the revision is tied to an SLO assessment, advisory committee recommendation and/or legislative requirements, please note.

Course / Curriculum	Change Implemented	Justification*
AU T 110	Updated SLO's were developed for each	Change to Industry Standard
AU T 220	Updated course	Change to Industry Standard

*Attach pertinent data to support change.

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date
Develop Flyers	Adults	Sp 09
Outreach R.O.P.s continues to participate in the Career Fair in October and Applied Sciences Expo in April.	High School Students	

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☐ No ☐

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program? NA

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Justification*	Estimated cost
NATEF Certification	Program Certification will be increasing enrollment and create a better retention and articulation between schools and industry.	$3,000

M. EVALUATION OF PROGRAM REVIEW

PART 2 – Comprehensive Program Review for _____ [years]

A. PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

Based on the data given to the Automotive Technology Program tends to get students from high school ages from 18-20 with 43.9% and from 21-22 16.8%. There is also a strong demand for young people in the automotive industry. Students enrolled in the Automotive Program 29.0 % are from El Centro, 24.3% are from Calexico and 15.9% are from Brawley. The Automotive Program needs to develop partnership programs with other school to motivate students and the community about the Automotive industry.

Males have dominated the Automotive field with 93.5% and ethnicity for Hispanics students with 87.9%. Effort is being made to recruit female

*Attach pertinent data to support change.

students.

The Automotive Program success rate for Fall 2005 (70%), Fall 2006 increase to 73% and Fall 2007 increase to 79%, Spring 2006 72%, Spring 2007 increased to 79% and Spring 2008 decreased to 65%, Summer 2006 with 93%, Summer 2007 decrease to 76% and Summer 2008 to 83%. In Winter 2006 77% decrease to 65% and in 2008 increase to 92%

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

1. The need to continue to recruit students, including non-traditional, and to attend college fairs and career fairs. Work with counselors to increase with the enrollment and retention. Work closer with the employment specialist to assist in job placement. Maintain working relationship with all valley high schools. Continue towards NATEF certification the program has new equipment necessary for NATEF standards. Curriculum and student learning outcomes are NATEF and industry driven. Encourage students to excel as individuals by building a supportive growth environment.
2. The Automotive Program has not been included in the Measure "L" CTE Building and will require facility modifications. Learning environment space is needed to reduce scheduling conflicts and reduce the overcrowding. Classroom space is needed to allow for more access. Computer based and digital technology needs to be expanded. Tools need to be updated to stay up-to-date with technology.
3. We need a job specialist to conduct job surveys. We need to improve advisory committee input. We need improvement in staying current in discipline or instructional methodology. We need to create a work experience program.

C. PROGRAM OBJECTIVES for _____ [years]

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

The Automotive Technology Department maintains a philosophy that its students must receive the most through education available for career for which they are studying. We are dedicated to our students meeting their educational goals so that they may engage in a productive and successful occupation.

To meet this objectives we will focus on the following areas:

- Becoming NATEF certified is a priority since most employers look for and give employment preferences to completers graduated from nationally accredited schools and programs.
- Review certificates and major programs
- Help students to select correct class schedule
- Develop workshops for student needs
- Create computer literacy skill program

*Attach pertinent data to support change.

- Provide more preparation time for Automotive Service Excellence (ASE)
- Find the exact academic/vocational level areas need by the students such as; English, reading, basic math, language terminology, and technical skill level.
- Help students to prepare for employability, resumes, applications, and job search
- Upgrading the curriculum to industry standards
- It is essential that faculty stay abreast of the nature and scope of changes taking place in industry.

*Attach pertinent data to support change.

Imperial Valley College Program Review	**Program/Division/Department**: Anthropology/Behavioral & Social Sciences **Contact Person:** Suzanne Gretz **Date Completed**: January 23, 2009

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Account	Description	Current budget	Request for next year	Difference	Justification*
See BSS Division Budget – individual department budget not yet broken out in Banner					

B. New Faculty / Staff Needs

Faculty / Staff Needed	Rationale	Estimated Cost
Adjunct Faculty (2 – 4 sections in Fall & Spring semesters)	All anthropology classes are currently taught by one full-time and 50% of a second full-time faculty member. They are able to cover the courses that are used by students who are taking anthropology for general education purposes. However, as we revitalize the program and recruit new majors we will need to periodically offer additional elective courses that will require additional faculty support.	$20,000

C. Modifications to Current Facilities Needed - *Identify needed facility modifications within the program's existing space*.

Facility / Modification	Rationale	Proposed Cost
208/Replace Student Desks	The student desks are not adequate for students' needs. Need to replace them with updated tables and chairs	$10,000
208/Replace faculty table, lectern and chair	The furniture provided for the instructor is old and in poor condition.	$1,000
208/Remove chalkboards and replace with whiteboards	The chalkboards in the front of the classroom need to be replaced with whiteboards	$1,000

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee*.

Facility Needed	Rationale	Estimated Cost
Display Space	The college possesses a small collection of Native American artifacts that are currently in storage and inaccessible. We would like to have a space that could be set up with a permanent display of these artifacts so they could be utilized by faculty members for their courses.	$5,000
Outdoor Archaeological Lab Plot	We would like to create a small outdoor area that could be set up and used periodically by the students in Anth 120 as a laboratory for simulated archaeological work. This would require a shallow pit area dedicated to the project with an overhead shade structure and loose silt in the pit where "artifacts" could be buried by the instructor and then "dug up" by the students using appropriate archaeological field methods.	$5,000

E. Modifications to Current Technology – *Identify needed modifications to existing technology*.

Technology / Modification	Rationale	Proposed Cost
208/Update A/V Equipment	The currently installed A/V equipment is antiquated and does not have sound capabilities for internet content	$2,500
208/Speed up and improve internet access	Instructors report that it is difficult to access and display internet content in their classrooms since the connection is unreliable and slow	$1,000

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)*.

Technology Needed	Rationale
None at this time	

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Rationale	Proposed Cost
Manfred Knaak, Gary Rodgers	SLO Assessment Training	Since faculty will be completing the first SLO assessments in Fall 2008 they need additional training in the completion of the Assessment cycle	$700
Adjunct Faculty	SLO Training	Any new adjuncts hired will need to be trained in the SLO process	$300

H. Student Learning Outcomes

	Outcome and Assessment Identified	Assessment Cycle Completed
number of courses completed / total number of courses	1/6	0/6
The Anthropology curriculum is currently undergoing a major revision and this is effecting the implementation of the SLO process.		
There are two core anthropology courses, ANTH 100 and 102 that are offered every semester for general education requirements. The first SLOs for ANTH 100 were developed for the Fall 2008 semester and assessment is in process. We plan to complete the assessment cycle for this course in Spring 2009.	1/Sept 2008	March 2009
The first SLOs for ANTH 102 and 106 will be developed and assessed for the first time in the Spring 2009 semester.	2/March 2009	July 2009
Three of the elective courses (ANTH 104, 108, and 120) are not being offered in the 2008-09 Academic Year; SLOs will be identified for those courses during the Spring 2009 semester so that they can be assessed when they are offered sometime between 2009-11.	3/March 2009	July 2010
Four of the courses currently in the catalog (Anth 110/112/210/212) have not been offered since Fall 2005 and are in the process of deletion so SLOs will not be identified for those courses.		

I. Revisions in Curriculum and/or Courses – Identify the course and/or curriculum revised, the change implemented, the rationale, and if the revision came as a result of SLO assessment, an advisory committee recommendation and/or legislative requirements (check all that apply).

Course/ Curriculum	Change Implemented	Rationale
Anthropology A.A. degree	Major has been completely revised – the number of units required has been decreased, the required courses have been changed, a new course has been created and new electives have been added	The existing major was out-of-date and impossible for students to complete. This was evidenced by the fact that there have been no students graduating with an A.A. in Anthropology in many years. Anthropology is a viable major at many other community colleges; revision was required to revitalize our program and make it more attractive for potential transfer students
Field Archaeology Certificate	Certificate program to be deleted	This program had been declining in enrollment for many years and is moribund. The type of fieldwork being taught in this program is no longer being done because of increased state, federal, and tribal rules and regulations. Archaeological field training is taking place primarily in graduate programs at major research institutions
Anth 100	Update of textbooks	Update
Anth 102	Update of core content	To increase the course emphasis on cultural diversity to better meet the ISLO for global awareness
Anth 104	Update of textbooks and course description	Clarification and update
Anth 106	Update of textbooks and course description	Clarification and update
Anth 108	Update of textbooks and core content	Clarification and update
Anth 120	Creation of a new course	Course fulfills the need for an introductory course in archaeology, one of the key areas for those pursuing advanced education in the field
Anth 110	Course to be deleted	Obsolete
Anth 112	Course to be deleted	Obsolete
Anth 210	Course to be deleted	Obsolete
Anth 212	Course to be deleted	Obsolete

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date
Informational brochures about the revised A.A. degree in Anthropology	Existing and potential transfer students	Sept 2009

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☐ No ☐

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program?

None

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Rationale	Proposed cost
Field Trips to the IVC Desert Museum when it opens in 2009	The museum in Ocotillo will be dedicated to the archaeology and anthropology of the Imperial Valley and will be a valuable resource for our students	$1,000

PART 2 – Comprehensive Program Review for Academic Years 2005 – 2008

A. PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

Program objectives

1. Increase student access to anthropology courses for General Education programs

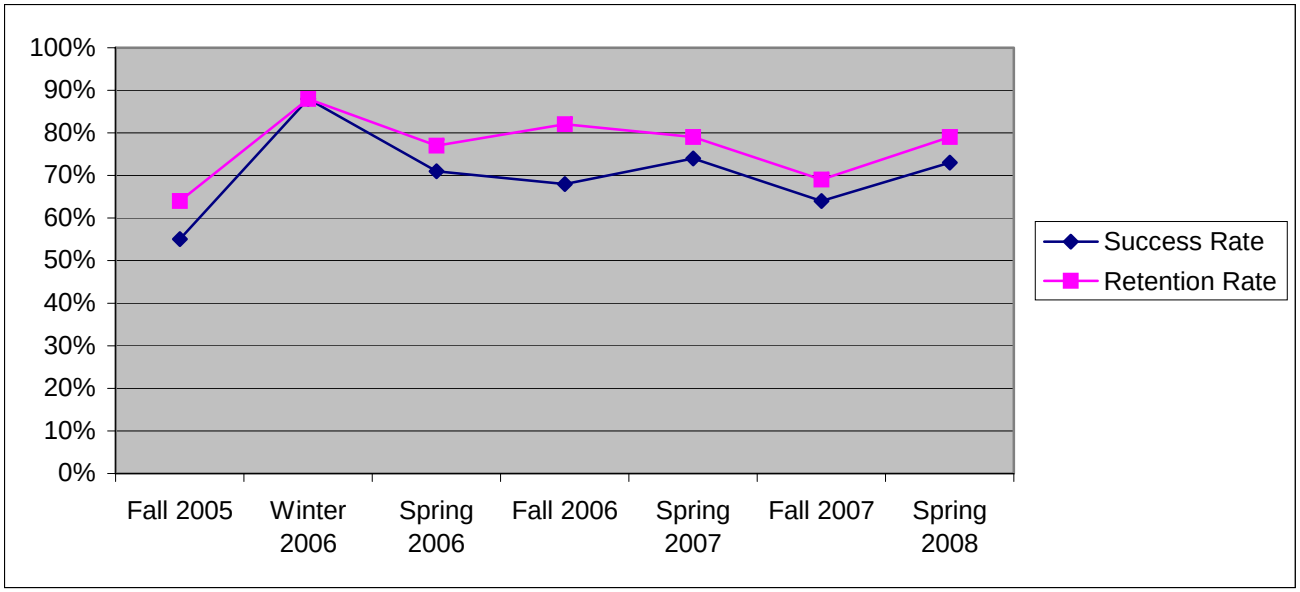
   During Academic years 2005-06, 2006-07, 2007-08 we were partially successful in meeting students needs for anthropology courses for general education purposes. The data below shows that during this three-year period the department offered 42 sections of anthropology courses overall. This provided access to 1427 students.

   The anthropology program showed a decrease in course offering for 2006-07 and 2007-08 compared to 2005-06. During 2005-06 we were able to offer 20 sections of anthropology courses by utilizing the services of 4.27 FTEF (one full-time, 60% full-time and one part-time faculty member). During the subsequent two years we have been only able to offer 11 sections each year. This was due to two factors. First, Gary Rodgers, who usually teaches 60% of his teaching load in anthropology was temporarily assigned to administration during these two academic years. Second, the only adjunct faculty member who had been teaching in anthropology was released after the Fall 2006 semester because of academic considerations. Thus during the 2006-07 and 2007-08 academic year we had only 2.2 FTEF (one full-time faculty member).

   We have done a good job of scheduling anthropology courses at different times during the day and evenings given the limited faculty resources we have in the department. However, because of limited faculty availability we have rarely been able to offer anthropology courses during the summer or winter intersession.

2. Improve student retention and success

   Overall, student retention and success in anthropology General Education courses has been good. For the three-year period of 2005-08 anthropology courses showed a retention rate of 74% and a success rate of 68%. Unfortunately, there is no indication that there has been much movement either positively or negatively during the three years under review. We did show a significant increase in both student success and retention after the Fall 2005 semester. Discarding the high rate of 88% shown for Winter 2006, an anomalous case where more successful students overall self-select to attend school during the winter term, we see that the success rates since Spring 2006 have remained around 70% and retention around 80%. As is typical for the college as a whole, anthropology students during the spring semester do slightly better, both with regard to retention and success, than students during the fall semester. The following graph illustrates these trends:


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Fall 2005
Winter 2006
Spring 2006
Fall 2006
Spring 2007
Fall 2007
Spring 2008
Success Rate
Retention Rate

PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. Program Data:

Number of Anthropology Sections Offered per Semester

Course	Fall 2005	Fall 2006	Fall 2007	Fall Total	Spring 2006	Spring 2007	Spring 2008	Spr. Total	Summer 2006	Summer 2007	Summer 2008	Sum. Total	Winter 2006	Winter 2007	Winter 2008	Win. Total	3-yr Total
ANTH 100	3	2	3	8	3	2	3	8									16
ANTH 102	5	3	2	10	5	3	2	10					1			1	21
ANTH 104	1			1													1
ANTH 106		1		1													1
ANTH 108			1	1	1			1									2
ANTH 110	1			1													1
ANTH 112	1*			1*													1*
ANTH 210	1*			1*													1*
ANTH 212	1*			1*													1*
Total	10	6	6	22	9	5	5	19					1			1	42

*canceled due to low enrollment

Enrollment at Census

Course	Fall 2005	Fall 2006	Fall 2007	Fall Total	Spr. 2006	Spr. 2007	Spr. 2008	Spr. Total	Sum. 2006	Sum. 2007	Sum. 2008	Sum. Total	Win. 2006	Win. 2007	Win. 2008	Win. Total	3-Yrs. Total
ANTH 100	102	77	138	317	76	80	111	267									584
ANTH 102	181	135	80	396	157	120	76	353					41			41	790
ANTH 104	8			8													8
ANTH 106		14		14													14
ANTH 108			16	16	9			9									25
ANTH 110	5			5													5
ANTH 112	1			1													1
ANTH 210	0			0													0
ANTH 212	0			0													0
Total	297	226	234	757	242	200	187	629	0	0	0	0	41	0	0	41	1427

Retention Rate

Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.			Sum. Avg.	Win.			Win. Avg.	3-Yrs. Avg.
	2005	2006	2007		2006	2007	2008		2006	2007	2008		2006	2007	2008		
ANTH100	83%	81%	79%	81%	66%	80%	82%	76%									78%
ANTH102	77%	87%	87%	84%	76%	78%	76%	77%					88%			88%	81%
ANTH104	100%			100%													100%
ANTH106		79%		79%													79%
ANTH108			40%	40%	89%			89%									64%
ANTH110	60%			60%													60%
ANTH112	0%			0%													0%
Average	64%	82%	69%	70%	77%	79%	79%	78%					88%			88%	74%

Student Success Rate

Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.			Sum. Avg.	Win.			Win. Avg.	3-Yrs. Avg.
	2005	2006	2007		2006	2007	2008		2006	2007	2008		2006	2007	2008		
ANTH100	78%	74%	73%	75%	59%	73%	76%	69%									72%
ANTH102	63%	79%	80%	74%	66%	75%	72%	71%					88%			88%	75%
ANTH104	75%			75%													75%
ANTH106		50%		50%													50%
ANTH108			40%	40%	89%			89%									64%
ANTH110	60%			60%													60%
ANTH112	0%			0%													0%
Average	55%	68%	64%	61%	71%	74%	74%	73%					88%			88%	67%

Grade Distribution

Sem.	Year	Course	A	B	C	D	F	I	MW	CR	NC	UG	W		Total	# Succeed	Success Rate	Retention Rate
Fall	**2005**	ANTH 100	29	32	19	1	4						17		102	80	78.4%	83.3%
		ANTH 102	38	40	33	13	11						40		175	111	63.4%	77.1%
		ANTH 104	3	3			2								8	6	75.0%	100.0%
		ANTH 110	3										2		5	3	60.0%	60.0%
		ANTH 112											1		1	0	0.0%	0.0%
Win.	**2006**	ANTH 102	27	6	3								5		41	36	87.8%	87.8%
Spr.	**2006**	ANTH 100	20	14	11	2	2	1					26		76	45	59.2%	65.8%
		ANTH 102	36	41	26	6	11						37		157	103	65.6%	76.4%
		ANTH 108	3	5									1		9	8	88.9%	88.9%
Fall	**2006**	ANTH 100	27	22	8	2	3						15		77	57	74.0%	80.5%
		ANTH 102	32	40	34	10	1						18		135	106	78.5%	86.7%
		ANTH 106	3	3	1	1	2	1					3		14	7	50.0%	78.6%
Spr.	**2007**	ANTH 100	24	17	17	3	3						16		80	58	72.5%	80.0%
		ANTH 102	31	34	25	2	1						27		120	90	75.0%	77.5%
Fall	**2007**	ANTH 100	24	31	43	4	4						29		135	98	72.6%	78.5%
		ANTH 102	22	20	21	2	4						10		79	63	79.7%	87.3%
		ANTH 108	3	3									9		15	6	40.0%	40.0%
Spr.	**2008**	ANTH 100	32	30	22	4	3						20		111	84	75.7%	82.0%
		ANTH 102	15	22	18	2	1						18		76	55	72.4%	76.3%

Anthropology Degree and Certificates

	# Awarded 2005-06	# Awarded 2006-07	# Awarded 2007-08	Declared Major Fall 2008
A.A. Anthropology	0	0	0	6
Field Archaeology Certificate	0	0	0	

Full Time Equivalent Faculty (FTEF)

	Fall			Fall	Spr.			Spr.	Sum.			Sum.	Win.			Win.	3 yr
	2005	2006	2007	Total	2006	2007	2008	Total	2006	2007	2008	Total	2006	2007	2008	Total	Total
F/T	1.40	1.00	1.20	3.60	1.40	1.00	1.00	3.40					0.20			0.20	7.20
P/T	0.87	0.20		1.07	0.40			0.40									1.47
Total	2.27	1.20	1.20	4.67	1.80	1.00	1.00	3.80					0.20			0.20	8.67

Full Time Equivalent Students (FTES)

Course	Fall			Fall Total	Spr.			Spr. Total	Sum.			Sum. Total	Win.			Win. Total	3 yr Total
	2005	2006	2007		2006	2007	2008		2006	2007	2008		2006	2007	2008		
ANTH 100	10.6	8.0	14.3	32.8	7.9	8.3	11.5	27.7									60.5
ANTH 102	18.8	14.0	8.3	41.0	16.3	12.4	7.9	36.6					0.9			0.9	78.5
ANTH 104	0.8			0.8													0.8
ANTH 106		1.5		1.5													1.5
ANTH 108			1.7	1.7	0.9			0.9									2.6
ANTH 110	1.3			1.3													1.3
ANTH 112	0.0			0.0													0.0
ANTH 210	0.0			0.0													0.0
ANTH 212	0.0			0.0													0.0
Total	31.4	23.4	24.2	79.1	25.1	20.7	19.4	65.2					0.9			0.9	145.1

Full Time Equivalent Students per Full Time Equivalent Faculty (FTES per FTEF)

Course	Fall			Fall Avg.	Spr.			Spr. Avg.	Sum.			Sum. Avg.	Win.			Win. Avg.	3-Yrs. Avg.
	2005	2006	2007		2006	2007	2008		2006	2007	2008		2006	2007	2008		
ANTH 100	17.6	19.9	23.8	20.5	13.1	20.7	19.2	17.3									18.9
ANTH 102	18.8	23.3	20.7	20.5	16.3	20.7	19.7	18.3					4.3			4.3	18.7
ANTH 104	4.1			4.1													4.1
ANTH 106		7.3		7.3													7.3
ANTH 108			8.3	8.3	4.7			4.7									6.5
ANTH 110	2.7			2.7													2.7
ANTH 112																	
ANTH 210																	
ANTH 212																	
Average	13.9	19.5	20.2	16.9	13.9	20.7	19.4	17.2					4.3			4.3	16.7

1. What do you see in the data?

A number of interesting items are obvious in the data that indicate where our attention and priorities should lie in the next few years. First, the majority of students who take anthropology do so as a general education requirement for graduation and/or transfer. The most popular courses are the two standard GE courses, Cultural Anthropology and Physical Anthropology. Only a few students have shown a desire to take the anthropology elective courses. We do not anticipate that this will change in the near future.

However, the data shows that a small number of students show an interest in majoring in anthropology as the data for Fall 2008 declared majors indicates, when six students expressed the desire to major in anthropology. And yet, no student has graduated with a degree or certificate in anthropology at any time in the past three years. The reason for this is obvious. The existing requirements for the major require students to complete at least nine units of archaeological fieldwork classes. Yet, we have not been offering these courses because enrollment and completion was extremely low. Students would not have been able to complete the major, even had they wanted to. Additionally, the fieldwork courses were offered all day on Saturdays necessitating a significant time commitment that most of our students could not make, since they have work or family commitments on the weekends. Clearly, the structure of the major is no longer meeting the needs of our students. Finally, a survey of the requirements for transfer to a number of different Bachelor's Degree programs in Anthropology indicates that this type of fieldwork experience is not required for lower division students. Therefore, it is clear that for our students to successfully complete an A.A. degree in Anthropology the major requirements must be significantly modified.

One factor that is evident in the data can be seen in the chart above with regard to FTEF vs. FTES. Since the department stopped offering the Anth 110/112/210/212 sequence, and began to rotate the elective courses Anth 104/106/108, offering most of them only once in any three-year period, the ratio of FTEF to FTES has increased significantly from 13.9 in 2005-06 to 20.1 in 2006-07 and 19.8 in 2007-08. This indicates we are better utilizing our faculty resources to reach the maximum number of students. In addition, it is clear that offering the elective courses only periodically enables those students who have an interest in these specialized subjects to take these courses without having to cancel low enrolled sections.

2. How might this affect your department over the next three years?

We anticipate that the modification to the A.A. in Anthropology will lead to more students selecting this as a transfer major and perhaps more students electing to take some of the additional anthropology courses as electives in other majors. The new major will require the completion of only 18 units in the program, twelve units of core anthropology courses and nine units in various electives both inside and outside of the anthropology department. We intend to put the anthropology elective courses on a two year offering cycle so that interested students will be able to anticipate when a particular elective that they desire will be offered. We hope that this will make anthropology a desirable program both for the major student and well as for the general education student.

3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

The increase in the number of students who enter IVC with the intention to transfer to a four-year school is an opportunity to increase enrollment in Anthropology and to increase the number of students who graduate with an A.A. in Anthropology. First, the core anthropology courses, Anth 100 – Physical Anthropology and Anth 102 – Cultural Anthropology are popular general education courses

transferrable to both the CSU and UC systems. The improved A.A. degree program will offer students an attractive transferrable major that introduces them to the basics of Anthropology and serves also as a gateway to other disciplines within the social sciences.

One factor that the program must bear in mind is that both of the full-time faculty members in Anthropology are nearing retirement age. Though there is at this time no indication that either of these faculty are planning on leaving the college any time soon, this must be something that we plan for as we analyze the future of the program.

Another factor that affects our ability to offer a broad range of anthropology courses is the lack of qualified adjunct faculty in the Imperial Valley. We have been unsuccessful in recruiting and retaining highly qualified and successful adjunct faculty. We are investigating a number of different avenues for increasing the availability of adjuncts to teach within the anthropology department.

C. PROGRAM OBJECTIVES for Academic Years 2008 – 2011

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

Objectives are listed below not in priority order but in the order that they must be completed since later objectives are dependent on the successful completion of earlier objectives. For example, we cannot graduate more students without revising the program and then improving student success.

Objective	**Completion Indicators**
Update the Anthropology major and curriculum to better fit the needs of general education and anthropology A.A. students Revise the Archaeology courses and program Create a new Introduction to Archaeology course Delete four existing archaeology field work courses Eliminate the Field Archaeology Certificate Update the Anthropology A.A. degree	2009-10 General Catalog information
Create a new discipline within the division, American Indian Studies, and cross-list certain appropriate Anthropology courses, in order to increase the pool of faculty able to teach	2009-10 General Catalog information
Recruit additional adjunct faculty members to teach Anthropology/AIS courses	Number of adjunct faculty teaching courses
Offer Anthropology general education courses during the summer and winter sessions as appropriate	A&R course scheduling records
Increase the number of students who are enrolling in Anthropology courses	A&R enrollment records
Improve the student success rate in Anthropology elective courses	A&R course completion records
Increase the number of students who graduate with an A.A. in Anthropology	A&R graduation records
Develop new Anthropology elective courses both for those who are majoring in Anthropology and also as GE requirements for students in other majors. Possibilities include: Healing and medicine in cross-cultural perspective Native American folkways in the Imperial Valley	2010-11 General Catalog information

Imperial Valley College Program Review	**Program/Division/Department**: COUNSELING/MATRICULATION **Contact Person:** Frances Beope/Norma Nunez **Date Completed**: 01/12/2009

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Fund: ***11205*** **Org:** ***905*** **Prog:** ***6320***

Account	Description	Current budget	Request for next year	Difference	Justification*
1210	Counselor	620,550.00	679,908.00	59,358.00	Step increases plus a new position for an Athletic Counselor. *
1220	Counselor Overload Salaries	64,350.00	77,766.33	13,418.33	Hourly increase per CTA contract.
1411	Part-Time Instr Specialist	153,615.00	185,410.34	31,795.34	Hourly increase per CTA contract.
2105	Counseling Services Salaries	75,000.00	78,762.00	3,762.00	Step increases per CSEA contract.
2109	Night Differential	600.00	600.00	0	
2399	Overtime & Extra Pay	0	0	0	
3111	STRS Certificated Non-Instruction	67,413.00	75,766.19	8,353.19	Fixed on-going expenses plus new athletic counselor position.
3220	PERS Classified Non-Instruction	7036.00	7,425.66	389.66	Fixed on-going expenses.
3311	FICA Certificated Non-Instruction	0	0	0	
3320	FICA Classified	4,687.00	4,883.24	196.24	Fixed on-going expenses.
3331	Medicare Cert Non-Instruction	9,071.00	10,886.58	1,815.58	Fixed on-going expenses plus new athletic counselor position.
3340	Medicare Classified	1,097.00	1,142.05	45.05	Fixed on-going expenses.
3411	H&W Certificated Non-Instruction	68,700.00	80,143.00	11,443	Fixed on-going expenses plus new athletic counselor position.
3420	H&W Classified	23,400.00	23,321.80	0	Fixed on-going expenses.
3511	SUI Certificated Non-Instruction	2,561.00	2,039.72	0	Fixed on-going expenses plus new athletic counselor position.
3520	SUI Classified	277.00	236.29	0	Fixed on-going expenses.
3611	Workers' Comp Cert Non-Instruction	5,198.00	5,423.07	225.07	Fixed on-going expenses plus new athletic counselor position.
3620	Workers' Comp Classified	477.00	236.29	0	Fixed on-going expenses.
4320	Instructional Supplies & Materials	10,000.00	10,000.00	0	Fixed on-going expenses.

*Attach pertinent data to support change.

4401	Non-Instructional Supplies & Materials	260.00	260.00	0	Fixed on-going expenses.
4455	Copy/Printing	2,000.00	2,000.00	0	Fixed on-going expenses.
4460	Office Supplies	500.00	500.00	0	Fixed on-going expenses.
5210	Travel-Mileage	250.00	250.00	0	Fixed on-going expenses.
5220	Travel-Staff Conferences	1,600.00	1,600.00	0	Fixed on-going expenses.
5860	Postage	500.00	500.00	0	Fixed on-going expenses.
	Totals	**$1,119,142.00**	**$1,249,060.56**	**$130,801.46**	

Fund: *16004* Org: *905* Prog: *6320*

Account	Description	Current budget	Request for next year	Difference	Justification*
1210	Non-Inst, Contract & Reg	$63,572.00	$63,572.00		Fixed – Ongoing Expenses
1211	Directors Salaries	$106,475.00	$106,475.00		Fixed – Ongoing Expenses
1220	Counselors Overload Salaries	$10,730.00	$10,730.00		Fixed – Ongoing Expenses
1411	Part-time Non-Instructional	$128,535.00	$128,535.00		Fixed – Ongoing Expenses
2105	Counseling Classified Salaries	$71,997.00	$71,997.00		Fixed – Ongoing Expenses
2109	Night Differential	$600.00	$600.00		Fixed – Ongoing Expenses
2301	Student Salaries	$6,000.00	$6,000.00		Fixed – Ongoing Expenses
3111	STRS Certificated Non-Instruction	$24,633.00	$24,633.00		Fixed – Ongoing Expenses
3220	PERS Classified Non-Instruction	$7,465.00	$7,465.00		Fixed – Ongoing Expenses
3320	FICA- Classified	$4,974.00	$4,974.00		Fixed – Ongoing Expenses
3331	Medicare Certificated Non-Instruction	$4,329.00.	$4,329.00.		Fixed – Ongoing Expenses
3340	Medicare Classified	$1,163.00	$1,163.00		Fixed – Ongoing Expenses
3411	H & W Certificated Non-Instruction	$23,974.00	$23,974.00		Fixed – Ongoing Expenses
3420	H & W Classified	$12,205.00	$12,205.00		Fixed – Ongoing Expenses
3511	S UI – Certificated	$896.00	$896.00		Fixed – Ongoing Expenses
3520	SUI – Classified	$40.00	$40.00		Fixed – Ongoing Expenses
3611	Workers Comp – Certificated Non-I	$1,911.00	$1,911.00		Fixed – Ongoing Expenses
3620	Workers Comp – Classified	$1,026.00	$1,026.00		Fixed – Ongoing Expenses
4320	Instructional Supplies & Materials	$2,400.00	$2,400.00		Fixed – Ongoing Expenses
4401	Non-Instructional Supplies & Materials	$1,258.00	$1,258.00		Fixed – Ongoing Expenses
4455	Copying/Printing.	$1,000.00	$1,000.00		Fixed – Ongoing Expenses
4460	Office Supplies	$1,106.00	$1,106.00		Fixed – Ongoing Expenses

*Attach pertinent data to support change.

5110	Consulting Services	$0.00	$0.00		Fixed – Ongoing Expenses
5220	Travel - Staff Conferences	$2,361.00	$2,361.00		Fixed – Ongoing Expenses
5540	Telephone and Data Lines	$100.00	$100.00		Fixed – Ongoing Expenses
5621	Copier Maintenance Agreements	$1,000.00	$1,000.00		Fixed – Ongoing Expenses
	Totals	**$479,750.00**	**$479,750.00**		

Fund: *16213* Org: *905* Prog: *6320*

Account	Description	Current budget	Request for next year	Difference	Justification*
1411	Part-time Non-Instructional	$69,072.00	$69,072.00		Fixed- Ongoing expense
3111	STRS Certificated Non-Instruction	$5,699.00	$5,699.00		Fixed- Ongoing expense
3331	Medicare Certificated Non-Instruction	$1,002.00	$1,002.00		Fixed- Ongoing expense
3511	S UI – Certificated	$35.00	$35.00		Fixed- Ongoing expense
3611	Workers Comp – Certificated Non-I	$742.00	$742.00		Fixed- Ongoing expense
4460	Office Supplies	$522.00	$522.00		Fixed- Ongoing expense
	Totals	**$77,072.00**	**$77,072.00**		

Fund: *11205* Org: *921* Prog: *6320*

Account	Description	Current budget	Request for next year	Difference	Justification*
1330	Adjunct Faculty Salaries	$26,730.00	$29,160.00	$2,430.00	Increase per CTA contract.
1340	Overload Faculty Full-Time Salaries	$29,700.00	$32,400.00	$2,700.00	Increase per CTA contract.
3110	STRS Certificated Instructional	$4,655.48	$5,078.70	$423.22	Fixed on-going expenses.
3310	FICA Certificated	0	0	0	
3330	Medicare Certificated	$818.24	$892.62	$74.38	Fixed on-going expenses.
3510	SUI Certificated	$169.29	$184.68	$15.39	Fixed on-going expenses.
6310	Workers' Comp Certificated	$361.10	$393.92	$32.82	Fixed on-going expenses.
4320	Instructional Supplies & Materials		$500.00	$500.00	New budget, estimated costs.
4323	PD 100 lab fees/materials	$2,850.00	0		Student paid fees for materials.
4455	Copying/Printing		$500.00	$500.00	New budget, estimated costs.

*Attach pertinent data to support change.

4460	Office Supplies		$300.00	$300.00	New budget, estimated costs.
5210	Travel – Mileage		$660.00	$660.00	4 Trips to Region X for Career Ed Council
5220	Travel - Conference		$500.00	$500.00	New budget, estimated costs.
	Totals	**$65,284.11**	**$70,569.92**	**$8,135.81**	

B. Faculty / Staff Modifications or Needs – *Identify needed modifications and/or needs for new employees.*

Modification / Need	Justification*	Estimated Cost
Add a full-time Athletic Counselor Position **Budget Orgn 905**	In the Spring of 2004, the Pacific Coast Conference Program Review Committee submitted an Athletic Program Review Report to the Commission on Athletics and Imperial Valley College which stated under Standard Six-Citizenship recommendations. "Hire an athletic counselor for athletes." This person's duties and responsibilities would include such items as; establishing "a formal orientation program centered on planning and transfer requirements…, establishing…"academic assessment programs for each sport's team", developing a program for tutoring and… a process for evaluating coursework, grade point averages, retention rates and degree/certification completion for student athletes at Imperial Valley College". And …"have access to ongoing legislation pertaining to NCAA transfer and general education requirements". • Imperial Valley College funded a new counselor position and hired a full time Athletic Counselor for 2004-2005. • Position was vacated in 2005-2006 but a hiring freeze was imposed and this position has remained unfilled. There are currently 9 Intercollegiate Sports at Imperial Valley College with an additional 2 Women's Sports to be added to meet Title IX regulations due to our female student enrollment. The need is only increasing and must be addressed.	$80,860.09
Transfer Budget Cost Center to Student Services **Budget Orgn 921**	• This new budget is a reflection of the PD 100, Career & Personnel Development, Program being transferred to the Division of Student Services. All salaries and benefits reflect the current costs for 2008-2009 budget along with the projected salary & benefits increases per CTA contract. • The 4000 and 5000 accounts have been created with projected estimated expenses since a current base line of costs does not exist. • Account 4323, lab fees/materials, reflects the collection of student paid fees for consumable student materials. • Account 5210, travel-mileage, reflects the estimated costs of 4 round trips to San Diego to attend the quarterly Region X Career Education Council.	$2,460.00

*Attach pertinent data to support change.

C. Modifications to Current Facilities - *Identify needed facility modifications within the existing space*.

Modification	Justification*	Estimated Cost
N/A		

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee*.

Facility Needed	Justification*	Estimated Cost
Assessment Center Bldg.	The current building is a portable and located very far from the Counseling Center, out by the track field. The building isn't well insulated against noise which does **not** make it an ideal place to test. Students complain about the outside noise on a daily basis. Also the building becomes too cold in winter and too hot in summer. Modernization of the 400 building would make it ideal because of its proximity to the Counseling Center.	$1,000,000.00

E. Technology Modifications / Issues – *Identify needed modifications or issues with existing technology*.

Modification / Issue	Justification*	Estimated Cost
N/A		

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)*.

Technology Needed	Justification*	Estimated Cost
N/A		

*Attach pertinent data to support change.

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Justification*	Estimated Cost
N/A			$
			$
			$

H. Student Learning Outcomes*

	Outcome and Assessment Identified	Assessment Cycle Completed
Number of courses completed / total number of courses	3/3	3/0
Program, District / Matriculation Counseling	YES	N0

I. Revisions in Curriculum and / or Courses – Identify the course and/or curriculum to be revised, the change to be implemented, and the justification. If the revision is tied to an SLO assessment, advisory committee recommendation and/or legislative requirements, please note.

Course / Curriculum	Change Implemented	Justification*
PD 061,Surv Skill Coll Suc	The revision is tied to the SLO assessment.	New accreditation requirement.
PD 064, Orient Coll & Life Skills	The revision is tied to the SLO assessment.	New accreditation requirement.
PD 100, Career & Pers Dev	Update & revise course description.	To comply with articulation requirements for course to remain transferable to the 4 year institutions.

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☐ **No** ☒

*Attach pertinent data to support change.

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program?

N/A

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Justification*	Estimated cost
N/A		

M. EVALUATION OF PROGRAM REVIEW

PART 2 – Comprehensive Program Review for 2007-2008

A. PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

The District/Matriculation counseling staff will provide increased access and information of counseling services for students and potential students on how to reach their educational and career goals.

Goal 1: To improve student success at Imperial Valley College

Objective 1: To increase the number of eligible ASPIRE applicants through high school outreach activities.

Strategy 1: Increase availability of assessments at the local high schools.

Assessment: In July of 2006 the college implemented ACCUPLACER, a computerized assessment instrument, for English and mathematics. Previously, the number of students who tested at the high schools ranged from 800-900. The computerized assessment test was fully implemented and used at eleven high schools in the Imperial Valley in the Spring of 2007. The number of students tested at the high schools went up to 984 in Spring 2007 and to 1,096 in Spring 2008, with an increase of 112 students tested. An increased benefit provided by the new assessment program is the ability to track all new high school students who attend IVC and test immediately upon their high school graduation. In Spring 2008 the total number of high school students who tested was 1,547. We expect to increase assessment numbers every year as more students are choosing to attend IVC before they transfer.

*Attach pertinent data to support change.

Strategy 2: Inform all high school counselors with names of students who are eligible for ASPIRE program.

Assessment: Seven out of nine high schools who had students with qualifying test scores for eligibility for the ASPIRE program were e-mailed the names of students to the high school counselor in charge of the senior class, this was in addition to the total list of students tested. The other 2 high schools were given a paper copy of all students tested.

Strategy 3: Attach ASPIRE application to individual assessment report and discuss during advising session.

Assessment: There were 161 high school students who qualified for the ASPIRE program and the students who attended their advising session were personally handed an application, had the program & services explained, and encouraged to participate in the ASPIRE program. We had 118 students apply of which 115 students were accepted for Fall 2008. There was an 88.5% increase in accepted ASPIRE applicants from the previous Fall 2007 which had only 61 students accepted.

High School Advising 2007

High School	Tested	Advised	ASPIRE Eligible	% advised	% ASPIRE
Aurora	44	35	1	80%	2%
Brawley	120	116	18	97%	15%
Calexico	309	292	37	94%	12%
Calipatria	55	51	7	93%	13%
Central	124	117	24	94%	19%
Desert Oasis	14	11	0	79%	0%
Desert Valley	23	15	0	65%	0%
Holtville	98	95	8	97%	8%
Imperial	75	69	12	92%	16%
Southwest	136	126	17	93%	13%
Vincent Memorial	29	27	2	93%	7%
Totals	**1,027**	**954**	**126**	**93%**	**13%**

*Attach pertinent data to support change.

High School Advising 2008

High School	Tested	CELSA	Advised	%advised	ASPIRE Eligible	% Aspire
Aurora	20		17	85%	1	5%
Brawley	143		132	92%	30	21%
Calexico	308	*18	311	95%	28	9%
Calipatria	65		62	95%	6	9%
Central	160		133	83%	27	17%
Desert Oasis	24		19	79%	0	N/A
Desert Valley	37		33	89%	0	N/A
Holtville	82		70	86%	14	17%
Imperial	67		51	76%	17	25%
Southwest	173		135	78%	32	18%
Vincent Memorial	29		29	100%	6	21%
Totals	**1,108**	**18**	**992**	**88%**	**161**	**15%**

*not included for ASPIRE

			2007	2008	% difference
ASPIRE Application accepted			61	115	88.5%

Student Learning Outcome 1: Students will complete and submit ASPIRE application by deadline date to take advantage of priority registration. (SLO 3: Personal Responsibility)

Assessment of SLO 1: There were 118 students who applied which are 73% of the total eligible group for Fall 2008 admission. For the Fall 2007 eligible group there was a 50% application submission rate where out of 126 eligible students, only 63 applied.

Goal 2: To increase retention of Imperial Valley College students.

Objective 1: To create and conduct financial aid probation workshops in English and Spanish for financial aid probation 1 (SAP) students.

Strategy 1: Create Power Point presentations in English and Spanish outlining the financial aid probation policy and introducing students to available support services available to assist them in becoming successful college students.

*Attach pertinent data to support change.

Assessment 1: In Fall 2007, counseling staff met and created a Power Point presentation in both English and Spanish. Several training sessions were conducted for counselors to ensure standardization of information presented to financial aid probation students. All counselors were provided a script to follow and were provided with instructions on how to use the laptop and equipment in room 2131. A total of 22 counselors participated in providing SAP 1 workshops.

Strategy 2: Schedule weekly probation workshops in English and Spanish.

Assessment 2: The Counseling department scheduled 34 workshops in English and 11 in Spanish for a total of 45 for Spring 2008. The workshops were offered during day and evening and at different times throughout the semester in an attempt to eliminate any day or time barrier.

Strategy 3: Have students sign up to attend SAP 1 workshop.

Assessment 3: The financial aid department notified all financial aid probation 1 students by mail beginning January 2008. Students were notified of their probationary status and encouraged to sign up in the counseling office to attend an SAP 1 workshop. A list of all the available workshops was provided with a designation if it was going to be conducted in English or Spanish. There were a total of 1153 students who signed up to attend a workshop with 938 or 81% students attending.

Summary Totals		**Spring 2008**					
	Workshops	**Month**	**Enrolled**	**Attended**	**Percentage**	**No Show**	**Percentage**
		January	276	238	**86%**	38	**14%**
		February	461	362	**79%**	99	**21%**
		March	186	151	**81%**	35	**19%**
		April	147	120	**82%**	27	**18%**
		May	83	67	**81%**	16	**19%**
			1153	**938**	**81%**	**215**	**19%**
English	34		827	677	**82%**	150	**18%**
Spanish	11		326	261	**80%**	65	**20%**
Cancelled	6						
Total	**45**		**1153**	**938**	**81%**	**215**	**19%**

*Attach pertinent data to support change.

Student Learning Outcome: Students will demonstrate an understanding of the academic standards required for satisfactory academic standing at IVC in order to continue receiving financial aid. (SLO 2: Critical Thinking Skills & SLO 3: Personal Responsibility)

Assessment of SLO: There were 938 financial aid students who attended the SAP 1 workshops during Spring 2008. A report is pending to evaluate the number of who persisted to the next term and were academically successful under the financial aid policy guidelines.

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

The number of high school seniors taking their assessments for IVC at the local high schools continues to increase and it is very important that this activity continue so as to ensure students receive timely and accurate information when enrolling for appropriate courses at Imperial Valley College. In Spring 2008, the total number of high school seniors tested was 1,547. We assessed 1,096 at the local high school, thus only 451 additional high school seniors came on campus to complete their assessment. We expect to increase assessment numbers every year as more students choose to attend IVC before they transfer.

ASPIRE, a priority registration program for students who assess at the College level, has continued to increase in participation with an applicant acceptance rate of 88.5% for Fall 2008. We will be increasing the required eligibility to a university level placement because the number of students can no longer be served with the number of limited staff in the Transfer Center. By increasing the eligibility requirement for ASPIRE, it can continue to be offered by the Transfer Center Staff. The change should also decrease the number of semesters an ASPIRE student will need to transfer. To compensate for the increased placement level to qualify for ASPIRE, Student Services will be introducing a new freshman priority registration program called 1st STEP. This pilot program will accept 500 students from our local high schools who have completed the IVC assessment/orientation (1st STEP), advising (2nd STEP), on-line admission application (3rd STEP), and attend a ½ day on-campus orientation program (4th STEP) at Imperial Valley College. The intent of the new program is to provide an integrated comprehensive approach to assist new students in utilizing the registration process in a timely manner, understand graduation/transfer requirements, and become familiar with all of the academic & social support programs that exist on campus to complete their goal satisfactorily. The eligibility for acceptance will be the timely completion of the 4 STEPS.

*Attach pertinent data to support change.

The PD 100, Personal & Career Development, courses have primarily been taught by Counselors at IVC but the budget and related teaching expenses have been in the Behavioral & Social Science cost center. For 2009-2010 the PD 100 program budget will be moved to the Student Services cost center with its own working stand alone budget. The program has established its goals and objectives and SLO's to commence with the 2009-10 assessment.

In 2006-2007 there were 18 sections of 54 total units of PD 100 offered with an 89% fill rate. In 2007-2008 we increased the sections to 19 or a total of 57 units by adding an on-line class and our fill rate is at 105%. We are projecting a potential need to create a full time teaching position if the fill rate stays above 89% for the next 2 years.

Although our focus has been to provide access to students enrolling in the PD 100 courses, we need to refocus our efforts to evaluating and increasing our student retention and success rate in the program for the 2009-2012 Comprehensive Program Review.

Fall 2006

Sections	Enrollment	Max	
1	21	25	
2	28	25	
3	26	25	
4	24	25	
5	25	25	
6	29	25	
7	11	25	
8	24	25	
9	28	25	
	216	225	**-9**

Fall 2007

Sections	Enrollment	Max	
1	26	25	
2	29	25	
3	31	25	
4	26	25	
5	28	25	
6	29	25	
7	33	25	
8	21	25	
9	29	25	
	252	225	**27**

Spring 2007

Sections	Enrollment	Max	
1	14	25	
2	21	25	
3	18	25	
4	26	25	
5	23	25	
6	31	25	
7	16	25	
8	19	25	
	168	200	**-32**

Spring 2008

Sections	Enrollment	Max	
1	20	25	
2	31	25	
3	22	25	
4	26	25	
5	24	25	
6	28	25	
7	30	25	
8	27	25	
9	19	25	
	227	225	**2**

*Attach pertinent data to support change.

Summer 2007				Summer 2008			
Sections	Enrollment	Max		Sections	Enrollment	Max	
1	17	25		1	23	25	
	17	25	-8		23	25	-2

Student Services is requesting a full time counseling position specifically dedicated to serving the Athletic Sports Program and the student athletes. As stated in the justification section of Part A, Budget section, "…the Pacific Coast Conference Program Review Committee submitted an Athletic Program Review Report to the Commission on Athletics and Imperial Valley College which stated under Standard Six-Citizenship recommendations, "Hire an athletic counselor for athletes." There are currently 9 intercollegiate sports at Imperial Valley College with an additional 2 women's sports to be added to meet Title IX regulations due to our female student enrollment. The current adjunct athletic counselor has documented 324 student advising contacts in 2006-07 with projected student contacts of 940 for 2008-09. Within the last three years the total number of athletes has remained 130-132 per year but the need for counseling services by the student athletes has almost tripled. This will be compounded if 2 additional women's sports are added. The need is only increasing and must be addressed.

Academic year	Fall	Spring	Year Total
2006-07	80	54	**134**
2007-08	85	45	**130**
2008-09	77		

Academic year	Athletic Counselor		Scheduled Contacts		Students Seen
2006-07	**924 hrs**		**460**		**324**
2007-08	**1008 hrs**		**1050**		**782**
2008-09	**912 hrs**		**1040**		**940**

In Non-Credit Matriculation, an increase in yearly allocations reflect the increase in non-credit classes offered at IVC. As more students enroll in non-credit classes, the services offered by Non-Credit Matriculation staff need to increase to serve this population. In 2006-2007 the allocation was $8,960, in 2007-2008 $60,962 (a $52,002 increase), and in 2008-2009 it increased to $77,072.

Additional factors that might influence and impact all of Student Services is the increase of new students who are redirecting their freshman year from the University to the local community college, older adults & returning students seeking retraining due to the high unemployment in the Valley caused by the current economic conditions of the State & Federal governments and the private employment sector, and the potential cuts in educational revenue streams from the State of California compounded by the current IVC budget.

*Attach pertinent data to support change.

C. PROGRAM OBJECTIVES for 2009-2012

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

Priority 1: Our focus has been to provide access to students enrolling in the PD 100 course; we need to refocus our efforts to evaluating and increasing our student retention and success rate in the program.

Objective 1: Instructors will make every effort to retain students in their sections of P.D. 100.
Assessment: Retaining initial enrollment numbers is essential to the success P.D. 100 program and the implementation of safeguards will ensure students excel in a course designed to make life-altering decisions. Instructors will refer at-risk students to the "Early Alert" Project to avoid student withdrawal. Reports for tracking grade distribution and withdrawals for each P.D. 100 section at the end of each semester, which includes Early Alert Project referrals will be maintained and evaluated.

Priority 2: Student Services will be introducing a new freshman priority registration program called 1st STEP to increase the outreach to the freshman class. The focus of 1st STEP is to provide an integrated comprehensive approach to assist new students in utilizing the registration process in a timely manner, understand graduation/transfer requirements, and become familiar with all of the academic & social support programs that exist on campus to complete their goal satisfactorily.

Objective 1: To increase the number of eligible 1st STEP applicants through high school outreach activities.
Assessment: Data will be gathered and the number of students served will be documented to establish a base line for the 1st STEP program. The students served will be further evaluated by comparing this cohort for term completion with students who did not participate in 1st STEP program.

Priority 3: Hire a full time Athletic Counselor for 2009-2010.

Objective 1: To increase the academic success of student athletes.
Assessment: Upon presenting the necessary data to support the hiring of the athletic counselor to the appropriate committees on campus, an athletic counselor will be hired for the 2009-2010 academic year.

Priority 4: Our focus has been to provide orientation and support services to ESL non-credit students; we need to redirect our efforts to include all non-credit students.

Objective 1: Non-credit students will be aware of campus services, programs, and facilities.
Assessment: Data reflecting the number of students who receive these services will be collected and documented.

*Attach pertinent data to support change.

Imperial Valley College Program Review	**Program/Division/Department**: Behavioral & Social Sciences/Political Science **Contact Person:** Suzanne Gretz **Date Completed**: January 25, 2009

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Account	Description	Current budget	Request for next year	Difference	Justification*
					Budget currently under development as we are breaking out the division budget into individual program budgets

*Attach pertinent data to support change.

B. Faculty / Staff Modifications or Needs – *Identify needed modifications and/or needs for new employees.*

Modification / Need	Justification*	Estimated Cost
One Full-Time Faculty	Currently political science classes are taught by two full-time faculty members, 40% of the load of a third full-time faculty member, and four adjunct faculty members teaching 6 sections each spring and fall semester. A third full-time faculty member is needed to meet the needs of the department. Every student who is graduating or transferring is required to complete POLS 102. Also, the faculty member who is teaching 40% in political science may be retiring soon. If so, this will only further impact our ability to meet the needs of our students.	$75,000

C. Modifications to Current Facilities - *Identify needed facility modifications within the existing space***.**

Modification	Justification*	Estimated Cost
None Needed	Political Science has no current facilities	

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee***.**

Facility Needed	Justification*	Estimated Cost
Dedicated Classroom	Currently Political Science does not have a classroom dedicated to the department. Instead classes are taught wherever room can be found throughout the division. We would like to have one classroom dedicated to Political Science where we can permanently install materials appropriate to the discipline. This could be accomplished if the History classroom 509 is enlarged by combining it with another room. Then Political Science, which like History has large enrollments of 40-50 students per class, would be able to have room 504 dedicated to its use.	$4,000

E. Technology Modifications / Issues – *Identify needed modifications or issues with existing technology***.**

Modification / Issue	Justification*	Estimated Cost
Update A/V Equipment	The currently installed A/V equipment in the classrooms used by political science is old and unreliable.	$1,000
Speed up and improve internet access	Instructors report that it is difficult to access and display internet content in their classrooms since the connection is unreliable and slow. Since political science is by its nature a discipline that needs to access current media the unreliability of the internet is particularly harmful to this program.	$1,000

*Attach pertinent data to support change.

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)***.**

Technology Needed	Justification*	Estimated Cost
None		

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Justification*	Estimated Cost
Gaylla Finnell, Kevin White	SLO Assessment Training	Since faculty will be completing the first SLO assessments in Fall 2008 they need additional training in the completion of the Assessment cycle	$700
Adjunct Faculty	SLO Training	Adjunct faculty need to be trained in the SLO process	$1,200

H. Student Learning Outcomes*

	Outcome and Assessment Identified	Assessment Cycle Completed
number of courses completed / total number of courses	2/5	1/5
Political Science SLOs were identified for Pols 102 and 104 in the Fall 2008 semester and assessments are underway. SLOs will be identified and assessed for Pols 100 and 106 in the Spring 09 semester. Pols 052 is being deleted and SLOs will not be developed	4/4	August 2009

I. Revisions in Curriculum and / or Courses – Identify the course and/or curriculum to be revised, the change to be implemented, and the justification. If the revision is tied to an SLO assessment, advisory committee recommendation and/or legislative requirements, please note.

Course / Curriculum	Change Implemented	Justification*
Pols 052	Delete Course	Course is obsolete and no longer meets the needs of the college or program
Pols 100	Update Course Outline	Time for periodic update
Pols 104	Update Course Outline	Time for periodic update
Pols 106	Update Course Outline	Time for periodic update

*Attach pertinent data to support change.

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date
None		

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☐ No ☐

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program? NA

Not Applicable

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Justification*	Estimated cost
None		

M. EVALUATION OF PROGRAM REVIEW

*Attach pertinent data to support change.

PART 2 – Comprehensive Program Review for Academic Years 2005 – 2008

A. PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

The main program objectives of the political science program during the Academic Years 2005 – 2008 were to:

1. Increase student access to political science courses for two purposes:
   a. to make available more sections of Political Science 102 to meet the students' American History and Institutions graduation requirement, and
   b. to make available political science electives for general education program needs.

2. Improve student retention and success.

The following section (B.1.) will present and analyze data for the past three years to assess the program's progress in meeting these objectives.

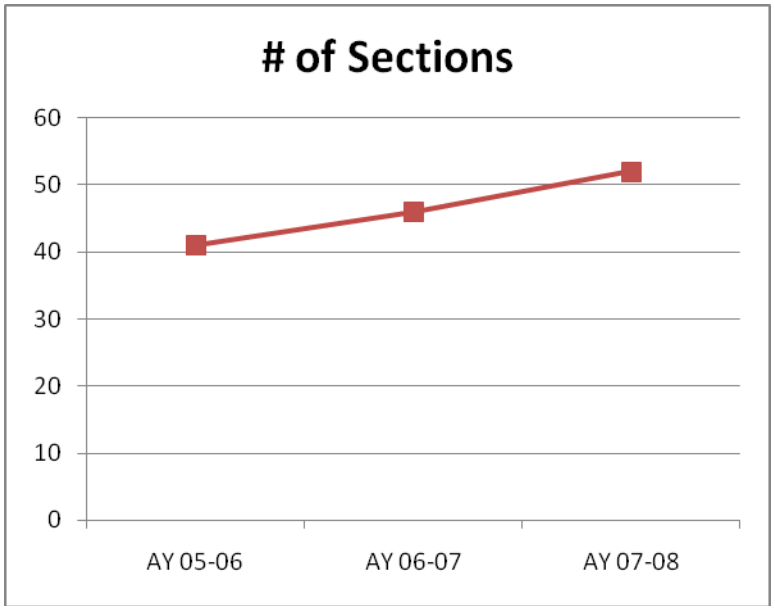
B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE

1. What trends do you see in the data?

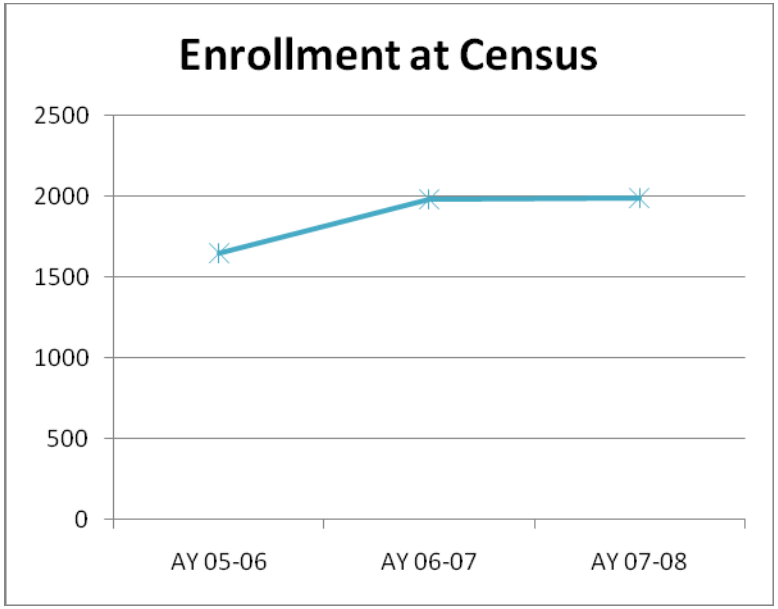
<u>Enrollment & Access</u>

During the academic years 2005-06, 2006-07, 2007-08 we were successful in meeting students' needs for the Political Science 102 course. The data below shows that during the three year period we offered 139 sections of POLS 102, enrolling 5621 students, or an average of 40.4 students per section, a 101% overall fill rate at census. The following graphs show the number of sections offered and the enrollment for POLS 102 over the three year period:

*Attach pertinent data to support change.



GRAPH 1

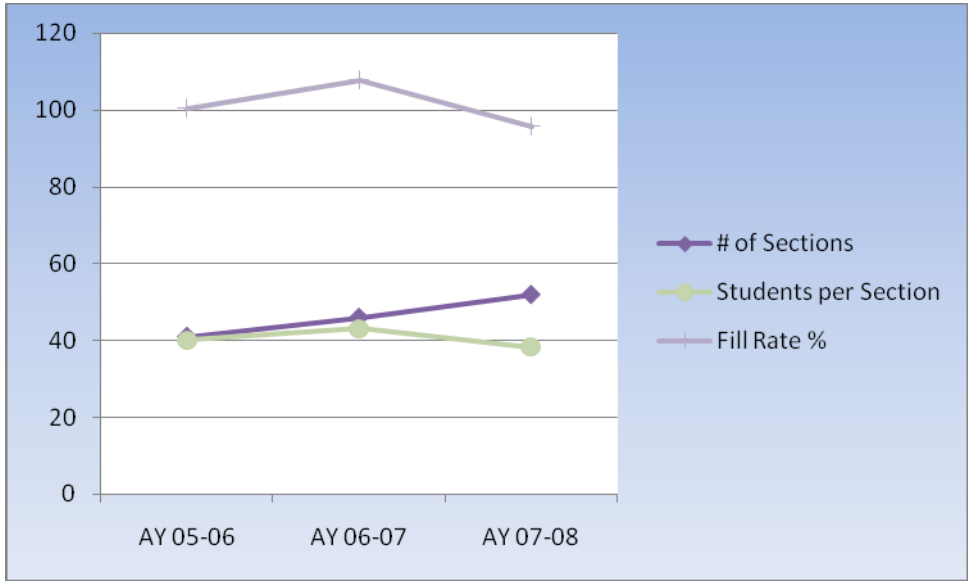


GRAPH 2

In addition to offering more sections of Political Science 102 overall, we have also successfully offered them at different times throughout the schedule. During the Fall and Spring semesters we offered classes consistently from 8:30 in the morning through 10:00 p.m. Monday through Thursday and occasionally on Friday nights and Saturday mornings. We have offered POLS 102 during every winter and summer session, and during this period we began to offer POLS 102 on-line during all four semesters and sessions. We have also offered the as a short-term course and as a late-start course during the fall and spring semesters. Overall, we have been extremely effective in scheduling POLS 102 courses in such a way as to provide access to all IVC students.

As we have steadily increased the number of sections of POLS 102, we are also stabilizing our fill rates at around 100% at census. The following graph shows the the number of sections offered, the average number of students per section, and the average fill rate for each of the three academic years under discussion:

*Attach pertinent data to support change.



GRAPH 3

We believe that in academic year 07-08 we were exactly meeting the student demand for POLS 102. However, at a 96% fill rate, there is very little room for additional students or enrollment growth. Since we have maximized our teaching resources we will not be able to offer additional sections to meet expanding student need without hiring more instructors.

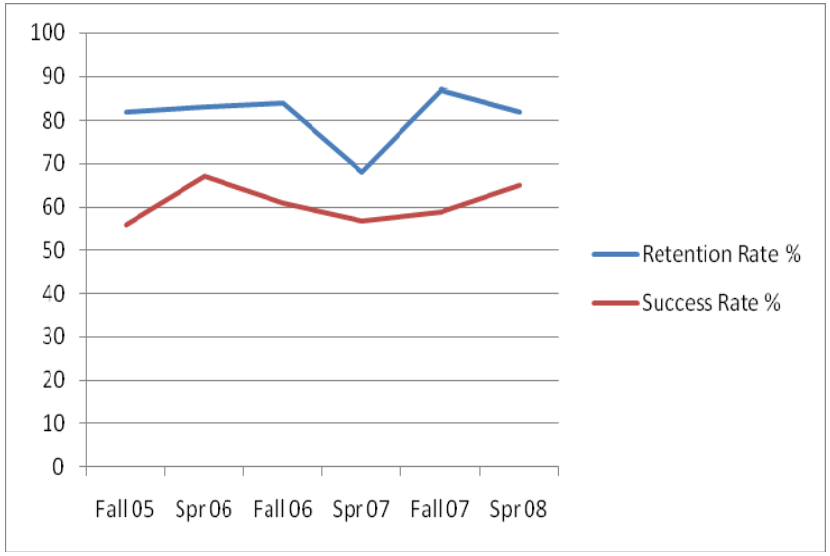
Unfortunately, as we have moved our teaching resources to cover the required course, Political Science 102, we have had less opportunity to offer sections of the elective courses, Political Science 100, 104 and 106, for general education purposes. In AY 2005-06 we offered 11 sections of these three courses, while in AY 2006-07 and AY 2007-08 we were able to offer only 7 sections each year. Without additional teaching resources this trend will only continue downward.

Finally, student demand for the alternative graduation requirement course, POLS 052, has been steadily declining over the three year period. While 117 students enrolled in this course during AY 2005-06, enrollment had declined to 65 during AY 2007-08. Since this course is non-transferrable, fewer students are electing to take this IVC only course, and we do not intend to continue the course after the 2008-09 academic year.

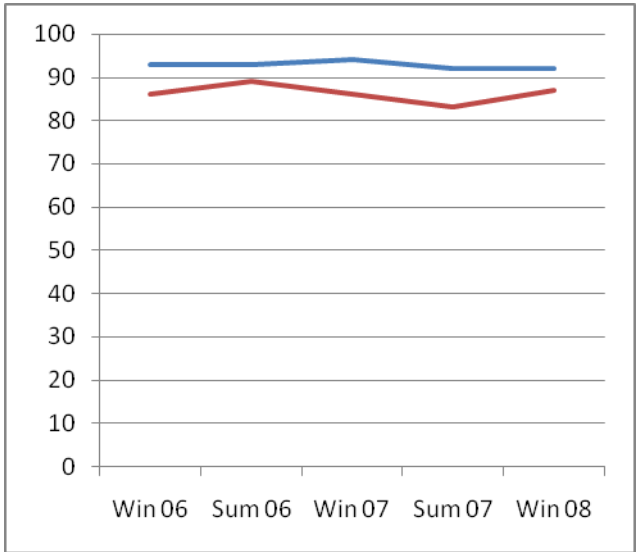
Retention

Overall, student retention in political science courses is good, averaging 83% overall during the three-year period. However, the success rate of students in these courses is not as high as we would like, at an overall 66%. The following graph shows that for the fall and spring semesters both the retention and success rates are trending only slightly upward over time. However, both the retention and success rates for courses during the winter and summer sessions show a higher overall retention and success rate, though the trend is flat.

*Attach pertinent data to support change.



GRAPH 4: Retention & Success Fall & Spring



GRAPH 5: Retention & Success Winter & Summer

We believe that there are a number of reasons for these retention trends. First, the class that accounts for the majority of the students who enroll in political science courses is Political Science 102, American Government, a required course. The required nature of the course helps to account for the high retention rate in these classes. However, the lower success rate is also partially accounted for by the same reason. Since students are required to take this course, they are not always very strongly motivated to do well in the course. Further, we find that a lot of students take Political Science 102 in their first year of enrollment at IVC. Students in their first year of college often do not do as well as more experienced students, and further they are not as skilled at the self –assessment needed to determine their actual standing in a course and thus might erroneously elect to stay in a course they are in danger of failing in lieu of dropping. Finally, the course is often taken by students who are still taking basic skill level courses in English. Since the content of the POLS 102 is at a beginning college reading and writing skill level, these basic skill students often struggle with the course readings and assignments.

On the other hand, we see that the success and retention rates for students who take POLS 102 in the winter and summer sessions are significantly higher (graph 5 above). We believe that students who self-select to attend winter and summer sessions are often more highly motivated to succeed than the students enrolled in the fall and spring semesters. Thus, our best, most highly qualified, most highly motivated students are those who take courses in the winter and summer sessions; and the overwhelming majority of those students complete the courses successfully.

*Attach pertinent data to support change.

Political Science Program
Enrollment at Census

Course	Fall 2005	Fall 2006	Fall 2007	Fall Ttl	Spring 2006	Spring 2007	Spring 2008	Spr Ttl	Summer 2006	Summer 2007	Summer 2008	Sum Ttl	Winter 2006	Winter 2007	Winter 2008	Win Ttl	3 Year Ttl
POLS 052	69	61	32	162	48	32	33	113									275
POLS 100	119	98	83	300	119	67	26	212									512
POLS 102	572	836	895	2303	794	796	732	2322	128	201	157	486	152	150	208	510	5621
POLS 104			7	7	9			9									16
POLS 106	9		15	24	16	14	15	45									69
Total	769	995	1032	2796	986	909	806	2701	128	201	157	486	152	150	208	510	6493

Political Science Program
Number of Sections

Course	Fall 2005	Fall 2006	Fall 2007	Fall Ttl	Spring 2006	Spring 2007	Spring 2008	Spr Ttl	Summer 2006	Summer 2007	Summer 2008	Sum Ttl	Winter 2006	Winter 2007	Winter 2008	Win Ttl	3 Year Ttl
POLS 052	2	2	1	5	2	2	2	6									11
POLS 100	4	3	3	10	5	3	1	9									19
POLS 102	14	17	20	51	18	18	21	57	4	6	4	14	5	5	7	17	139
POLS 104			1	1	1			1									2
POLS 106	1		1	2	1	1	1	3									5
Total	21	22	26	69	27	24	25	76	4	6	4	14	5	5	7	17	11

*Attach pertinent data to support change.

Political Science Program
Retention Rate

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr Avg.	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg
POLS 052	81%	87%	94%	87%	81%	65%	73%	73%									80%
POLS 100	68%	82%	63%	71%	73%	64%	81%	73%									72%
POLS 102	90%	85%	85%	87%	87%	77%	79%	81%	93%	92%	88%	91%	93%	94%	92%	93%	88%
POLS 104			100%	100%	100%			100%									100%
POLS 106	90%		93%	92%	75%	64%	93%	78%									83%
Average	82%	84%	87%	85%	83%	68%	82%	78%	93%	92%	88%	91%	93%	94%	92%	93%	83%

Political Science Program
Success Rate

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr Avg.	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg
POLS 052	54%	67%	50%	57%	60%	58%	61%	59%									58%
POLS 100	37%	50%	32%	40%	49%	45%	59%	51%									45%
POLS 102	73%	65%	59%	66%	58%	60%	61%	60%	89%	83%	80%	84%	86%	86%	87%	86%	74%
POLS 104			100%	100%	100%			100%									100%
POLS 106	60%		53%	57%	69%	64%	80%	71%									65%
Average	56%	61%	59%	58%	67%	57%	65%	63%	89%	83%	80%	84%	86%	86%	87%	86%	66%

*Attach pertinent data to support change.

Political Science Program
Grade Distribution

Sem.	Year	Course	A	B	C	D	F	I	MW	CR	NC	UG	W	XX	Total	# Succeed	Success Rate	Retention Rate
Fall	**2005**	POLS 052	7	8	22	8	11						13		69	37	53.6%	81.2%
		POLS100	10	24	10	18	19						38		119	44	37.0%	68.1%
		POLS 102	99	171	146	52	43	1					57		569	416	73.1%	90.0%
		POLS 106	3	3			3						1		10	6	60.0%	90.0%
Win.	**2006**	POLS 102	62	46	22	5	5	1					11		152	130	85.5%	92.8%
Spr.	**2006**	POLS 052	5	9	14		10						9		47	28	59.6%	80.9%
		POLS100	18	21	17	7	20						31		114	56	49.1%	72.8%
		POLS 102	100	167	169	91	130						101		758	436	57.5%	86.7%
		POLS 104	8		1										9	9	100.0%	100.0%
		POLS 106	7	3	1		1						4		16	11	68.8%	75.0%
Sum.	**2006**	POLS 102	67	38	9	1	4						9		128	114	89.1%	93.0%
Fall	**2006**	POLS 052	11	17	13	3	9						8		61	41	67.2%	86.9%
		POLS100	7	17	25	9	22						18		98	49	50.0%	81.6%
		POLS 102	148	212	181	63	97	3					129	1	834	541	64.9%	84.5%
Win.	**2007**	POLS 102	60	44	25	5	7						9		150	129	86.0%	94.0%
Spr.	**2007**	POLS 052	10	3	5		2					1	11		31	18	58.1%	64.5%
		POLS100	10	10	10	3	10						24		67	30	44.8%	64.2%
		POLS 102	153	170	158	51	82						181		796	481	60.4%	77.3%
		POLS 106	5	4									5		14	9	64.3%	64.3%
Sum.	**2007**	POLS 102	70	61	33	4	13					1	15		197	164	83.2%	92.4%
Fall	**2007**	POLS 052	1	5	10	4	10						2		32	16	50.0%	93.8%
		POLS100	11	10	5	7	19						30		82	26	31.7%	63.4%
		POLS 102	149	219	157	77	155					2	130		889	525	59.1%	85.4%
		POLS 104	1	6											7	7	100.0%	100.0%
		POLS 106	6	1	1		6						1		15	8	53.3%	93.3%
Win.	**2008**	POLS 102	53	79	48	4	8						16		208	108	86.5%	92.3%
Spr.	**2008**	POLS 052	8	7	5	2	2						9		33	20	60.6%	72.7%
		POLS 100	3	8	4	1	5						5		26	15	57.7%	80.8%
		POLS 102	120	188	133	47	89						149		726	441	60.7%	79.5%
		POLS 106	7	3	2		2						1		15	12	80.0%	93.3%
Sum.	**2008**	POLS 102	48	57	20	6	4	2					19		156	125	80.1%	87.8%

*Attach pertinent data to support change.

Political Science Program
Full Time Equivalent Faculty (FTEF)

	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr. Avg.	Summer 2006	Summer 2007	Summer 2008	Sum. Avg.	Winter 2006	Winter 2007	Winter 2008	Win. Avg.	3 Year Avg.	3 Year Total
Full Time	2.6	2.8	3.2	2.9	3.8	2.8	2.8	3.1	0.8	1.2	0.8	0.9	0.6	0.8	1.4	0.9	2.0	23.6
Part Time	1.6	1.6	2.0	1.7	1.6	2.0	2.2	1.9					0.4	0.2		0.3	1.0	11.6
Total	4.2	4.4	5.2	4.6	5.4	4.8	5.0	5.0	0.8	1.2	0.8	0.9	1.0	1.0	1.4	1.2	3.0	35.2

Political Science Program
Full Time Equivalent Students (FTES)

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg.	Spring 2006	Spring 2007	Spring 2008	Spr Avg.	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg.	3 Year Total
POLS 052	7.1	6.3	3.3	5.6	5.0	3.3	3.4	3.9									2.4	28.5
POLS 100	12.3	10.2	8.6	10.4	12.3	6.8	2.7	7.3									4.4	52.9
POLS 102	57.1	86.6	92.0	78.6	81.8	81.9	75.4	79.7	13.5	21.0	16.3	16.9	3.2	15.8	21.1	13.4	47.1	565.7
POLS 104			.7	.7	.9			.9									.14	1.7
POLS 106	.9		1.6	1.3	1.7	1.5	1.6	1.6									.59	7.1
Total	77.6	103.1	106.2	95.6	101.6	93.5	83.1	92.7	13.5	21.0	16.3	16.9	3.2	15.8	21.1	13.4	54.7	655.9

Political Science Program
FTES per FTEF

Course	Fall 2005	Fall 2006	Fall 2007	Fall Avg	Spring 2006	Spring 2007	Spring 2008	Spr Avg	Summer 2006	Summer 2007	Summer 2008	Sum Avg	Winter 2006	Winter 2007	Winter 2008	Win Avg	3 Year Avg
POLS 052	17.9	15.8	16.6	16.8	12.4	8.3	8.5	9.8									13.0
POLS 100	15.4	16.9	14.3	15.5	12.3	11.3	13.5	12.1									13.9
POLS 102	20.4	25.5	23.0	23.1	22.7	22.8	18.0	21.0	16.8	17.5	20.4	18.1	3.2	15.8	15.1	11.8	20.3
POLS 104			3.6	3.6	4.7		4.7										4.1
POLS 106	4.7		7.8	6.2	8.1	7.3	7.8	7.8									7.7
Average	18.5	23.4	20.4	20.8	18.8	19.5	16.6	18.3	16.8	17.5	20.4	18.1	3.2	15.8	15.1	11.8	18.6

*Attach pertinent data to support change.

2. How might these trends affect your department over the next three years?

Over the next three years we anticipate that the enrollment trends that we are seeing will continue; if that is the case the political science program is going to find it increasingly difficult to meet the needs of our students.

As overall college enrollment increases, there is greater demand for the required course POLS 102. Currently we employ 2 full-time faculty members in the political science program. In addition, we have diverted 40% of the load of another full-time faculty member from the history program to political science to meet student demand in this program. This equates to 2.4 FTEF. And yet, as the graph above illustrates, we are consistently utilizing between 4.5 and 5 FTEF to teach political science courses during the fall and spring semesters. This additional need is being meet through full-time overload and adjunct faculty. Since 2.4 FTEF are providing 3.0 FTEF of instruction this is a significant overload commitment for the political science faculty. Additionally, it is difficult to recruit qualified adjunct faculty. The minimum qualifications to teach require a person to possess a master's degree, a situation that is unfortunately limited in the Imperial Valley.

Finally, the most significant challenge we are going to face is to effectively meet the needs of our basic skills students so that they have a better chance to successfully complete courses in political science. Trends suggest that the population of under-prepared students is unlikely to decrease in the immediate future. The political science program is going to need to work with our campus community to identify ways to partner with the ESL, English, and Counseling programs to provide new opportunities and programs to improve student success.

3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

Currently, the statewide Academic Senate is considering changing the minimum qualifications for political science faculty. The change would disallow teachers who have a B.A. and M.A. in Public Administration from teaching in political science, instead requiring at least a B.A. in political science and an M.A. in Political Science or Public Administration. Some of our part-time instructors possess the B.A. and M.A. in Public Administration which would be disallowed in the future. In addition, SDSU-IV campus offers the degrees in Public Administration only, not Political Science. We are concerned that this minimum qualifications change may decrease our adjunct faculty pool, a fairly small group as it is.

*Attach pertinent data to support change.

C. PROGRAM OBJECTIVES for 2008 - 2011

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

Objective	Completion Indicators
Hire an additional full-time faculty member for the political science program	Employment data
Improve student success rate through: innovative basic skills partnership programs, SLO performance analysis and curriculum revision, as appropriate, definition of course prerequisites if appropriate,	Institutional success and retention data
Increase on-line and alternative delivery opportunities for political science courses	Course schedule
Develop an internship program for political science students, placing them into federal, state, and local government offices	Creation of internship courses Institutional enrollment data
Investigate the feasibility of developing an A.A degree in Political Science and/or Public Administration. Factors to be considered: Community need and student desire Faculty availability for course development and offering Applicability to university transfer opportunities	Report out in Fall 2010

*Attach pertinent data to support change.

Imperial Valley College Program Review	Program/Division/Department: Financial Aid/BFAP Contact Person: Janis Magno, Dean of Financial Aid Date Completed: 1/5/2009

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Account	Description	Current budget	Request for next year	Difference	Justification*
Fin Aid	11001-931-xxxx-6460				
1210	Counselor	10,171	10,548	377	Step Increase
1212	Dean	139,643	149,542	9,899	Step Increases
2110	Financial Aid Salaries	332,733	347,310	14,577	Step Increases
2120	Sec/Clerical	43,020	76,884	33,864	Returned Financial Aid Receptionist to this account
2398	Prof Growth	300	300		
2399	OT & Extra	12,000	12,000		
3111	STRS	11,918	13,207	1,289	Fixed On-going Expense
3220	PERS	38,131	38,161	30	Fixed On-going Expense
3320	FICA – classified	25,406	25,095	-311	
3331	Medicare – Certificated- non instr	147	153	6	Fixed On-going Expense
3340	Medicare – Classified	5,942	5,869		
3411	H&W – Certificated – non instr	13,282	14,213	931	Fixed On-going Expense
3420	H&W – Classified	76,050	75,796	-677	
3511	SUI – Certificated – non instr	434	480	46	Fixed On-going Expense
3520	SUI – Classified	1,229	1,075	-154	
3611	WC – Certificated – non instr	910	1,024	114	Fixed On-going Expense
3620	WC – Classified	2,656	2,590	-66	
4455	Copy/Print	2000	2,000		
4460	Office Supplies	4,869	4,869		
5220	Travel – staff conf	3,000	3,000		
5310	Memberships	1,220	1,220		
5540	Tel and Data	50	50		

*Attach pertinent data to support change.

	Copier Lease	4,800	00		
5860	Postage	4,000	4,000		
	Total Fin Aid Office	728,553	751,910		
Stu Aid	**11001-931-xxxx-7320**				
2301	Student Salaries – Dist WS match	0	81000	81000	Error – left off 08-09 budget
3620	WC – Work study	0	519	519	Error – left off 08-09 budget
7520	Student Fin Aid	71,109	142,218	71,109	Returns district to full compliance with 25% match*
	Total Student Aid District Share	**71,109**	**223,737**		

*** Federal regulations require the FSEOG grant to be matched with 25% district dollars. While colleges with a Title III waiver may choose to apply state and local grants in order to meet the requirement for this match IVC has always met is match requirement with actual dollars because FSEOG students are the neediest of all financial aid students. The dollar match was temporarily reduced to 12.5% in 2008-09 in order to assist with the budget deficit reduction with the understanding that the match would return to 25% in 2009-10.**

Account	Description	Current budget	Request for next year	Difference	Justification*
BFAP	**15201-931-xxxx-6460**				
1210	Outreach Counselor	53,763	55,376	1,613	Step Increase
2110	FA Salaries	138,720	145,432	6,712	Step Increases
2301	Student Salaries	30,000	10,000	-20,000	
2399	Overtime & extra	20,000	12,000	-8,000	
3111	STRS	4,340	4,569	229	Fixed On-going Expense
3220	PERS	13,314	13,711	397	Fixed On-going Expense
3320	FICA-Classified	8,870	9,017	147	Fixed On-going Expense
3331	Medicare – Certificated NON	763	803	43	Fixed On-going Expense
3340	Medicare – Classified	2,075	2,109	34	Fixed On-going Expense
3411	H&W – Certificated NON	9,774	9,866	92	Fixed On-going Expense
3420	H&W – Classified	28,494	36,149	7,655	08-09 benefit incorrect
3511	SUI – Certificated NON	243	166	-77	
3520	SUI – Classified	250	486	236	Fixed On-going Expense
3611	WC – Certificated NON	546	354	-192	
3620	WC – Classified	1,537	931	-606	
4455	Copy/Print	750	1,200	450	District Off-set

*Attach pertinent data to support change.

	Office Supplies	1,200	00		
4480	Hospitality	575	500	-75	
5210	Mileage	2,000	1,000	-1,000	
5220	Travel – Stf Conf	4,342	3,500	-842	
6490	New Equip	5,000	1,200	-3,800	
	Total BFAP	**325,404**	**313,257***		

***BFAP is budgeted at 95% of the 2008-09 allocation per categorical standards.**

B. Faculty/Staff Modifications or Needs – *Identify needed modifications and/or needs for new employees.*

Modification/Need	Justification*	Estimated Cost
N/A		

C. Modifications to Current Facilities - *Identify needed facility modifications within the existing space.*

Modification	Justification*	Estimated Cost
N/A		

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee.*

Facility Needed	Justification*	Estimated Cost
N/A		

E. Technology Modifications/Issues – *Identify needed modifications or issues with existing technology.*

Modification/Issue	Justification*	Estimated Cost
N/A		

*Attach pertinent data to support change.

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee).*

Technology Needed	Justification*	Estimated Cost
N/A		

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Justification*	Estimated Cost
			$
			$
			$

H. Student Learning Outcomes*

	Outcome and Assessment Identified	Assessment Cycle Completed
program (Financial Aid/BFAP) *Complete box with yes or no*	Yes	No

I. Revisions in Curriculum and/or Courses – Identify the course and/or curriculum to be revised, the change to be implemented, and the justification. If the revision is tied to an SLO assessment, advisory committee recommendation and/or legislative requirements, please note.

Course/ Curriculum	Change Implemented	Justification*
N/A		

*Attach pertinent data to support change.

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date
N/A		

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☐ **No** ☐

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program? NA

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Justification*	Estimated cost
N/A		

M. EVALUATION OF PROGRAM REVIEW

*Attach pertinent data to support change.

Imperial Valley College *Program Review*	Please send your completed report electronically to your dean/supervisor no later than July 24, 2008. Supervisors/deans have until July 25, 2008 to submit completed program review electronically to their vice-president.

Program/Division/Department: Financial Aid **Date:** 12/1/2008

Contact Person: Janis L. Magno

PART 2 – Comprehensive Program Review for ___2007-2008____

A. **PROGRAM OBJECTIVES –** Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

The Financial Aid Office will provide timely, accurate information and high quality services while educating students, potential students and the community on how to finance their educational goals.

Goal 1: To improve student success at Imperial Valley College

Objective 1: The Financial Aid Department staff will assist students to complete the FAFSA on-line.

Strategy 1: Conduct FAFSA On-Line Application Work Shops both on campus and at the 3 extended campus sites.

Assessment: In the first half of the application period from 1-1-2007 through Sept 1, 2007, we assisted 1633 student with individual appointments for FAFSA completion, using 6 staff members. We then began group appointments in various computer labs around campus and through June 30, 2008, assisted 2436 students, using 2 staff members. As you can see, the group approach is a much more efficient use of staff time and as a result individual appointments for FAFSA completion, except for DPS&S students, is no longer available.

In the initial stages of the transition from individual appointments to group workshops we offered FAFSA assistance at all three Extended Campus sites. Currently, we are only conducting workshops at the Calexico site during peak times due to lack of available lab space in the other extended campus sites.
sites.

Strategy 2: Cal Grant Drive – conducting group workshops at all feeder high school in order to assist all high school Seniors with the on-line FAFSA process. This event takes place from January thru March 2nd, in order to meet the Cal Grant deadline.

Assessment: In 2007, the IVC team worked with staff from CalSOAP, UCSD Outreach, and the participating high school counselors to assist over 1200 students with the online FAFSA. A total of 867 completed the application process which in some cases required the submission of income corrections and a student/parent signature page for verification. This number is down slightly from 2006-07 totals however at this time further research is needed to determine why the total number of students completing the on-line FAFSA process declined in 2007-08. (See Appendix A for CalGrant Table)

Student Learning Outcome: Students will demonstrate an understanding of how to complete the FAFSA on-line as shown by the number of on-line applications submitted. (See Appendix C for SLO Form)

Assessment: There has been a steady increase in the number of electronic, on-line FAFSA's done by students attending Imperial Valley College since 2004-05 with a single year increase of 389 or 6% from 06-07 to 07-08. The Financial Aid Office will continue to encourage all students to use the on-line FAFSA tool and to assist them with this process in ways the increase access, accuracy and timeliness. For complete reports of FAFSA submissions for years 2004-2008, see Appendix B.

Goal 2: To improve the program effectiveness of Financial Aid

Objective 1: The Financial Aid Office will increase access for students through better use of on-line tools

Strategy 1: Fully implement E-SARS for on-line appointment scheduling

Assessment: E-SARS, the web version of the SARS appointment scheduling software currently used by IVC's Student Services department, went live in the summer of 2008. At that time, students wishing to reserve a space in one of the FAFSA workshops did not have to call the office or stand in line to make an appointment. Instead, they could use their home computer to access WEBSTAR and then E-SARS. The Financial Aid Computer Lab opened soon after so students have been slow to use E-SARS, however full evaluation of the services will be achieved next summer during the peak FAFSA period (June-October) when appointment are at a premium. (See Appendix D for appointment schedules)

Currently, 35.7% of all appointments for Financial Aid services are made using E-SARS.

Strategy 2: Secure a full-time, dedicated Financial Aid computer lab.

Assessment: The Financial Aid Computer Lab was officially opened on September 1, 2008. A fully functioning lab With 10 computer workstations (1 equipped for wheelchair access and visually impaired use), access to important Federal and state financial aid websites, and staffed by a financial aid professional and several student assistants.

Students may use the lab to complete the FAFSA, with or without assistance from staff, apply for a pin, complete Cal Grant requirements, look-up their awards, print out financial aid information, determine

disbursement dates, etc. FAFSA workshops are scheduled daily or students may access the labs services on a walk-in basis. Full evaluation of the lab and how it has advanced the delivery of financial aid services will be contained in the 2008-09 Program Review for Financial Aid.

Strategy 3: Financial Aid Student Self-Service on WEBSTAR will include a copy of the student's award letter

Assessment: This strategy has been moved to 2008-09 with the installation of Banner Financial Aid 7.12 which includes this functionality. Through this new self-service for students we will be able to update their awards and messages real-time and the students will always have the most up-to-date information. The goal of the college Information Systems Department is to have this updated version installed in spring 2009.

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

1. The most significant trend in financial aid over the last 5 years is the significant increase in the number of FAFSAs process by Imperial Valley College. In 2003-04, the financial aid staff processed 4884 FAFSA while in 2007-08, the same number of staff processed 6872 FAFSAs, and increase of 41% (see attached Title IV Central Processing reports Appendix B). Last year alone, the increase in applications was over 6% and the Department of Education has added 3 additional grants to their roster of available aid which will substantially increase the processing time.

At the same time, the college, the state of California, the country, indeed the world, is experiencing an economic downturn which precludes the hiring of additional staff to handle this rapid increase in applications. In order to do more with less resources, we must examine our business practices in order to continue to process applications in a timely manner.

2. The last two summers (our peak application period is June-October) we have experienced a backlog of FAFSAs that has resulted in a significant lapse in time from completion of FAFSA to awarding. Normally, this period of time is as short as several days to a week but during this highly impacted period this period has grown to as much as 8-10 weeks. This is not acceptable. As a result, our goal for the next 3 years is to re-examine our business processes regarding application and verification and to modify policy and procedures where necessary to allow us to process an application is a more reasonable amount of time.

3. Outside factors which will continue to influence our business practices will be the local, state, and federal economic climate which, if it remains stagnate, will encourage further increases in financial aid applications. In addition, federal and state regulations

which govern how we do business but always take precedence in any discussion of changes to policy and procedures. We constantly look for ways to make the financial aid application, awarding and disbursement processes as efficient as possible, however in few of current economic constraints, we will give greater priority to the goal of streamlining the process to achieve faster results with fewer staff.

C. PROGRAM OBJECTIVES for 2009-12

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

PRIORITY 1: The policy at IVC has always been to verify 100% of all financial aid applications prior to awarding. This practice is valued by staff and results in many students receiving financial aid who otherwise wouldn't have because the staff finds errors in their FAFSA's. However, the verification process is timely, the corrections to CPS requiring several manual operations, and the tracking of documents for all application is a gargantuan task, the result of which is that during the rush period June-October) it can take 6 to 8 weeks to verify and award a file. This is not an acceptable time frame for students who apply after July/July. As the number of FAFSAs increase, the strain on the staff during this peak period has also reached the critical stage. As we are more and more successful with Priorities 1 & 2, we must find a way to streamline the internal process so that students can receive their aid in a more timely manner.

Goal 3: To improve the program effectiveness of Financial Aid

Objective 1: The Financial Aid Office will increase access to students through more efficient business practices

Strategy 1: Review, evaluate, and adapt our application verification policy and procedures in order to reduce the amount of time between student completion of all institution application requirements and the awarding of financial aid.

Assessment: New verification policy adopted for the 2009-2010 aid year with be reviewed in January of 2010. All changes made to the verification process will be tracked with special attention paid to the time between completion of application and awarding, with accuracy of application information a secondary evaluative measure.

PRIORITY 2: Increasing the number of students who successfully complete the FAFSA remains the #1 priority for the Financial Aid Office. We will continue to focus our outreach efforts in the area of access to individualized assistance with the on-line FAFSA process as well as submission of verification documents. This priority effort extends to current students as well as potential students in the community because we feel that students who have the financial resources necessary to support their education will be less likely to drop out.

Goal 1: To increase the retention level of Imperial Valley College students

Objective 1: The Financial Aid Department staff will assist students to complete the FAFSA on-line.

Strategy 1: Campus Workshops

Assessment: The total number of students served through the Financial Aid Workshops conducted in the Financial Aid Computer Lab will be tracked and monitored for accuracy. We are interested evaluating not only the increase in quantity of on-line applications as well as the quality of the finished product. This will be tracked by determining the number of staff corrections which must be done prior to acceptance of a complete and verified ISIR.

Strategy 2: The coordinated county-wide CalGrant Drive will continue to assist high school students with the on-line FAFSA process. IVC, CalSOAP, the UCSD Outreach Office, and all local school districts will work together to provide information, computer access, and technical assistance so that all students and parents interested in completing the FAFSA process will have a opportunity to do so well in advance of the CalGrant deadline of March 2.

Assessment: The number of high schools served as well as the number of students and parents who participant will be tracked and the outcomes assessed. These number have been tracked for the last 40 years so that we can look at the data longitudinally to establish any long ranging trends. We will also look at data comparisons within high schools to determine future impacts to the delivery of these services.

Student Learning Outcome: Students will demonstrate an understanding of how to complete the FAFSA on-line.

Assessment: The increase in on-line FAFSAs completed by students will be tracked using the Federal report of FAFSAs submitted by quarter.

PRIORITY 3: Once we have succeeded in putting a student on financial aid, our priority then becomes keeping them eligible. Thus priority number 3 is ensuring that students understand the Satisfactory Academic Progress requirements and what behaviors will contribute to their academic success or nonsuccess.

Goal 2: To improve student success at Imperial Valley College

Objective 1: The Financial Aid Department staff assist the IVC Counseling staff to provide "Probation Awareness" workshops to improve students' understanding of the Satisfactory Academic Progress (SAP) regulations.

Assessment: The Dean of Financial Aid and the Head District Counselor will review the core content of the SAP workshops to insure that the information given to students is accurate, up-to-date, and delivered with the correct emphasis on student responsibility.

Student Learning Outcome: Students will demonstrate understanding of how to maintain their financial aid academic eligibility by attending a "Probation Success" workshop.

Assessment: SAP Workshop attendees will be tracked and their subsequent academic progress compared to those SAP students who did not attend a Probation Success workshop.

Imperial County
Financial Aid Applications
January 7 – March 3, 2008

Schools	Senior Class Size 2007-2008	Students Completed 2007-2008	Students Completed 2006-2007	FAFSA Drive(s) 2007-2008
Brawley Union High School	389	165	169	January 9-11
Calexico High School	579	205	304	February 4-7 & 28
Calipatria High School	76	42	49	January 15 & 18
Central Union High School	364	150 (Tentative)	212	February 18-22
Holtville High School	145	87	97	January 29-30
Imperial High School	161	54	80	February 6-7
San Pasqual Valley High School	39	37	19	February 13
Southwest High School	451	127	161	February 12-15
TOTALS:	**2204**	**867**	**1091**	**26 Days**

867 Students / 26 Days = 33.3 Students per Day
33 Students per Day / 4 Assistants = 8.25 Students per Assistant, per Day

Last Run Date: 10/21/2008

U.S. Department of Education
Title IV Central Processor
Award Year 2008-2009
Number of Applications Received by Source by School - YTD
Period 09/22/2008 - 09/28/2008 (Week 39)

School Code	School Name	Electronic Original	Paper Original	Web Original	Web Original	Web Renewal	Web Renewal	Total
		Student Entry	Student Entry	School Entry	Student Entry	School Entry	Student Entry	
001203	Glendale Community College	0	1,052	4	4,903	1	3,469	9,429
001205	Golden Gate University	0	6	0	1,623	0	1,461	3,090
001206	Golden West College	0	40	0	4,316	2	3,318	7,676
001208	Grossmont College	0	55	9	5,391	10	3,461	8,926
001209	Hartnell Community College	0	73	5	2,042	5	1,535	3,660
001212	Humphreys College	0	29	0	502	4	359	894
001214	Imperial Valley College	0	2	38	4,484	40	1,509	6,073
001215	La Sierra University	0	22	0	1,138	1	1,035	2,196
001216	University Of La Verne	0	46	4	3,391	17	4,195	7,653
001217	Lassen College	0	17	1	533	0	286	837
001218	Loma Linda University	0	9	0	1,827	0	3,118	4,954
001219	Long Beach City College	0	135	83	10,251	108	6,069	16,646
001220	Master's College & Seminary (the)	0	4	1	638	0	659	1,302
001222	East Los Angeles College	0	64	22	7,529	14	4,530	12,159
001223	Los Angeles City College	0	99	2	5,262	0	4,765	10,128
001224	Los Angeles Harbor College	0	16	40	2,575	32	1,862	4,525
001226	Los Angeles Pierce College	1	65	2	5,450	3	3,718	9,239
001227	Los Angeles Trade Tech College	0	153	8	4,932	6	2,398	7,497
001228	Los Angeles Valley College	0	377	1	4,475	0	3,442	8,295
001229	So Ca Univ health Sciences	0	2	0	115	0	368	485
001230	Southern Ca College Of Optometry	0	0	0	147	0	320	467
001232	American River College	2	235	3	10,512	2	6,832	17,586
001233	Sacramento City College	4	226	6	9,088	0	6,145	15,469
001234	Loyola Marymount University	0	54	1	7,528	0	4,082	11,665
001236	Menlo College	0	2	0	558	1	286	847
001237	Merced Community College	0	115	7	4,729	14	2,789	7,654
001238	Mills College	0	12	0	1,467	0	1,046	2,525
001239	Miracosta College	0	60	0	2,461	0	1,344	3,865
001240	Modesto Junior College	2	185	25	8,316	40	4,489	13,057

Note: The report is showing data on only 01 transactions, which excludes corrections and therefore, is not the total number of records the school's code was reported on.

Last Run Date: 10/21/2008

U.S. Department of Education
Title IV Central Processor
Award Year 2007-2008
Number of Applications Received by Source by School - YTD
Period 09/24/2007 - 09/30/2007 (Week 39)

School Code	School Name	Electronic Original	Paper Original	Web Original	Web Original	Web Renewal	Web Renewal	Total
		Student Entry	Student Entry	School Entry	Student Entry	School Entry	Student Entry	
001199	Foothill College	3	115	3	1,179	5	1,327	**2,632**
001201	Fullerton College	0	484	186	4,163	258	2,978	**8,069**
001202	Gavilan College	1	329	222	777	62	512	**1,903**
001203	Glendale Community College	0	2,893	9	2,553	2	2,819	**8,276**
001205	Golden Gate University	0	24	0	1,062	1	1,480	**2,567**
001206	Golden West College	0	347	1	3,082	7	3,299	**6,736**
001208	Grossmont College	2	486	3	3,901	2	3,410	**7,804**
001209	Hartnell Community College	0	509	8	1,363	2	1,277	**3,159**
001212	Humphreys College	0	356	91	138	59	222	**866**
001214	Imperial Valley College	0	13	147	3,947	591	874	**5,572**
001215	La Sierra University	0	105	0	981	1	1,016	**2,103**
001216	University Of La Verne	0	160	10	2,734	10	4,140	**7,054**
001217	Lassen College	1	40	0	476	1	229	**747**
001218	Loma Linda University	0	63	0	1,320	2	3,258	**4,643**
001219	Long Beach City College	2	1,051	2,436	4,823	2,087	4,435	**14,834**
001220	Master's College & Seminary (the)	0	16	0	551	0	688	**1,255**
001222	East Los Angeles College	0	1,344	16	4,828	14	3,941	**10,143**
001223	Los Angeles City College	1	717	5	3,552	1	4,552	**8,828**
001224	Los Angeles Harbor College	0	79	57	1,869	11	1,802	**3,818**
001226	Los Angeles Pierce College	0	243	16	3,391	1	3,406	**7,057**
001227	Los Angeles Trade Tech College	0	1,556	136	2,178	36	1,868	**5,774**
001228	Los Angeles Valley College	1	1,046	28	2,823	4	3,130	**7,032**
001229	So Ca Univ health Sciences	0	2	0	77	0	416	**495**
001230	Southern Ca College Of Optometry	0	6	0	113	0	356	**475**
001232	American River College	2	1,621	4	6,572	6	6,133	**14,338**
001233	Sacramento City College	1	571	9	6,558	3	5,734	**12,876**
001234	Loyola Marymount University	0	162	1	6,337	1	4,249	**10,750**
001236	Menlo College	0	23	0	528	1	312	**864**
001237	Merced Community College	0	1,507	10	2,670	17	2,100	**6,304**

Note: The report is showing data on only 01 transactions, which excludes corrections and therefore, is not the total number of records the school's code was reported on.

Last Run Date: 10/21/2008

U.S. Department of Education
Title IV Central Processor
Award Year 2007-2008
Number of Applications Received by Source by School - YTD
Period 09/22/2008 - 09/28/2008 (Week 91)

School Code	School Name	Electronic Original	Paper Original	Web Original	Web Original	Web Renewal	Web Renewal	Total
		Student Entry	Student Entry	School Entry	Student Entry	School Entry	Student Entry	
001199	Foothill College	3	143	8	1,653	5	1,443	3,255
001201	Fullerton College	0	591	334	5,175	289	3,178	9,567
001202	Gavilan College	1	361	518	958	92	548	2,478
001203	Glendale Community College	0	3,821	11	3,396	3	3,007	10,238
001205	Golden Gate University	0	27	1	1,380	1	1,569	2,978
001206	Golden West College	1	395	2	3,954	7	3,465	7,824
001208	Grossmont College	2	585	7	5,273	2	3,685	9,554
001209	Hartnell Community College	0	663	22	1,961	3	1,411	4,060
001212	Humphreys College	0	367	210	182	71	236	1,066
001214	Imperial Valley College	0	14	183	5,065	603	1,013	6,878
001215	La Sierra University	0	109	1	1,111	1	1,087	2,309
001216	University Of La Verne	0	176	12	3,534	10	4,424	8,156
001217	Lassen College	1	54	0	736	1	254	1,046
001218	Loma Linda University	0	70	0	1,500	2	3,324	4,896
001219	Long Beach City College	2	1,194	4,155	6,159	2,307	4,739	18,556
001220	Master's College & Seminary (the)	0	17	0	604	0	709	1,330
001222	East Los Angeles College	0	1,407	28	6,536	15	4,246	12,232
001223	Los Angeles City College	1	841	8	5,320	1	4,966	11,137
001224	Los Angeles Harbor College	0	89	95	2,759	16	2,000	4,959
001226	Los Angeles Pierce College	0	280	20	4,630	1	3,708	8,639
001227	Los Angeles Trade Tech College	0	1,686	162	3,938	39	2,074	7,899
001228	Los Angeles Valley College	1	1,215	30	3,968	4	3,408	8,626
001229	So Ca Univ health Sciences	0	2	0	99	0	425	526
001230	Southern Ca College Of Optometry	0	7	0	114	0	356	477
001232	American River College	2	2,208	6	9,189	7	6,583	17,995
001233	Sacramento City College	2	774	11	8,542	3	6,152	15,484
001234	Loyola Marymount University	0	163	1	6,757	1	4,366	11,288
001236	Menlo College	0	24	0	563	1	321	909
001237	Merced Community College	0	1,722	17	3,676	17	2,273	7,705

Note: The report is showing data on only 01 transactions, which excludes corrections and therefore, is not the total number of records the school's code was reported on.

Last Run Date: 07/08/2008

U.S. Department of Education
Title IV Central Processor
Award Year 2007-2008
Number of Applications Received by Source by School - YTD
Period 06/23/2008 - 06/29/2008 (Week 78)

School Code	School Name	Electronic Original	Paper Original	Web Original	Web Original	Web Renewal	Web Renewal	Total
		Student Entry	Student Entry	School Entry	Student Entry	School Entry	Student Entry	
001199	Foothill College	3	142	8	1,651	5	1,441	3,250
001201	Fullerton College	0	589	334	5,171	289	3,177	9,560
001202	Gavilan College	1	360	518	958	92	548	2,477
001203	Glendale Community College	0	3,810	11	3,386	3	3,007	10,217
001205	Golden Gate University	0	27	1	1,380	1	1,569	2,978
001206	Golden West College	1	394	2	3,945	7	3,465	7,814
001208	Grossmont College	2	585	7	5,260	2	3,685	9,541
001209	Hartnell Community College	0	660	22	1,947	3	1,411	4,043
001212	Humphreys College	0	367	210	181	71	236	1,065
001214	Imperial Valley College	0	14	183	5,059	603	1,013	6,872
001215	La Sierra University	0	109	1	1,110	1	1,087	2,308
001216	University Of La Verne	0	176	12	3,529	10	4,424	8,151
001217	Lassen College	1	54	0	736	1	254	1,046
001218	Loma Linda University	0	70	0	1,500	2	3,324	4,896
001219	Long Beach City College	2	1,192	4,149	6,139	2,306	4,738	18,526
001220	Master's College & Seminary (the)	0	17	0	603	0	709	1,329
001222	East Los Angeles College	0	1,407	28	6,530	15	4,244	12,224
001223	Los Angeles City College	1	841	8	5,301	1	4,963	11,115
001224	Los Angeles Harbor College	0	89	95	2,741	16	1,999	4,940
001226	Los Angeles Pierce College	0	279	20	4,622	1	3,706	8,628
001227	Los Angeles Trade Tech College	0	1,686	162	3,903	39	2,071	7,861
001228	Los Angeles Valley College	1	1,214	30	3,953	4	3,407	8,609
001229	So Ca Univ Health Sciences	0	2	0	99	0	425	526
001230	Southern Ca College Of Optometry	0	7	0	114	0	356	477
001232	American River College	2	2,206	6	9,167	7	6,583	17,971
001233	Sacramento City College	2	774	11	8,535	3	6,151	15,476
001234	Loyola Marymount University	0	163	1	6,749	1	4,366	11,280
001236	Menlo College	0	24	0	563	1	321	909
001237	Merced Community College	0	1,722	17	3,671	17	2,272	7,699

Note: The report is showing data on only 01 transactions, which excludes corrections and therefore, is not the total number of records the school's code was reported on.

U.S. Department of Education
Title IV Central Processor
Award Year 2006-2007
Number of Applications Received by Source by School - YTD
Period 06/18/2007 - 06/24/2007 (Week 78)

School Code	School Name	Electronic Original	Paper Original	Web Original	Web Original	Web Renewal	Web Renewal	Total
		Student Entry	Student Entry	School Entry	Student Entry	School Entry	Student Entry	
001199	Foothill College	2	194	4	1,621	0	1,396	3,217
001201	Fullerton College	0	820	233	4,688	198	3,013	8,952
001202	Gavilan College	0	611	25	924	5	508	2,073
001203	Glendale Community College	0	4,036	11	3,102	2	2,884	10,035
001205	Golden Gate University	0	68	1	1,457	4	1,723	3,253
001206	Golden West College	1	677	4	3,760	3	3,285	7,730
001208	Grossmont College	2	725	3	4,947	4	3,544	9,225
001209	Hartnell Community College	0	674	10	2,000	2	1,302	3,988
001212	Humphreys College	0	339	225	153	123	234	1,074
001214	Imperial Valley College	0	21	1,548	1,859	2,284	771	6,483
001215	La Sierra University	0	198	1	1,121	4	1,127	2,451
001216	University Of La Verne	1	283	12	3,394	4	4,443	8,137
001217	Lassen College	0	50	5	679	0	293	1,027
001218	Loma Linda University	0	121	1	1,540	2	3,223	4,887
001219	Long Beach City College	1	1,465	4,405	5,407	2,598	4,607	18,483
001220	Master's College & Seminary (the)	0	35	0	631	1	774	1,441
001222	East Los Angeles College	2	2,468	33	5,297	20	4,159	11,979
001223	Los Angeles City College	0	1,179	8	5,085	6	4,909	11,187
001224	Los Angeles Harbor College	0	214	99	2,488	16	1,902	4,719
001226	Los Angeles Pierce College	1	569	34	4,274	3	3,404	8,285
001227	Los Angeles Trade Tech College	0	2,441	243	2,696	85	2,000	7,465
001228	Los Angeles Valley College	0	1,489	49	3,548	2	3,313	8,401
001229	So Ca Univ Health Sciences	0	7	0	120	0	451	578
001230	Southern Ca College Of Optometry	0	4	0	118	0	377	499
001232	American River College	1	2,348	13	7,971	3	5,583	15,919
001233	Sacramento City College	1	1,080	8	7,691	7	5,471	14,258
001234	Loyola Marymount University	0	381	4	6,380	0	4,393	11,158
001236	Menlo College	0	48	1	535	0	347	931
001237	Merced Community College	0	2,030	67	3,300	52	1,985	7,434

Note: The report is showing data on only 01 transactions, which excludes corrections and therefore, is not the total number of records the school's code was reported on.

U.S. Department of Education
Title IV Central Processor
Award Year 2005-2006
Number of Applications Received by Source by School - YTD
Period 06/19/2006 - 06/25/2006 (Week 78)

School Code	School Name	Electronic Original	Paper Original	Paper Renewal	Web Original	Web Original	Web Renewal	Web Renewal	Total
		Student Entry	Student Entry	Student Entry	School Entry	Student Entry	School Entry	Student Entry	
001199	Foothill College	0	485	6	1	1,541	2	1,625	3,660
001201	Fullerton College	1	1,775	4	190	4,886	167	3,564	10,587
001202	Gavilan College	0	816	2	0	826	8	478	2,130
001203	Glendale Community College	2	5,090	0	6	2,857	10	3,161	11,126
001205	Golden Gate University	0	185	0	1	1,555	1	1,917	3,659
001206	Golden West College	1	1,601	0	7	3,382	11	3,481	8,483
001208	Grossmont College	2	1,337	0	5	4,693	10	4,028	10,075
001209	Hartnell Community College	0	1,073	3	9	1,934	19	1,480	4,518
001212	Humphreys College	0	330	0	278	147	151	189	1,095
001214	Imperial Valley College	0	101	2	1,760	1,467	2,295	709	6,334
001215	La Sierra University	0	402	1	2	1,152	6	1,333	2,896
001216	University Of La Verne	2	595	11	3	3,511	4	4,844	8,970
001217	Lassen College	0	121	0	0	718	1	307	1,147
001218	Loma Linda University	0	246	0	0	1,552	3	3,286	5,087
001219	Long Beach City College	0	4,661	7	3,598	5,116	1,625	5,185	20,192
001220	Master's College & Seminary (the)	0	116	0	3	730	8	824	1,681
001222	East Los Angeles College	3	3,868	4	46	4,680	33	4,095	12,729
001223	Los Angeles City College	0	3,323	1	11	4,805	12	4,298	12,450
001224	Los Angeles Harbor College	3	906	1	63	2,026	20	1,921	4,940
001226	Los Angeles Pierce College	1	1,619	0	3	3,904	2	3,769	9,298
001227	Los Angeles Trade Tech College	0	3,522	2	248	2,477	94	2,144	8,487
001228	Los Angeles Valley College	0	2,498	0	10	3,253	0	3,575	9,336
001229	So Ca Univ Health Sciences	0	28	0	0	119	0	475	622
001230	Southern Ca College Of Optometry	0	14	0	0	114	1	379	508
001232	American River College	0	3,134	1	9	6,863	6	5,671	15,684
001233	Sacramento City College	2	1,992	1	8	6,601	14	6,016	14,634
001234	Loyola Marymount University	0	779	1	3	6,067	2	4,703	11,555
001236	Menlo College	0	81	0	0	521	2	463	1,067
001237	Merced Community College	2	3,548	5	24	2,384	20	1,868	7,851

Note: The report is showing data on only 01 transactions, which excludes corrections and therefore, is not the total number of records the school's code was reported on.

U.S. Department of Education
Title IV Central Processor
Award Year 2004-2005
Number of Applications Received by Source by School - YTD
Period 11/08/2004 - 11/14/04 (Week 46)

School Code	School Name	Electronic Original	Web Original	Web Renewal	Paper Original	Paper Renewal	Total
001186	COLLEGE OF THE SEQUOIAS	1	3,075	1,957	1,894	1,178	8,105
001187	COLLEGE OF THE SISKIYOUS	0	742	483	229	67	1,521
001188	COMPTON COMMUNITY COLLEGE	0	858	661	1,167	636	3,322
001190	CONTRA COSTA COLLEGE	1	1,646	1,196	508	164	3,515
001191	DIABLO VALLEY COLLEGE	6	1,953	1,419	1,340	288	5,006
001192	CUESTA COLLEGE	0	2,089	1,805	730	230	4,854
001193	CYPRESS COLLEGE	1	2,866	2,142	1,498	596	7,103
001196	DOMINICAN UNIVERSITY OF CALIFORNIA	1	1,394	881	443	109	2,828
001197	EL CAMINO COLLEGE	4	3,568	3,723	2,957	837	11,089
001199	FOOTHILL COLLEGE	0	1,100	1,122	545	82	2,849
001201	FULLERTON COLLEGE	0	3,542	2,512	1,846	651	8,551
001202	GAVILAN COLLEGE	1	469	295	672	208	1,645
001203	GLENDALE COMMUNITY COLLEGE	2	1,795	1,999	3,700	2,074	9,570
001205	GOLDEN GATE UNIVERSITY	0	1,404	1,753	221	40	3,418
001206	GOLDEN WEST COLLEGE	0	2,232	2,343	1,588	715	6,878
001208	GROSSMONT COLLEGE	0	3,357	2,933	1,527	528	8,345
001209	HARTNELL COMMUNITY COLLEGE	1	1,124	1,035	927	283	3,370
001212	HUMPHREYS COLLEGE	0	314	175	331	153	973
001214	IMPERIAL VALLEY COLLEGE	0	2,478	2,171	137	276	5,062
001215	LA SIERRA UNIVERSITY	1	878	1,015	447	139	2,480
001216	UNIVERSITY OF LA VERNE	2	2,962	3,794	746	328	7,832
001217	LASSEN COLLEGE	0	444	199	204	58	905
001218	LOMA LINDA UNIVERSITY	0	1,273	2,764	275	132	4,444
001219	LONG BEACH CITY COLLEGE	1	5,683	4,510	4,224	2,445	16,863
001220	MASTER'S COLLEGE & SEMINARY (THE)	0	600	708	152	45	1,505
001222	EAST LOS ANGELES COLLEGE	2	3,333	3,275	2,598	1,649	10,857
001223	LOS ANGELES CITY COLLEGE	0	2,634	2,254	3,827	2,011	10,726
001224	LOS ANGELES HARBOR COLLEGE	0	1,492	1,540	612	622	4,266

Note: The report is showing data on only 01 transactions, which excludes corrections and therefore, is not the total number of records the school's code was reported on.

11165/2004/09082004

REPORT DATE - 09/08/2004

U.S. DEPARTMENT OF EDUCATION
TITLE IV CENTRAL PROCESSOR
AWARD YEAR 2003-2004
NUMBER OF APPLICATIONS RECEIVED BY SOURCE BY SCHOOL
PERIOD 01/01/2003 - 09/05/2004 (FINAL)

SCHOOL CODE	SCHOOL NAME	PAPER APPLICATION	PAPER RENEWAL	ELECTRONIC APPLICATION	FAFSA ON THE WEB FAA	FAFSA ON THE WEB STUDENT	RENEWAL ON THE WEB FAA	RENEWAL ON THE WEB STUDENT	TOTAL
001214	IMPERIAL VALLEY COLLEGE	212	25	3,749	2	570	9	317	4,884
001215	LA SIERRA UNIVERSITY	545	351	11	0	870	0	803	2,580
001216	UNIVERSITY OF LA VERNE	1,010	513	8	0	3,125	0	3,354	8,010
001217	LASSEN COLLEGE	333	102	4	0	453	0	192	1,084
001218	LOMA LINDA UNIVERSITY	314	288	4	0	1,379	0	2,270	4,255
001219	LONG BEACH CITY COLLEGE	6,190	3,751	1,931	340	4,288	4	2,708	19,212
001220	MASTER'S COLLEGE & SEMINARY (THE)	215	30	70	0	625	0	728	1,668
001222	EAST LOS ANGELES COLLEGE	2,530	1,937	4,051	0	1,513	1	1,258	11,290
001223	LOS ANGELES CITY COLLEGE	4,283	2,457	109	41	2,109	0	1,493	10,492
001224	LOS ANGELES HARBOR COLLEGE	609	808	1,907	5	697	0	647	4,673
001226	LOS ANGELES PIERCE COLLEGE	2,705	1,076	27	0	2,259	0	1,677	7,744
001227	LOS ANGELES TRADE TECH COLLEGE	3,802	1,690	467	2	1,452	0	887	8,300
001228	LOS ANGELES VALLEY COLLEGE	2,953	1,602	63	0	1,977	0	1,533	8,128
001229	SO CA UNIV HEALTH SCIENCES	107	19	1	0	131	0	358	616
001230	SOUTHERN CA COLLEGE OF OPTOMETRY	58	21	1	0	102	0	308	490
001232	AMERICAN RIVER COLLEGE	3,936	2,066	13	1	4,657	0	2,530	13,203
001233	SACRAMENTO CITY COLLEGE	3,841	2,167	5	1	4,235	0	2,704	12,953
001234	LOYOLA MARYMOUNT UNIVERSITY	1,996	921	5	0	5,185	0	3,108	11,215
001236	MENLO COLLEGE	187	86	3	0	466	0	282	1,024
001237	MERCED COMMUNITY COLLEGE	3,444	1,288	6	0	1,387	0	750	6,875
001238	MILLS COLLEGE	385	180	3	0	754	0	561	1,883
001239	MIRACOSTA COLLEGE	1,215	433	1	0	1,179	0	614	3,442
001240	MODESTO JUNIOR COLLEGE	3,859	1,422	72	1	3,335	0	1,734	10,423
001241	MONTEREY INST OF INTERNATL STUDIES	50	23	0	0	401	0	326	800
001242	MONTEREY PENINSULA COLLEGE	547	200	6	3	1,033	2	552	2,343
001243	MOUNT ST MARYS COLLEGE	786	572	5	0	911	0	1,002	3,276
001245	MT. SAN ANTONIO COLLEGE	3,923	2,378	26	0	3,713	0	2,585	12,625
001246	MT SAN JACINTO COLLEGE	1,572	803	9	0	2,592	0	1,269	6,245
001247	NAPA VALLEY COLLEGE	878	332	8	29	815	2	376	2,440
001249	OCCIDENTAL COLLEGE	600	53	2	0	1,963	0	847	3,465
001250	ORANGE COAST COLLEGE - FIN AID OFF	1,994	303	5	2	3,728	0	3,723	9,755
001251	OTIS COLLEGE OF ART AND DESIGN	303	130	3	0	585	0	504	1,525
001252	HOPE INTERNATIONAL UNIVERSITY	216	164	17	0	704	0	507	1,608
001253	FRESNO PACIFIC UNIVERSITY	824	517	17	2	1,015	1	915	3,291
001255	PACIFIC OAKS COLLEGE	194	75	0	0	321	0	354	944
001258	PACIFIC UNION COLLEGE	575	317	1	0	635	0	538	2,066
001259	PALO VERDE COLLEGE	261	83	0	0	117	0	53	514
001260	PALOMAR COLLEGE	1,058	792	4	0	3,372	0	1,700	6,926
001261	PASADENA CITY COLLEGE	4,206	2,869	2,346	0	3,275	0	2,583	15,279

IMPERIAL VALLEY COLLEGE
Student Learning Outcomes (SLO) Identification Form

Department Name: Financial Aid

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Lead: Janis Magno Others: All Financial Aid Staff

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):

Does course satisfy a community college GE requirement(s)? ☐ Yes ☐ No ☐ N/A
If yes, check which requirement(s) below:

- ☐ American Institutions
- ☐ Health Education
- ☐ Physical Education / Activity
- ☐ Math Competency
- ☐ Reading Competency
- ☐ Language and Rationality – English Composition
- ☐ Language and Rationality – Communication and Analytical Thinking
- ☐ Natural Science
- ☐ Humanities
- ☐ Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., ISLO1, ISLO2)
Example: Identify, create, critique, and refute oral and written arguments.	Debate rubric	ISLO1, ISLO2
Students will demonstrate competence in completing the Free Application for Federal Student Aid (FAFSA) on-line.	Federal Application Report – paper vs online	ILS04
Students will demonstrate understanding of the financial aid 'Satisfactory Academic Progress' rules after attending an SAP workshop.	SAP status of attendees compared to non-attendees.	ISL02 ISL03

Each SLO should describe the knowledge, skills, and/or abilities students will have after successful completion of course or as a result of participation in activity/program. A minimum of one SLO is required per course/program. You may identify more than one SLO, but please note that you will need to collect and evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister toni.pfister@imperial.edu or X6546*

***Institutional Student Learning Outcomes:** **ISLO1** = communication skills; **ISLO2** = critical thinking skills; **ISLO3** = personal responsibility; **ISLO4** = information literacy; **ISLO5** = global awareness

Date:
Time: 11:57 AM

Appointment Usage Report (by Day of Week)

Location: FA

1/1/2008 - 12/31/2008
Counselor: ALL

Date	Day of Week	Individual		Group	
		Total	Average*	Total	Average*
	Monday	45	5.00	27	3.00
	Tuesday	81	8.10	24	2.40
	Wednesday	106	3.21	76	2.30
	Thursday	92	7.08	243	18.69
	Friday	56	1.51	2,161	58.41
	Saturday	0	0	0	0
	Sunday	0	0	0	0
	Total	380		2,531	

*Average is derived by dividing the total count by the number of days in which at least one appointment was scheduled.

Date:
Time: 11:51 AM

Appointment Usage Report (by Day of Week)

1/1/2007 - 12/31/2007
Counselor: ALL

Date	Day of Week	Individual		Group	
		Total	Average*	Total	Average*
	Monday	384	25.60	0	0
	Tuesday	445	22.25	0	0
	Wednesday	379	8.42	567	12.60
	Thursday	398	13.27	355	11.83
	Friday	27	1.00	1,143	42.33
	Saturday	0	0	0	0
	Sunday	0	0	0	0
	Total	1,633		2,065	

*Average is derived by dividing the total count by the number of days in which at least one appointment was scheduled.

Date:
Time: 11:53 AM

Appointment Usage Report (by Day of Week)

Location: FA

1/1/2006 - 12/31/2006
Counselor: ALL

Date	Day of Week	Individual		Group	
		Total	Average*	Total	Average*
	Monday	1,161	26.39	0	0
	Tuesday	1,297	27.60	0	0
	Wednesday	1,177	24.52	0	0
	Thursday	1,160	24.17	0	0
	Friday	5	0.83	0	0
	Saturday	0	0	0	0
	Sunday	0	0	0	0
	Total	4,800		0	

*Average is derived by dividing the total count by the number of days in which at least one appointment was scheduled.

APPENDIX E >> College Student Financial Aid Administrative Funding and Aid Participation Rates

2005-06 Academic Year, CCCCO Data Mart

College	Institutional Funding	BFAP Allocation	Total SFAA Funding	Number of Students	Share of Students Receiving Pell	Share of Students Receiving BOGW	SFAA Funding per Student	SFAA Funding per Pell Recipient	SFAA Funding per BOGW Recipient
Alameda	$581,224	$248,709	$829,933	9,925	11%	43%	$84	$790	$193
Allan Hancock	$395,999	$338,058	$734,057	24,245	5%	22%	$30	$562	$138
American River	$434,097	$741,935	$1,176,032	50,971	12%	33%	$23	$189	$69
Antelope Valley	$675,303	$422,565	$1,097,868	17,814	20%	47%	$62	$312	$131
Bakersfield	$629,030	$561,640	$1,190,670	21,859	23%	58%	$54	$240	$94
Barstow	$166,441	$146,122	$312,563	4,967	19%	45%	$63	$339	$141
Berkeley (formerly Vista)	$168,628	$154,148	$322,776	6,921	15%	40%	$47	$312	$115
Butte	$499,596	$469,462	$969,058	22,080	18%	34%	$44	$246	$130
Cabrillo	$652,468	$387,600	$1,040,068	21,887	9%	29%	$48	$501	$165
Cañada	$271,404	$210,760	$482,164	9,715	5%	38%	$50	$1,005	$132
Canyons	$315,386	$278,095	$593,481	29,318	4%	12%	$20	$542	$164
Cerritos	$942,651	$754,059	$1,696,710	34,516	15%	40%	$49	$334	$122
Cerro Coso	$198,237	$156,035	$354,272	7,794	13%	30%	$45	$344	$150
Chabot	$363,503	$383,962	$747,465	21,437	11%	34%	$35	$307	$104
Chaffey	$552,460	$491,612	$1,044,072	27,202	14%	27%	$38	$274	$141
Citrus	$456,487	$366,243	$822,730	21,468	12%	28%	$38	$331	$137
Coastline	$311,958	$215,548	$527,506	17,661	3%	35%	$30	$1,142	$84
Columbia	$96,051	$124,960	$221,011	5,182	12%	28%	$43	$367	$155
Compton	$506,492	$344,770	$851,262	10,246	10%	55%	$83	$826	$151
Contra Costa	$225,819	$256,536	$482,355	12,709	11%	31%	$38	$333	$123
Copper Mountain	$222,198	$115,294	$337,492	3,082	19%	30%	$110	$566	$362
Cosumnes River	$188,629	$469,204	$657,833	17,747	12%	45%	$37	$299	$82
Crafton Hills	$225,384	$149,130	$374,514	7,243	13%	33%	$52	$405	$157
Cuesta	$492,342	$319,944	$812,286	16,805	9%	27%	$48	$568	$179
Cuyamaca	$338,447	$232,009	$570,456	17,565	5%	21%	$32	$604	$152
Cypress	$389,974	$406,537	$796,511	18,626	12%	33%	$43	$354	$129
De Anza	$662,738	$572,693	$1,235,431	40,212	6%	18%	$31	$530	$174
Desert	$463,545	$259,044	$722,589	13,747	12%	29%	$53	$428	$178
Diablo Valley	$344,367	$450,494	$794,861	32,186	5%	16%	$25	$522	$153
East Los Angeles	$1,075,907	$929,597	$2,005,504	48,771	10%	39%	$41	$432	$105
El Camino	$1,508,026	$662,985	$2,171,011	36,192	10%	32%	$60	$631	$187
Evergreen Valley	$405,028	$334,393	$739,421	19,179	10%	28%	$39	$383	$138
Feather River	$230,418	$92,014	$322,432	3,754	9%	14%	$86	$957	$632
Folsom Lake*	$0	$63,668	$63,668	9,996	7%	24%	$6	$88	$26
Foothill	$403,111	$356,096	$759,207	31,653	2%	10%	$24	$1,092	$228
Fresno City	$1,075,684	$879,288	$1,954,972	32,298	27%	65%	$61	$225	$93
Fullerton	$481,025	$450,355	$931,380	28,870	11%	28%	$32	$305	$114
Gavilan	$248,334	$197,633	$445,967	9,696	8%	29%	$46	$552	$158
Glendale	$700,697	$568,919	$1,269,616	33,953	13%	27%	$37	$297	$138
Golden West	$523,166	$363,982	$887,148	20,557	12%	31%	$43	$372	$137
Grossmont	$675,505	$477,951	$1,153,456	24,660	10%	35%	$47	$490	$135
Hartnell	$365,330	$271,088	$636,418	15,077	11%	32%	$42	$393	$131
Imperial Valley	$518,907	$285,181	$804,088	10,566	38%	57%	$76	$202	$134
Irvine Valley	$461,321	$228,535	$689,856	21,137	4%	13%	$33	$874	$251
Lake Tahoe	$86,797	$112,259	$199,056	6,848	4%	16%	$29	$799	$181
Laney	$531,865	$435,414	$967,279	20,538	11%	39%	$47	$423	$122
Las Positas	$192,038	$172,642	$364,680	11,370	6%	18%	$32	$553	$176
Lassen	$239,786	$113,405	$353,191	3,807	11%	34%	$93	$853	$275
Long Beach City	$1,424,539	$919,278	$2,343,817	38,256	21%	52%	$61	$286	$118

APPENDIX E (continued) >> College Student Financial Aid Administrative Funding and Aid Participation Rates

2005-06 Academic Year, CCCCO Data Mart

College	Institutional Funding	BFAP Allocation	Total SFAA Funding	Number of Students	Share of Students Receiving Pell	Share of Students Receiving BOGW	SFAA Funding per Student	SFAA Funding per Pell Recipient	SFAA Funding per BOGW Recipient
Los Angeles City	$944,572	$909,057	$1,853,629	27,598	18%	55%	$67	$375	$121
Los Angeles Harbor	$452,620	$307,122	$759,742	14,103	15%	34%	$54	$365	$157
Los Angeles Mission	$446,293	$290,602	$736,895	12,304	14%	43%	$60	$416	$139
Los Angeles Pierce	$741,961	$487,864	$1,229,825	28,539	10%	34%	$43	$425	$127
Los Angeles Southwest	$391,461	$424,409	$815,870	12,041	15%	69%	$68	$456	$61
Los Angeles Trade-Tech	$714,551	$674,209	$1,388,760	23,182	13%	57%	$60	$466	$104
Los Angeles Valley	$969,083	$646,478	$1,615,561	27,370	11%	44%	$59	$540	$135
Los Medanos	$363,083	$256,296	$619,379	13,614	8%	23%	$45	$571	$196
Marin	$380,366	$201,632	$581,998	10,179	10%	24%	$57	$551	$240
Mendocino	$321,498	$187,372	$508,870	7,664	11%	35%	$66	$604	$190
Merced	$523,858	$361,187	$885,045	19,035	17%	33%	$46	$276	$141
Merritt	$328,583	$271,151	$599,734	11,699	9%	39%	$51	$589	$130
Mira Costa	$667,233	$234,682	$901,915	21,099	4%	14%	$43	$1,043	$298
Mission	$430,276	$271,211	$701,487	16,490	8%	21%	$43	$531	$200
Modesto Jr.	$682,621	$504,138	$1,186,759	25,666	17%	37%	$46	$269	$125
Monterey Peninsula	$506,616	$223,362	$729,978	22,017	3%	9%	$33	$964	$354
Moorpark	$329,431	$335,194	$664,625	21,987	4%	17%	$30	$753	$178
Mt. San Antonio	$1,131,962	$810,927	$1,942,889	54,450	8%	23%	$36	$474	$153
Mt. San Jacinto	$603,077	$378,952	$982,029	18,685	12%	36%	$53	$432	$148
Napa Valley	$347,478	$225,480	$572,958	14,952	5%	17%	$38	$756	$222
Ohlone	$261,481	$222,536	$484,017	17,542	5%	12%	$28	$557	$230
Orange Coast	$669,292	$536,068	$1,205,360	30,406	10%	28%	$40	$379	$143
Oxnard	$429,401	$297,507	$726,908	10,255	13%	49%	$71	$536	$145
Palo Verde	$199,943	$94,516	$294,459	7,563	5%	17%	$39	$839	$228
Palomar	$1,036,068	$497,171	$1,533,239	45,493	3%	13%	$34	$1,046	$250
Pasadena City	$874,779	$845,635	$1,720,414	41,934	12%	35%	$41	$342	$119
Porterville	$186,284	$189,079	$375,363	5,471	28%	62%	$69	$245	$111
Redwoods	$498,370	$293,587	$791,957	8,974	22%	74%	$88	$401	$120
Reedley	$650,670	$463,525	$1,114,195	17,488	23%	50%	$64	$280	$128
Rio Hondo	$680,693	$485,903	$1,166,596	32,345	9%	20%	$36	$384	$182
Riverside City	$1,102,496	$873,589	$1,976,085	46,319	15%	33%	$43	$283	$128
Sacramento City	$495,892	$684,013	$1,179,905	34,416	14%	43%	$34	$253	$79
Saddleback	$573,563	$344,743	$918,306	33,558	3%	10%	$27	$904	$261
San Bernardino	$362,655	$493,885	$856,540	19,477	21%	57%	$44	$214	$77
San Diego City	$743,600	$681,729	$1,425,329	25,112	16%	46%	$57	$365	$122
San Diego Mesa	$522,700	$583,523	$1,106,223	35,328	7%	34%	$31	$430	$92
San Diego Miramar	$270,972	$263,035	$534,007	19,287	6%	28%	$28	$442	$98
San Francisco	$1,666,423	$925,360	$2,591,783	45,621	14%	32%	$57	$405	$175
San Joaquin Delta	$964,148	$660,792	$1,624,940	26,911	20%	45%	$60	$305	$134
San Jose City	$316,204	$354,659	$670,863	16,365	9%	42%	$41	$441	$97
San Mateo	$302,296	$298,438	$600,734	17,989	5%	24%	$33	$732	$141
Santa Ana	$582,270	$703,354	$1,285,624	48,357	5%	21%	$27	$574	$125
Santa Barbara City	$494,520	$477,122	$971,642	25,475	7%	30%	$38	$570	$127
Santa Monica	$854,397	$689,873	$1,544,270	49,561	8%	21%	$31	$378	$145
Santa Rosa	$667,855	$573,708	$1,241,563	47,405	4%	17%	$26	$625	$152
Santiago Canyon*	$466,508	$232,993	$699,501	20,646	0%	16%	$34	$16,267	$212
Sequoias	$621,785	$411,923	$1,033,708	14,566	24%	44%	$71	$293	$160
Shasta	$341,238	$345,428	$686,666	13,743	17%	40%	$50	$293	$125
Sierra	$486,302	$433,597	$919,899	27,874	12%	28%	$33	$286	$116

APPENDIX E >> College Student Financial Aid Administrative Funding and Aid Participation Rates
(continued)

2005-06 Academic Year, CCCCO Data Mart

College	Institutional Funding	BFAP Allocation	Total SFAA Funding	Number of Students	Share of Students Receiving Pell	Share of Students Receiving BOGW	SFAA Funding per Student	SFAA Funding per Pell Recipient	SFAA Funding per BOGW Recipient
Siskiyous	$238,612	$152,162	$390,774	5,567	16%	36%	$70	$439	$196
Skyline	$278,270	$257,958	$536,228	14,047	7%	28%	$38	$523	$138
Solano	$412,461	$297,501	$709,962	17,635	10%	27%	$40	$403	$151
Southwestern	$2,121,173	$620,787	$2,741,960	30,431	13%	37%	$90	$699	$244
Taft	$245,616	$135,216	$380,832	19,349	2%	10%	$20	$1,024	$199
Ventura	$524,101	$394,000	$918,101	19,603	9%	31%	$47	$528	$150
Victor Valley	$650,352	$542,225	$1,192,577	16,974	24%	40%	$70	$294	$177
West Hills	$330,840	$202,149	$532,989	7,914	24%	43%	$67	$277	$156
West Los Angeles	$436,134	$368,862	$804,996	15,624	10%	43%	$52	$525	$120
West Valley	$388,113	$260,891	$649,004	17,464	7%	16%	$37	$562	$232
Yuba	$334,076	$350,725	$684,801	13,764	23%	52%	$50	$216	$96

NOTES:

* Due to reporting under a separate college in previous years, financial aid participation rates - and the per-recipient funding rates based on participation rates - are not reliable for Santiago Canyon College and Folsom Lake College.

SOURCE: CCCCO Data Mart and CCCCO Report to the Legislature, 2007.

APPENDIX E >> Enrollment and Financial Aid Service Details

2005-06 Academic Year, CCCCO Data Mart

College	Headcount Enrollment (2006-07)	FAFSA Filing Rate (2005-06)	% of Students Full Time (Fall 2006)	% of Students At Least Half Time, Less than Full Time (Fall 2006)	% of Students Less than Half Time (Fall 2006)	Evenings Open per Week	% of Students in Evenings (2006-07)	Contact Information Provided on Website (Phone/Email)	Cost of Attendance Given on Website
Alameda	10,555	27%	20%	26%	54%	2	41%	Both	N
Allan Hancock	25,599	24%	29%	29%	41%	2	30%	Both	N
American River	53,740	42%**	25%	30%	45%	4*	31%	Phone	Y
Antelope Valley	19,321	25%	31%	37%	32%	4	26%	Phone	N
Bakersfield	23,949	25%**	35%	38%	28%	0	24%	Both	N
Barstow	4,872	28%	29%	32%	39%	0*	35%	Email	N
Berkeley (formerly Vista)	7,876	37%	18%	28%	54%	3	38%	Phone	N
Butte	20,107	34%	43%	31%	26%	4	17%	Both	N
Cabrillo	22,645	22%	30%	30%	40%	4	31%	Phone	Y
Cañada	10,106	7%	18%	29%	53%	2	45%	Phone	Y
Canyons	30,286	17%	36%	24%	40%	*	26%	Both	Y
Cerritos	34,949	42%	30%	39%	32%	2	31%	Both	N
Cerro Coso	8,765	25%**	21%	23%	56%	4	29%	Both	N
Chabot	20,890	20%	29%	30%	40%	2	33%	Both	Y
Chaffey	27,200	30%	32%	38%	30%	2	28%	Both	N
Citrus	20,525	42%	42%	33%	26%	4	21%	Both	N
Coastline	19,291	13%**	6%	30%	64%	4*	35%	Phone	N
Columbia	5,204	19%	34%	26%	41%	0	23%	Both	N
Compton	6,726	28%	33%	33%	34%	4	30%	Phone	N
Contra Costa	12,625	15%	30%	31%	39%	0	36%	Phone	N
Copper Mountain	2,865	33%	37%	39%	24%	0*	31%	None	N
Cosumnes River	18,567	42%**	33%	32%	35%	4	33%	Phone	N
Crafton Hills	8,539		36%	37%	27%	0*	24%	Phone	N
Cuesta	18,137	24%	42%	32%	26%	1	24%	Both	Y
Cuyamaca	18,222	16%	26%	29%	45%	2	29%	Phone	N
Cypress	19,085	22%	37%	33%	29%	0	27%	Both	N
De Anza	40,626	11%	38%	26%	35%	0	25%	Both	Y
Desert	14,506	25%	33%	37%	30%	2	32%	Phone	DL
Diablo Valley	32,207	10%	34%	28%	38%	4	30%	Both	N
East Los Angeles	50,816	18%	22%	30%	47%	4	34%	Both	N
El Camino	35,643	25%	31%	34%	35%	4	26%	Both	N
Evergreen Valley	17,294	23%**	29%	33%	38%	2	21%	Both	N
Feather River	3,275	14%	39%	33%	28%	0	27%	Both	Y
Folsom Lake	11,135	42%**	29%	27%	44%	2	36%	Phone	Y
Foothill	32,407	4%	23%	21%	57%	4	28%	Both	Y
Fresno City	31,401	63%	34%	34%	32%	4	22%	Phone	Y
Fullerton	29,548	21%	41%	32%	27%	2	24%	Both	N
Gavilan	10,989	10%	34%	28%	37%	0	20%	Both	Y
Glendale	35,405	51%	34%	37%	29%	2	26%	Both	Y
Golden West	20,107	13%**	36%	31%	33%	4	29%	Phone	N
Grossmont	25,264	22%	39%	32%	28%	4	23%	Phone	Y
Hartnell	15,455	15%	28%	22%	50%	2*	35%	Both	N
Imperial Valley	11,965	57%	59%	22%	19%	0	31%	Both	N
Irvine Valley	21,768	12%	25%	26%	49%	0*	35%	Phone	Y
Lake Tahoe	6,809	7%	12%	20%	68%	0*	44%	None	N
Laney	21,220	33%	23%	26%	51%	2	37%	Both	N
Las Positas	11,936	13%	35%	28%	38%	3	27%	Both	Y

APPENDIX E (continued) >> Enrollment and Financial Aid Service Details

2005-06 Academic Year, CCCCO Data Mart

College	Headcount Enrollment (2006-07)	FAFSA Filing Rate (2005-06)	% of Students Full Time (Fall 2006)	% of Students At Least Half Time, Less than Full Time (Fall 2006)	% of Students Less than Half Time (Fall 2006)	Evenings Open per Week	% of Students in Evenings (2006-07)	Contact Information Provided on Website (Phone/Email)	Cost of Attendance Given on Website
Lassen	3,334	9%	38%	21%	41%	0	30%	Phone	N
Long Beach City	39,104	28%	30%	34%	36%	2	29%	Both	DL
Los Angeles City	29,881	26%	33%	33%	34%	4	34%	Both	Y
Los Angeles Harbor	14,574	23%	30%	34%	36%	1	30%	Both	Y
Los Angeles Mission	12,952	17%	25%	38%	38%	4	36%	Both	N
Los Angeles Pierce	30,868	16%	28%	36%	36%	2	31%	Both	Y
Los Angeles Southwest	12,726	25%	24%	39%	37%	4	41%	Phone	N
Los Angeles Trade-Tech	24,431	21%	26%	32%	42%	4	39%	Phone	N
Los Angeles Valley	28,335	19%	25%	36%	39%	3	37%	Both	N
Los Medanos	13,619	13%	30%	29%	41%	*	35%	None	N
Marin	10,210	16%	21%	27%	52%	1	32%	Both	N
Mendocino	7,746	18%	24%	22%	54%	0	39%	Phone	N
Merced	18,863	30%	43%	28%	29%	1	26%	Both	N
Merritt	12,162	20%	19%	29%	52%	2*	39%	Both	N
Mira Costa	21,267	14%	34%	33%	33%	4	32%	Both	N
Mission	19,177	16%	22%	34%	44%	4*	44%	Both	N
Modesto Jr.	26,309	29%	36%	33%	30%	0	24%	Phone	Y
Monterey Peninsula	22,104	18%	22%	22%	56%	4	26%	Both	Y
Moorpark	22,282	18%**	42%	29%	30%	0	28%	Phone	Y
Mt. San Antonio	60,702	27%	34%	38%	28%	4	26%	Both	N
Mt. San Jacinto	20,835	52%	34%	36%	30%	4	34%	Both	N
Napa Valley	14,496	15%	29%	27%	44%	1	24%	Both	Y
Ohlone	18,802	12%	24%	22%	54%	1	25%	Both	DL
Orange Coast	32,072	13%**	42%	30%	28%	4	26%	Both	DL
Oxnard	10,450	18%**	30%	35%	36%	4	35%	Both	N
Palo Verde	6,793	6%	34%	24%	43%	4	41%	Both	Y
Palomar	47,657	15%	32%	30%	39%	4	35%	Both	DL
Pasadena City	43,081	30%	33%	37%	30%	4	24%	Both	Y
Porterville	5,373	25%**	44%	23%	33%	0	25%	Phone	Y
Redwoods	8,341	45%	40%	30%	30%	2	16%	Both	Y
Reedley	18,130	42%	37%	32%	31%	4	26%	Phone	N
Rio Hondo	35,471	14%	26%	27%	47%	4	23%	Phone	DL
Riverside City	47,843	36%	29%	37%	34%	2	24%	Phone	N
Sacramento City	36,209	42%**	30%	28%	42%	4	29%	Both	N
Saddleback	34,068	8%	35%	29%	37%	2	22%	Both	N
San Bernardino	19,420	53%	27%	37%	36%	4	30%	Both	Y
San Diego City	27,179	28%	18%	34%	48%	4*	37%	Both	N
San Diego Mesa	35,260	20%	26%	31%	43%	4	29%	Both	N
San Diego Miramar	20,041	12%	19%	34%	46%	4	34%	Phone	N
San Francisco	46,401	6%	27%	33%	40%	0	38%	Both	N
San Joaquin Delta	27,732	31%	40%	34%	26%	0	24%	Both	Y
San Jose City	16,293	23%**	25%	32%	43%	4	36%	Both	N
San Mateo	17,727	10%	26%	27%	48%	4	38%	Phone	N
Santa Ana	49,416	12%	14%	20%	65%	4	28%	Both	Y
Santa Barbara City	26,739	27%	38%	27%	35%	4	19%	Both	Y
Santa Monica	49,967	24%	35%	33%	32%	4*	19%	Phone	N

APPENDIX E >> Enrollment and Financial Aid Service Details (continued)

2005-06 Academic Year, CCCCO Data Mart

College	Headcount Enrollment	FAFSA Filing Rate	% of Students Full Time	% of Students At Least Half Time, Less than Full Time	% of Students Less than Half Time	Evenings Open per Week	% of Students in Evenings	Contact Information Provided on Website	Cost of Attendance Given on Website
	(2006-07)	(2005-06)	(Fall 2006)	(Fall 2006)	(Fall 2006)		(2006-07)	(Phone/Email)	
Santa Rosa	47,974	8%	31%	24%	45%	0	33%	Phone	Y
Santiago Canyons	21,357	0%	20%	27%	53%	4	34%	Both	Y
Sequoias	16,115	43%	40%	26%	34%	0	24%	Both	Y
Shasta	13,955	42%	40%	29%	31%	2	22%	Both	Y
Sierra	28,411	28%	36%	33%	31%	4	25%	Both	Y
Siskiyous	5,502	25%	33%	17%	50%	0*	25%	Both	Y
Skyline	14,237	14%	29%	28%	44%	0	45%	Both	N
Solano	17,760	27%	35%	32%	33%	4	33%	Both	N
Southwestern	31,092	28%	35%	34%	31%	0	26%	Both	N
Taft	22,674	14%	9%	6%	85%	0*	37%	Both	N
Ventura	19,951	18%**	32%	29%	39%	1	36%	Phone	Y
Victor Valley	17,045	50%	36%	35%	30%	2	27%	Both	N
West Hills Coalinga (1)	4,383	41%	36%	23%	42%	0*	23%	Both	N
West Hills Lemoore (1)	6,417		29%	32%	39%	0*	24%	Both	N
West Los Angeles	15,810	18%	22%	37%	41%	4	44%	Both	Y
West Valley	19,484	16%	32%	28%	40%	1	21%	Phone	N
Yuba	14,436	29%	41%	29%	31%	0	27%	Both	N

NOTES AND SOURCES:

(1) West Hills Coalinga and West Hills Lemoore reported as one college until 2006-07.

Headcount Enrollment: Twelve-month headcount enrollment, CCCCO Data Mart, accessed 9/13/07.

* Evenings Open per Week: Collected from financial aid office websites in September 2007, and signifies the number of days on which the college financial aid office is open until 6pm or later. Information marked with asterisks was provided to us in a phone call as the college did not have office hours listed online. Los Medanos Community College and College of the Canyons had no information posted online and calls to get the information went unanswered.

Percentage of Students in Evenings: CCCCO Data Mart, accessed 9/13/07.

Contact Information Provided on Website: College financial aid websites, accessed September 2007.

Cost of Education Given on Website: College financial aid websites. DL signifies that cost of education estimates are available via downloaded document.

** FAFSA Filing Rate: Total FAFSAs divided by credit enrollment, FISAP 2006-07. Numbers with asterisks denote colleges where rates are available by district only. District rates are provided in place of college rates. Data for Crafton Hills was not available.

Imperial Valley College Program Review	Please send your completed report electronically to your dean/supervisor no later than 7/10/08 [date]. Supervisors/deans have until _____ [date] to submit completed program review electronically to their vice-president.

Program / Division / Department: Library & Learning Services **Date:** February 2009

Contact Person: _Dr. Taylor Ruhl_____

PART 1 – Annual Program Review for __2009-2010_____ [academic year]

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Account	Description	Current budget	Request for next year	Difference	Justification of expense
1100	Instructional, Contract & Reg				
1200	Non-Inst, Contract & Reg	$159,928			
1330	Adjunct Faculty Salaries				
1340	Overload Full-time Faculty				
1400	Non-Instructional, Other				
2100	Non-Instructional, Reg	$347,526			
2200	Instructional Aides, Reg				
2300	Non-Instructional Aides, Other	$6,475			
2400	Instructional Aides, Other				
3100	STRS	$13,194			
3200	PERS	$32,341			
3300	FICA	$23,866			
3400	Health & Welfare Benefits	$98,950			
3500	State Unemployment Insurance	$1,523			
3600	Workers Comp Insurance	$3,239			
3900	Other Benefits				
4210	Books				
4220	Magazines, Periodicals, etc.	$43,920	$41,000		Moving to electronic format through databases and subscribing to fewer print titles.
4320	Instructional Supplies and Material				
4321	Drama Supp				

4340	Media Mat	$3,214	$4,000		IVC does almost nothing with media materials as compared with other regional community colleges. Need to broaden formats of information resources.
4401	Non Instructional supply				
4420	Maintenance supplies				
4450	Health Supplies				
4455	Copying/Printing	$700			
4460	Office Supplies	$7,000			
4461	Copier Supplies				
4463	Repair Supplies	$5,000			
4465	Auto Repair Parts				
4480	Hospitality				
5110	Consulting Services	$8,000			
5190	Models				
5191	Officials and Referees				
5194	Other Personal Services				
5210	Travel - Mileage				
5213	Travel - Student Room & board				
5220	Travel - Staff Conferences	$3,000			
5310	Memberships & dues	$1,500			
5440	Student Insurance Expense				
5520	Electricity				
5540	Telephone and Data Lines	$700			
5541	Cell Phones & Pagers				
5550	Laundry				
5620	Other Maintenance Agreements	$19,000			
5621	Copier Maintenance Agreements	$600			
5630	Facility/Equipment Rental Expense				
5632	Vehicle Rental Expense				
5640	Equipment Repairs	$2,500			
5740	Advertising Expense				
5820	Athletics Entry Fees				
5840	Physical Examination				
5860	Postage	$700			

B. New Faculty / Staff Needs

Faculty / Staff Needed	Rationale
Reference Librarian	**To restore the position that was lost with the reorganization to "Technology & Learning Services", which has now been disbanded. Three professional librarians is the realistic minimum that a college library provide adequate service with. A program of information literacy instruction as well as regular reference service cannot be maintained by one librarian and one associate dean.**

C. Modifications to Current Facilities Needed - *Identify needed facility modifications within the program's existing space*.

Facility / Modification	Rationale	Proposed Cost
Restore partition between Rooms 1503 and 1504 that has been removed	This will restore the space to the original two office arrangement and maximize use of space.	$2,000
Install shades in Dean's office	Provide the option of privacy as needed to conduct confidential meetings.	$2,000
Move remaining Technology staff out of room 1509	Restores space to learning services functions allowing adequate office space, work space, and storage space.	unknown

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee*.

Facility Needed	Rationale
Information Commons	**A Learning Commons that aligns the functions of the Library, Tutoring, Media Services, Computer Labs, and Reprographics to enhance organizational synergy providing all academic support in one location. This will strengthen communication channels resulting in programmatic, fiscal, and cultural alignment and foster team service. Sharing of instructional technology and multimedia expertise will be achieved through cross-trained staff.**

E. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Rationale	Proposed Cost
			$
			$
			$

F. Student Learning Outcomes

	SLO Identification Completed	Assessment Tool Implemented	Data Summary and Evaluation Report Completed
number of courses completed / total number of courses	In process	TBD	
program (e.g., counseling, ACCESO) *Complete box with yes or no*			

G. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date	Proposed Cost
Improve accessibility. Complete Website review has been conducted. New version is under construction. This will provide a much more user-friendly, visually effective connection to Library & Learning Services.	All users – students, faculty, administration, staff, and community	9//1/08	$0 beyond budgeted salaries
Make the entire Learning Services facility more welcoming. Removal of all negative signage such as "Regulations…" and "Don't…". Allow covered beverages.	All users	7/15/08	$0
Locate a coffee bar for the campus in the Library per multiple faculty requests. This will make the library more inviting and user-friendly.	All users	Under admin. review	TBD

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes x☐ No ☐

H. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program?

Learning Services has no compliance requirements.

I. **OTHER UNMET NEEDS** Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Rationale	Proposed cost
Align the Library, Tutoring, Media Services, Reprographics and Computer Labs into a newly defined Division of Learning Services.	Strengthen service to the College through effective organizational alignment. Creates strong communication channels resulting in programmatic, fiscal, and cultural alignment. Provides academic support through teamwork and sharing. Achieve shared instructional technology and multimedia expertise through cross-trained staff. Provides consistent administrative representation. Cooperative program development.	$0 Achieve with existing staff.

PART 2 – Comprehensive Program Review for ___2009-2010____ [years]

A. **PROGRAM OBJECTIVES –** Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

Active assessment of the learning services program has begun with the realignment of the Division of Technology and Learning Services into two divisions, and the appointment of a new associate dean of learning services. A proposal to align the library, media services, tutoring, computer labs, and reprographics was made in February 2009. Active progress is already under way to maximize use of the budget, improving marketing, and determine actually information needs of the college. It is intended that the end of FY09 will demonstrate increased use of learning services over the last year and that a user satisfaction survey will inform continued review and planning.

B. **PROGRAM DATA, INFORMATION, AND KNOWLEDGE:**

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

The Library Science program will be influenced by employment opportunities for students. This will be assessed during this upcoming academic year. Quantifiable data on the use of tutoring, library circulation, and library gate count will be monitored and assessed as indicators. The new GEM program for tutoring will be implemented in this academic year and statistical monitoring will be used to assess its effectiveness.

C. **PROGRAM OBJECTIVES for _____ [years]**

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

1. Increase use of the Library as indicated by circulation statistics and gate count.
2. Enrollment in Library Science program, compared historically, and assessed for current effectiveness.
3. Demonstrate statistically that the GEM program has been effective in improving student success and retention.

Imperial Valley College Program Review	**Program/Division/Dept**: **Org# 371 – RN, VN Programs Nrsg & Allied Health Division** **Contact Person:** Justina Aguirre **Date Completed**: 1-15-2009

PART 1 – ANNUAL PROGRAM REVIEW FOR 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel: ORG 371

Spring & Fall ORG 371

Account	Description: Staff, Capital Equip., Supplies, Services, Travel	Current Budget	Request for Next Year	Difference from 08-09	Justification*
1000	**Salaries Instructional, Contract & Regular**				
1110	Instruct. Regular	675,634	675,700	66	1 new full-time Faculty was hired for the RN Program in 08-09. Should grants not continue there will be a cost district of $52502 (Add.Enroll. Grant). Also $64571 from ORG 377 actually funds 1 full-time Faculty for VN Program who years ago was hired to Allied Health. Re-allocate during the budget process for 09-10
1213	Non-Instruct., Director, Regular	111,151	111,151	-	
1270	Chair/Coordinator	57,550	47,550	(10,000)	Assist Director currently filled by FT position and in next fiscal year will determine if there is an alternate way to fund the assistant role when hours worked are very limited
1330	Adjunct Faculty	207,137	207,137	-	Includes: $50137 funded by Add. Enroll Grant and if funds cease, this costs will go to the District. Adjunct staff primarily for clinical rotation where mandated ratios must be maintained. May have slight decrease if success rate drops due to more stringent standards
1340	Overload F-Time Faculty	135,300	135,300	-	Includes: $8100 funded by Add. Enroll Grant and if funds cease the cost will be incurred by the District

*Attach pertinent data to support change.

2120	Secretarial or Clerical	126,366	126,366	-	Includes: $15252 funded by Add. Enroll. Grant, if funds cease this cost would be incurred by the District
2211	Tutorial - Instruct. Aides, Regular	35,000	35,000	-	Includes: $35000 funded by Add. Enroll. Grant fund: 15905
2301	Student	-	3,840	3,840	Student Math Tutor or remediation at various levels. Cost: ~8/hr x 15hr/wk x 32 wk. Currently requesting grant funding for 8 wk/yr. Budgeting for prior years paid via grants
2398	Professional Expert/Growth	300	300	-	
2399	Overtime & Extra Pay	3,000	2,500	(500)	Includes: $2500 funded by Add. Enroll. Grant, if funds cease cost would be incurred by District
3000	**Benefits**				
3110	STRS Certificated Instruct.	90,730	100,606	9,876	Includes: $7631 funded by Add. Enroll. Grant, if funds cease cost would be incurred by District
3200	**PERS**				
3220	PERS Classified Non-Instruct.	11,852	12,313	461	Includes: $1437 funded by Add. Enroll. Grant
3221	PERS Classified Instruct.	3,300	3,300	-	Includes: $3300 funded by Add. Enroll Grant
3300	**FICA / Medicare**				
3310	FICA Certificated	2,480	2,480	-	Includes: $2480 funded by Add. Enroll. Grant
3320	FICA Classified	7,884	7,884	-	Includes: $945 funded by Add. Enroll Grant
3321	FICA Classified Instruct.	2,170	2,170	-	Includes: $2170 funded by Add. Enroll Grant
3330	Medicare Certificated Instruct.	8,720	10,547	1,827	Includes: $1342 funded by Add. Enroll Grant
3340	Medicare Classified	1,844	1,844	-	Includes: $221 funded by Add Enroll Grant
3341	Medicare Classified Instructional	508	508	-	Includes: $508 funded by Add. Enroll Grant
3400	**Health & Welfare Benefits**				
3410	H&W Certificated Instruct.	114,499	125,939	11,440	FT faculty = 11. Includes: 1 FTE formerly in ORG 377 and includes $11449 funded by Add.Enroll. Grant

*Attach pertinent data to support change.

3420	H&W Classified	23,400	23,400	-	
3421	H&W Classified Instruct.	11,661	11,661	-	Includes: $11661 funded by Add. Enroll. Grant
3500	**State Unemployment Insurance**				
3510	SUI Certificated Instruct.	3,299	3,636	337	Includes: $278 funded by Add. Enroll. Grant
3520	SUI Classified	382	387	5	Includes: $46 funded by Add. Enroll Grant
3521	SUI Classified Instruct.	105	105	-	Includes: $105 funded by Add. Enroll Grant
3600	**Workers Comp Insurance**				
3610	WC Certificated Instruct.	7,055	7,755	700	Includes: $709 funded by Add. Enroll. Grant
3620	WC Classified	802	827	25	Includes: $97 funded by Add. Enroll Grant
3621	WC Classified Instruct.	224	224	-	Includes: $224 funded by Add. Enroll Grant
4000	**Supplies, Materials, Copy, etc**				
4220	Magazines, Periodicals, CD's	2,000	2,000	-	These were NOT funded by grants as hoped
4320	Instruct. Supply, Material, ATI	23,591	23,591	-	Includes: **$12313 & 1460 funded by Lottery,** $6000 from Fund 16301 (Library)
4455	Copying/Printing	4,000	4,000	-	
4460	Office Supplies	2,851	2,851	-	
4480	Hospitality	400	400	-	Pinning ceremony for both RN & VN graduates
5100	**Personal Services Contracts**				
5110	Consulting Services	-	4,000	4,000	Both RN and VN Programs have seen a drop in the state licensing pass rates. The Board of Nursing may insist on additional visits by the consultant unless there is a definite and sustained improvement. Cost ~200/hr x 20 hrs
5200	**Travel & Conferences**				

*Attach pertinent data to support change.

5220	Travel / Staff Confer. 'Outside'	10,406	10,406	-	Includes: $4406 funded by Add.Enroll. Grant
5310	Membership & Dues	400	400	-	RN & VN Director required travel
5500	**Utilities & Other Services**				
5540	Telephone and Data Lines	75	75	-	
5550	Linen/Laundry	200	200	-	
5600	**Contracts, Rents, & Leases**				
5621	Copies Maintenance Agreement	5,830	5,830	-	
5625	Indirect Cost Expense	8,500		(8,500)	Includes: $8500 funded by Add. Enroll Grant
5640	Equipment Repairs		2,000	2,000	Simulation equipment (computerized dummies) requires maintenance every 2-3 years. Warranty is expired and equip have been operating 3 years
5800	**Other Services & Expenses**				
5860	Postage	1,000	1,000	-	BRN surveys, San Diego Consortium required documentation, and Consultant requests
5890	Other Expense	18,000	-	(18,000)	Includes $18,000 funded by Basic Skills Grant - **IF** allotted by grant director
6490	Capital Equipment <$5000	32,236	17,548	(14,688)	Includes: $14000 & $15688 funded by Lottery and $2548 for annual replacement of dept computers.

Winter ORG 371

1000	**Salaries Instructional, Contract & Regular**				
1325	F-T Instruct Winter	23,525	39,950	16,425	Only RN Program mandatory courses given in summer and winter . Cost estimated at 40000
1330	Adjunct Faculty	10,945	4,500	(6,445)	Mandated ratios must be maintained. In 08-09 and prior years other ORGs were in this line item and now should be appropriately allocated in the budget cycle. **Only 1 adjunct instructor should be in Winter Session = ~$4500 (55*81hrs) See also ORG 381**

*Attach pertinent data to support change.

3000	**Benefits**				
3110	STRS Certificated Instruct.	4,715	4,715	-	
3330	Medicare Certificated Instruct.	829	829	-	Includes: $1342 funded by Add. Enroll Grant
3510	SUI Certificated Instruct.	171	171	-	
3610	WC Certificated Instruct.	360	360	-	
4320	Instruct. Supply, Material, ATI	700	700	-	
4455	Copying/Printing	300	300	-	
4460	Office Supplies	-	200	200	Cover supply costs for winter session
5200	**Travel & Conferences**				
5213	Travel Student Room and Board (FACULTY)	8,000	8,000	-	Covers the Faculty travel and overnight stays required for the clinical rotation in Alvarado
5860	Postage	-	100	100	BRN surveys, San Diego Consortium required documentation, and Consultant requests

Summer ORG 371

1000	**Salaries Instructional, Contract & Regular**				
1325	F-T Instruct Winter	43,802	39,500	(4,302)	Only required RN Program courses given in summer and winter with FT faculty estimated at ~39500
1330	Adjunct Faculty	21,077	4,500	(16,577)	Adjunct staff for clinical rotation where mandated ratios must be maintained. Other ORGs are included in the dollar amount for this line item and should be appropriately allocated in the budget cycle. O**nly 1 adjunct instructor should be in Summer Session = ~$4500**
3000	**Benefits**				
3110	STRS Certificated Instruct.	5,683	5,683	-	
3330	Medicare Certificated Instruct.				

*Attach pertinent data to support change.

		998	998	-	
3510	SUI Certificated Instruct.	207	207	-	
3610	WC Certificated Instruct.	434	434	-	
4320	Instruct. Supply, Material, ATI	700	700	-	
4455	Copying/Printing	300	300	-	
4460	Office Supplies	-	200	200	
5200	**Travel & Conferences**				
5213	Travel Student Room and Board (FACULTY)	10,000	10,000	-	Covers the Faculty travel and overnight stays required for the clinical rotation in Alvarado
5860	Postage	-	100	100	BRN surveys, San Diego Consortium required documentation, and Consultant requests

*Attach pertinent data to support change.

B. Faculty / Staff Modifications or Needs – *Identify needed modifications and/or needs for new employees.*

Modification / Need	Justification*	Estimated Cost
Categorical vs. District Funding	As noted above, greater than $100,000 in certificated salaries is funded the Additional Enrollment Grant in ORG 371alone, while other grants provide additional funding for faculty/adjunct salaries. Given the uncertainty of Federal and State Budgets, further grant funding from these two sources is speculative and may negatively affect the District Budget for this program	Potential see notes
1 part-time certificated faculty	The Board of Registered Nursing has approved up to 25% of the student clinical rotations to be completed in a simulation setting; pediatrics is one area that multiple nursing schools are applying the 25% ruling and a few have a waiver for 50%. Our RN Program has not reached 7%. Simulations require set-up, scenario, detailed debriefing, and take-down with a ratio of 1 instructor to 5 students. As our courses have 35-40 students, 7-8 simulations are done to complete 1 'simulation exercise' per class. Currently 1 instructor has ~ equivalent of 7.5 hours of release time, which accommodates less than 7% of clinical rotation time. One more instructor with part-time hours would provide more flexibility to increase the simulations. This could also be accomplished by moving one Adjunct Nursing Learning Center Faculty to Full-Time Faculty. Both options to be explored for the most cost efficient Should funding for expanded class size cease and the number of students returns to 20/semester x 4 semesters, this position would be re-evaluated	$6600.00
1 part-time classified simulation assistant	The pre and post prep relative to simulations can be time consuming. An assistant with clinical knowledge would increase the efficiency of the simulation lab. This would require creating a job description/position that could possibly be filled by a recent graduate, a SDSU-IV/BSN student, or RN as a non-credit	$4200.00
1 adjunct faculty OB Specialty	The Transition (NURS 204) course is offered once a year and requires a BRN approved obstetrical instructor. Qualified full-time faculty have scheduling conflicts with this course offering and if arranged causes increased overload. The cost for this position may be reduced by the a reduction in course census if admissions (expansion) is no longer funded	$788.00
18 Hrs Extra Duty Time for 1 Adjunct Faculty	To improve the success rate of entering students, an 'Introduction to Nursing' course is under development with a proposed start date for Fall 2009. Other regional nursing programs have implemented similar course or community offering. In January 2009 submitted a requesting grant funding for curriculum development.	$1000.00

C. Modifications to Current Facilities - *Identify needed facility modifications within the existing space.*

Modification	Justification*	Estimated Cost
2 Skills Labs – supply with some 'smart room' capabilities	For the ~ 200 RN & VN students the skills labs have a dual purpose - a lab setting for skill development **and** lecture or other instructional methodology due the complexity of the skills taught. Lab 1: Internet access and wireless connection Lab 2: Internet access and wireless connection, video/DVD, and projection would assist the instructors and if supplied via the ceiling, may reduce the number and storage of portable DVD/TV carts. (see comments on storage needs under section D)	$1500.00

*Attach pertinent data to support change.

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee*.

Facility Needed	Justification*	Estimated Cost
Storage	RN & VN Programs share the existing facilities with 5 other programs requiring extensive technology, equipment, skills labs, with all related supplies. Much of the equipment requires climate controlled storage; i.e. less than 100 degrees. Instructors utilizing lab space must move equipment and supplies into the hallways daily, placing the District at risk for fire code citations. Some programs have been forced to store equipment and supplies off-campus at practice sites. This has led to loss of property when co-mingled with equipment and supplies at a busy site. Request a stand-alone storage unit or some other storage arrangement	$ 5000.00
Classroom and Skills Labs	As noted above 6 programs (over 250 students) share the same 4 classrooms and 4 skills labs. This is currently not sufficient as some programs such as EMT and VN utilize space at a local hospital for some classroom time. Whenever any of the programs are in a growth mode this will worsen. Also if we develop a Dental Assistant program there will be a need for even more skills labs with plumbing, low dose radiology, and electrical technology.	$3,000,000.00

E. Technology Modifications/Issues – *Identify needed modifications or issues with existing technology*.

Modification/Issue	Justification*	Estimated Cost
Divisional 'File Server' Housed on the Network for back-up purposes	Within the RN & VN Programs, the licensing/regulating agencies require extensive reports and periodically consultants request extensive documentation. Compiling these reports requires input from a variety of sources; i.e. staff computers and then submission in electronic and/or hardcopy format. Whenever staff or directors change or key staff is on vacation, retrieving critical information is difficult at best. At this time we are trying to use the Director's C-Drive as a 'shared drive' with the staff, but there are definite limitations with access and there is no backup in case of computer failure or theft. One dedicated shared Division Drive would: 1) enable only 'assigned' staff to access, enter, and/or read information stored enhancing the security of student confidential information; i.e. background & drug screen clearances for every student that enters our program 2) permit timely retrieval during the director's absence and staff vacations 3) allow for consistent back up procedures, 4) enable aggregating mandated regulator reports into one folder for electronic submission 5) enable 'read-only' files for instructors to reduce printing costs 6) permit one divisional calendar to be developed and communicated to all faculty within the RN & VN Program as well as with the other 5 programs which is currently a convoluted process	$6500
Simulation Videotaping	The simulators and the related labs are expensive high fidelity packages with one missing element per industry standard; synchronized videotaping. Grant funding is being sought to complete the Simulation package, but industry expectations may require before grant funding is achieved.	$15000.00
Internet capability in classrooms & skills labs	Video-streaming and 'flash' viewing is often necessary for the latest procedures and clinical information sites. Video card or increased memory may also be needed.	$2000.00

*Attach pertinent data to support change.

See Section C above		

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)*.

Technology Needed	Justification*	Estimated Cost

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Justification*	Estimated Cost
3 RN & 1 VN Faculty	Teaching Strategies/Methodologies to Increase Student Interactivity	A consultant evaluated our RN & VN Programs as our Licensure Pass Rates dipped considerably within last 1-2 years. The consultant, during an on-site visit 1-6-2009, noted the exploding complexity of expectations/regulations of the healthcare industry and education requires review of all areas of teaching and student interactive involvement. Although the consultant and faculty explored concepts/ideas related to strategies and methodologies, she highly recommended that our faculty seek course/conference	$1600 + travel
2 RN & 1 VN Faculty	Test Question Development	Testing expectations at the State/National level changed in the last 1-2 years. Faculty with < 6 yrs employment have not attended a NCLEX or equivalent Test Question Development course/conference	$1200 + travel
2 RN & 1 VN Faculty	Simulation Lab Facilitator/Debriefing	The consultant recommended honing existing skills for the simulation proficient and developing new skills in debriefing.	$1200 + travel
1 RN & 1 VN Faculty	Interactive Tools Methodologies; e.g. 'i-clickers'	The consultant recommended utilizing interactive tools within lecture courses. This may encompass technology; e.g. i-clickers or may encompass alternative methodologies; Socratic questioning and participating scoring	$800 + travel

H. Student Learning Outcomes*

SLO Compliance Status	Outcome & Assessment Identified	Assessment Cycle Completed
Number of courses completed / total number of courses	100%	In Progress (~25%)
Program completed *(e.g., counseling)* Complete box with yes or no	In Progress	No

*Attach pertinent data to support change.

I. Revisions in Curriculum and/or Courses – Identify the course and/or curriculum to be revised, the change to be implemented, and the justification. If the revision is tied to an SLO assessment, advisory committee recommendation and/or legislative requirements, please note.

Course/ Curriculum	Change Implemented	Justification*
e.g. PHIL 106	*Increase in writing requirements, addition of English 101 prerequisite to be implemented in 2009-10*	*To comply with IGETC requirements for critical thinking courses, more writing assignments must be included in PHIL 106. A prerequisite will be needed to ensure that students have sufficient writing skills to pass this course.*
ANTH 102 & SOC 101	Plan to: take to C& I in Spring 2009 for change from a co-requisite to a prerequisite to the nursing program	Nursing consultant felt this content should be moved – prerequisite would be preferred location. If taken as a co-requisite, the student would have to carry 16 units in a very demanding program.
NURS 100	Plan to: move to prerequisite	Faculty in process of determining if this course more appropriate for a prerequisite, then to be taken to the Advisory Committee
NURS 116	Plan to: divide into to 2 courses (1.5 units 1st sem. &1.5 2nd sem.)	Nursing consultant felt first semester was heavy in units and the content could be spaced over two semesters. Faculty and Advisory Committee to determine if change to occur
VN 114 &	Plan to: move placement within VN Program	Faculty and Advisory Committee to determine if class should be re-located within the VN Program to limit number of units carried in one semester, increase potential study time, and therefore student success

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date
e.g. Programs advertised within the class schedule.	*Community*	*Sp 09*
Off-Campus Career Fairs & On-Campus Tours for local schools	Middle & High School Students	Fa 09 - Sp 10
Update brochures related to RN & VN Programs (if print on-campus limit number for more frequent changes)	Schools and Community	Su 09
Update website for Nursing – include streaming video of a simulation activity	Under 30 years in Community	Fa 09
Develop comprehensive sales package highlighting what IVC can offer to 'grow our own'. Include financial possibilities, costs and ways to fund specifically through IVC Foundation, library access to extensive healthcare databases, tutoring availabilities, costs and ways to work jointly on simulations (every 1-2 yrs have physician office or clinic staff do educational session using simulators and 2131 auditorium, etc)	Healthcare Community Employers	Sp 10
Typical strategies: catalog and schedule, campus newsletter, 'give aways' pens, buttons, etc	Community	On-going

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☑ No ☐

*Attach pertinent data to support change.

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program?

Compliance Requirement	Explanation or Justification*	Target Date
Calif. Board of Nursing	On-site one day visit – routine for continued accreditation This visit may turn into a longer review due to our current Pass Rate for the State Licensure Exam (NCLEX-RN)	May 2009
Calif. Board of Nursing	Full accreditation visit The routine schedule visit may be effected by the Sp 09 visit and our ability to improve and sustain improvement with our NCLEX –RN Pass Rates	Sp 2013
Calif. Board of Psychiatric Technicians and Vocational Nursing	Full accreditation visit This visit may come sooner due to our current Pass Rate for the State Licensure Exam (NCLEX – VN)	Sp 2011
Multi-Criteria Screening	The State Chancellor's office has specific requirements for screening applicants when a nursing program has exceeded their normal class size. IVC needs to review, update and align to all aspects of the Chancellor's Office requirements.	Annual report
San Diego / Imperial County Nursing Consortium	In order to use a clinical facility in the San Diego County, IVC must comply with the standards set by the SDIC Nursing Consortium – ranging from uniform code to background clearance to conduct	Ongoing

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Justification*	Estimated cost
Pediatric Clinical Rotation Alternatives for 3rd Semester	The in-patient pediatric census at both local facilities fluctuates and is usually not sufficient to permit more than 4 students on any given day in either facility. Alternative sites must be explored; each will have a cost associated. 1. Consider increasing Simulated Clinical Experience to 25% for pediatrics (see notes in faculty need section above). 2. Work with the San Diego/Imperial County Consortium to secure a 2-week block of time at Rady Children's Hospital and/or UCSD for 3rd Semester students. This rotation would provide an exceptional and tertiary view of pediatric care 3. Work with other regional facilities to determine if student placement is possible; i.e. Desert Regional in Palm Springs, JFK in Indio, and Yuma Regional in Yuma. The last one will require faculty to be endorsed in Arizona and to have additional approvals by the Calif. Board of Nursing	1. ~$10800 See section B above 2. ~$4000 3. $1000
Tertiary Care in Metropolitan Facility Tour for 4th Semester	Local healthcare facilities (and most others) do not function at a tertiary level nor are they able to sustain the level of technological equipment found at tertiary facilities. Experiencing tertiary care provides the student with observational opportunities for 'best practices', utilization of the latest technologies for given case or diagnosis, and options for local patients in given situations.	1. $2000

*Attach pertinent data to support change.

	1. UCSD or Scripps 1-2 days shadowing in several units would be invaluable 2. Could explore the possibility of a virtual tour	2. $1000

M. EVALUATION OF PROGRAM REVIEW

PART 2 – Comprehensive Program Review for 3 years

A. PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

Follow-up on 2005-2008 Objectives

A. IVC – Create comprehensive Science and Technology Center
   a. 05-08 - Develop strategy to expand nursing and health career programs
      1. Develop detailed expansion plan for RN & VN
      2. Work with Science to expand health technology
      - *2005 Collaborated with Science and SDSU for a Title 5 grant to develop a local RN to BSN pathway*
      - *2006 Partnered with 3 other colleges on a Regional Nursing Education Collaborative Grant to increase student cohorts*
      - *2006 Approved for Song-Brown Act Special Program Grant to provide pathway for foreign trained nurses to complete studies*
      - *2006 Approved for 2 separate expansion grants from the Chancellor's Office*
   b. Spring 2008 – Increase enrollment and completion (retention) rates
      - *2008 grants funded the increased enrollment and retention strategies. Retention rates considerably higher than other nursing programs (see section B below)*

B. IVC - Develop a Distance Learning Center
   a. Develop introduction/orientation to nursing on-line
   b. Develop hybrid introduction course for VN to RN Transition
   c. Work with industry partners to develop distance education/on-line continuing education program
      - *2006 Two instructors completed both phases of required education for on-line/hybrid courses*
      - *2006 VN to RN transition course revised, but not hybrid course*
      - *2007 On-line Terminology course piloted and 2nd Semester began to utilize some on-line features after working with ACCESO*
      - *2008 One support and the division head completed phase I of required education for on-line/hybrid courses*
      - *2008 On-line Continuing Education Program has not been accomplished at this time*

C. IVC – Respond to Community's Evolving Economic Diversification Needs (New programs)
   a. 05-08 - Nursing with advisory committee will identify areas of greatest demand and develop programmatic curriculum
      - *2007 Pharmacy Technician curriculum developed and classes started*

*Attach pertinent data to support change.

- *2008 VN to RN transition course re-evaluated after a piloting the Transition course in Summer Session. In Fall 2008 the course was offered over 8 weeks, used high-fidelity simulations for assessing nursing fundamental skills, used ATI fundamentals and OB exams to determine the semester for each student to be placed and course syllabus changed. The instructors recommended the Transition course in the Fall or Spring semester and no longer offer in Winter or Spring session.*

b. Spring 2008 - Hire 2 faculty for VN to RN transition program
   - *2008 A Transition Program (VN to RN) was not created; 2 full-time faculty not needed. Transition class only will continue.*

D. IVC – Develop long-term facility plan & implement
   a. Convert Nursing Lab 4 into a simulation lab.
   b. Expand classroom and lab space to accommodate emerging healthcare careers
      - *2006 Equipment installation and faculty training after simulation lab completed*
      - *2007 Upgraded Nursing Lab 3 to be secondary simulation lab and Nursing Lab 1 with projector and projection screen*

E. IVC - Develop 6-day/week class schedule to meet needs of community
   a. Expand divisional offerings to 6 days per week
   b. Complete feasibility study for part-time nursing program
      - *2006 Nursing clinical time expanded into evening shift for 3rd and 4th semesters. District funding did not permit extended courses to weekends or part-time*
      - *2008 In Fall began to explore the possibilities of a shorter work-week due to State budget crisis*

F. IVC - County Residents Registration Priority
   - *Nursing complied with prioritization until no longer permitted by the State*

G. IVC – Recruitment and Community Relationship
   a. Encourage each program to adopt community project
   b. Encourage faculty and staff to participate in community projects or associations
   c. Continue to work with SDSU and others to articulate transfer level courses
   d. Continue to work with advisory committee to expand membership to include countywide representation
      - *06-08 Student nurse club participated in a variety of county-wide activities*
      - *2007 RN to BSN 2+2 program articulation with SDSU with assistance of Title 5 grant*
      - *2008 advisory committee has representation from hospitals, prisons, public health, and home health*

H. **Nursing Division** – Improve Success Rate on NCLEX RN & VN (external validation of competence/knowledge exam)
   a. Analyze pass rates, strengths and weaknesses compared to course objectives, objectives, and ATI exam trends
   b. Review and revise VN to RN bridge program and improve pass rate
      - *05-06 Pass rate 80% , then in 07-08 the rate dropped (see graphs attached)*

*Attach pertinent data to support change.

- *2008 Consultant hired to review curriculum, structure, and possible causes for low pass rates*

c. Spring 2008 - Faculty and tutors to continue work on remediation plans (for each semester)
   - *Remediation plan completed for 3rd Semester Re-entry*

d. Spring 2008 - Hire 1 full-time simulation lab faculty & 1 full-time certificated faculty to facilitate student learning
   - *Grant funding not secured for 1 full-time simulation faculty*
   - *Grant funding secured for 1 full-time certificated faculty*

I. **Nursing Division** – Improve Utilization of Nursing Learning Center
   a. 05-08 - Hire information system lab assistant for simulation and computer lab
   b. 05-08 - Integrate Quadramed/Affinity Charting (facility charting system) into simulation lab
   c. 05-08 - Implement video/computer program upgrade
      - *05-08 IS lab assistant hired and continues through grant funding*
      - *06-07 Computer and NLC educational materials upgraded via grant funding*
      - *2008 Quadramed/Affinity charting system is not transferable software, requires licensure, and server – unable to implement*

   d. Spring 2008 - Hire 1 adjunct faculty for Nursing Learning Center (NLC) / tutoring
      - *2008 1 adjunct faculty added to the NLC staff to cover the 12 hours the NLC is open daily*

J. **Nursing Division - Spring 2008 -** Identify Student Learning Outcomes
   - *2008 One SLO identified for 100% of RN & VN courses*

K. **Nursing Division - Spring 2008 -** Determine possibilities for expanding classrooms, labs, and faculty offices
   - *2008 No plant changes*

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

RN Program Data (pages 19 to 25)

Although a measure of the effectiveness of most programs or courses, the average attrition rate for California nursing programs is 25% due to the intensity of the programs and the necessity of all program graduates to validate their knowledge with an external State test (NCLEX). Therefore high success and retention in a nursing program, if not simultaneous with high NCLEX Pass Rates, may indicate a need for a thorough program/course review. Likewise grade distribution needs to be evaluated for grade inflation.

1. **Success, Retention and Grades:** In 1st semester success and retention has not fallen below 95% while 89%-100% of all class attendees received an A or B. In 2nd semester the success & retention rates varied averaged 89%-100%, except for one outlier class, while grades indicate random distribution. In 3rd semester success and retention dropped 1 time to 82% and

otherwise ranges from 89%-100% with grade distribution fairly even when withdrawals & incompletes removed. 4th semester, with 1 exception, had success rates between 80 and 100% and retention rates slightly higher in Fall 2007 most likely due to re-entries. More 'Cs' were given in 4th Fall 2007 compared to other classes when more 'As and Bs' were given.

Special Note: According to the consultant most nursing programs have their highest attrition in the 1st and 2nd semester and the least in the 4th semester. In our program the data indicates we are atypical in our % success and % retention as well as the rates within in the semesters.

2. **Pass Rates for NCLEX:** The pass rates are recorded quarterly with the state mandate for a minimum threshold of 75%. In 2006 the pass rate improved, in 2007 the pass rate started to drop, and more markedly decreased in 2008. We are currently below the minimum threshold. There is no definitive correlation, inverse or other, to the high success/retention rate of our program. And although speculative, the high success/retention compared to the typical nursing school indicates a need to explore this area deeper.

3. **FTEs:FTEf and Enrollment**:
In RN Co-Instructor courses FTEs/FTEf exceeded 20 only 3 times in first semester (where students carry 13 nursing units), only 2 times in 2nd semester, none in 3rd semester and only 2 times in 4th semester. In RN Single Instructor courses FTEs/FTEf were over 20 5 times in first semester and only 1 other time in the program. One factor affecting the FTEs/FTEf is the program enrollment.

   Base enrollment has been exceeded for more than 3 years due to the demand for nurses and the ability to obtain funding from multiple grants. The Chancellor's Additional Enrollment Growth Grant has been noted in the budget above and is expected to continue, at least to the end of calendar year 2009 despite the current state budget crisis. Discussions for other grants are found in their corresponding ORG. FTEs:FTEf has fluctuated depending on the student volume and the ability to place adjunct staff

4. **Nursing Board Annual Report:** In the annual report (07-08), the demographic information for the IVC Nursing Program had some striking differences to the general ADRN Program population. More than 60% of IVC RN nursing students are less than 26 years old compared to the state average of less than 30%. Eighty percent (80%) of the RN nursing student population is of Hispanic origin, while the state average is ~20%. IVC nursing faculty have a higher percent than the state in all age bands, include those over 65 with an exception in those aged 61-65. The faculty are predominately white (70%) compared to the state average of less than 60%. All that said, there are no correlations between demographics and student success.

VN Program Data (pages 26 to 28)

The VN Program has cyclic, not continuous, admission, thus some criteria has limited data elements. Though success and retention measure of the effectiveness of most programs or courses, it may not necessarily be so for nursing programs.

1. **Success, Retention and Grades:** In 1st semester, success rates ranged from 84% to 95% with retention rates between 95% and 100%. Grade distribution indicates a high percentage of 'Bs', yet still in a Bell Curve. In 2nd semester the success rate ranged from 95% to 100% and retention was 100% while grade distribution was similar to 1st semester. In the 2 pharmacology

courses success was 88%-100% and retention did not fall below 92% with grades indicating 75% -95% of the class attendees received 'As or Bs'.

Special Note: According to the consultant most nursing programs have their highest attrition in the 1st and 2nd semester and the least in the 4th semester. In our program the data indicates we are atypical in our % success and % retention as well as the rates within in the semesters.

2. **Pass Rates for NCLEX:** The pass rates for the VN Program are recorded on a rolling 4 quarter average. Those students graduating in June 2007 succeeded less than those from the class before and had the same instructors. Those students graduating in December 2005 succeeded less as the years progressed before taking the NCLEX for the first time – two students in year 3. Currently, with the rolling 4 quarter average, we are below the minimum threshold. There is no definitive correlation, inverse or other, to the success/retention rates of our program or to grade distribution, yet these areas are being reviewed along with multiple other factors.

3. **FTEs:FTEf and Enrollment:**
   In VN both Co-Instructor & Single Instructor courses the FTEs/FTEf exceeded 20 only 1 time.

   Enrollment in the VN Program is limited by the State to 20 students, with an exception made for the pharmacology courses. As the program admission is cyclic, if there is any attrition the enrollment in the subsequent semester will unavoidably be down.

C. PROGRAM OBJECTIVES for 1-3 years

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

Overview:

The national nursing shortage is expected to continue with California having the lowest number of nurses employed per capita in the nation and Imperial County ranking as one of the lowest in our state. The IVC Nursing Programs (RNs and VNs) supply the majority (~75%)of nurses to local healthcare facilities, penal facilities, as well as clinics and offices. When such facilities do not have sufficient supply of nurses they must contract with temporary placement agencies with substantially higher cost to the local healthcare industry; in recent years the expense has exceeded 3 million dollars/year. The Imperial County in turn captures less of the earned wages from temporary placement, thus not only is healthcare in our county, but the county itself may be negatively impacted from a low number of nurses employed.

09-10 Objectives

1) Improve Student Success within the RN and VN Programs **and** with Applicable External Validation Processes

*Attach pertinent data to support change.

a) NCLEX (RN & VN) Pass Rate – Goal of 75% or higher consistently as measured by the State	Quarterly & Annually
b) Clinical Facility Site Surveys	Annual
c) Implement On-line Post-graduation Survey regarding RN & VN Programs	Annual (or semi-annual)
d) Monitor Internal Measurements for any Trends	
i) Success/Retention Rates	Triennial Reports + Internal
ii) Grade Distribution	Triennial Reports + Internal
iii) ATI & TEAS testing and correlate with NCLEX	Semiannually
iv) Multi-criteria screening for admission	Semiannually
e) Align curriculum with NCLEX Test Plan	Goal: Spring 2009
f) Evaluate student support activities; i.e. tutoring processes, remediation processes, etc.	Goal: Spring 2009
g) Identify other possible factors effecting success and develop strategies; ESL needs, student age, cultural implications, etc	Goal: Fall 2009
2) Increase Critical Thinking Activities	
a) Increase written Evidence Based Practice exercises & expectations	Graduate Survey & Agenda topic Faculty Mtg
b) Increase simulations for 2nd, 3rd, and 4th semesters	Semiannual Calendared Hours
c) Increase interactive and participatory activities	Graduate Survey & Agenda topic Faculty Mtg
d) Evaluate implementation status of consultant recommendations	Goal: Fall 2009
e) Increase the creation of on-line and hybrid Courses	Goal: Spring 2010
3) Complete and evaluate the SLO Cycle, then make recommendations for budget and academic changes	
a) Complete SLO assessment and data aggregation	Spring 2009
b) Faculty to analyze the data and determine the recommendations	Spring 2009 (end)
4) Develop Clinical Simulation rotation for Pediatrics or up to 25% of clinical hours	Goal: Spring 2010
a) Curriculum development and faculty training to ‘run’ and ‘debrief’ simulation	
b) Measurement via schedule and hours for students and faculty	
5) Re-establish Professional Networking for RN and VN Programs	Goal: Spring 2009
a) San Diego / Imperial County Nursing Consortium	
b) Calif. Association of Colleges of Nursing	

*Attach pertinent data to support change.

c) Calif. Organization of Associate Degree Nursing
d) National Organization of Associate Degree Nursing
e) California Vocational Nursing Directors
f) Association of California Nurse Leaders
g) Continue and revive student involvement in Student Nurse Associations

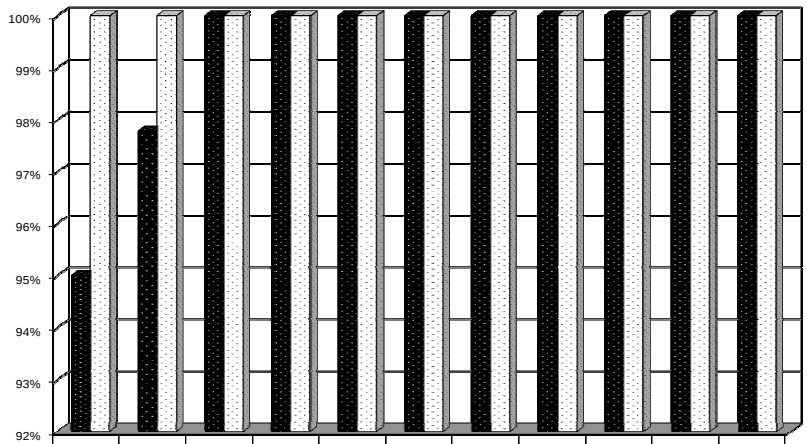
6) Revive Continuous Survey/Accreditation Readiness Processes — Goal: Spring 2009
   a) Update handbook, dept. policies, and ensure student and faculty files are complete
   b) Review curriculum and course outlines

7) Separate Budget Process for RN and VN Programs — Goal: Spring 2009
   a) Meet with Finance Dept during budget process to determine if possible and when to implement
   b) Track costs by program

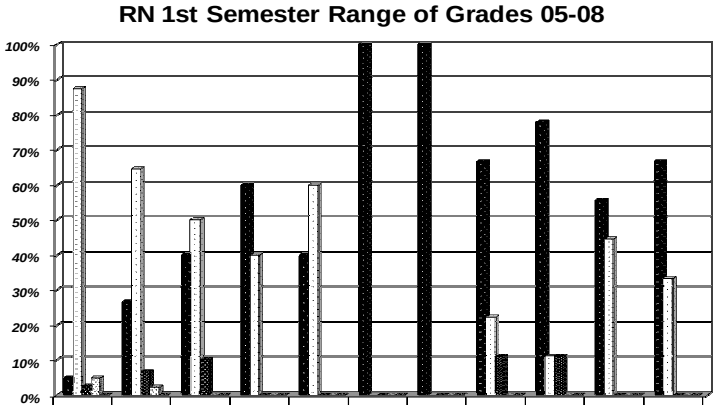
8) Develop Succession Plan for Faculty Retiring in ~2012 — Goal: Fall 2010

9) Explore and develop Paramedic to RN curriculum or program — Goal: Spring 2010
   a) Work with EMTP Director

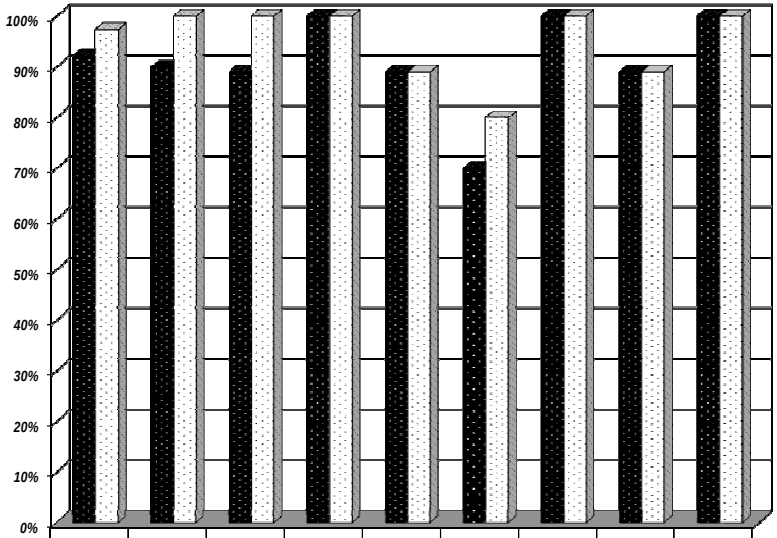
*Attach pertinent data to support change.



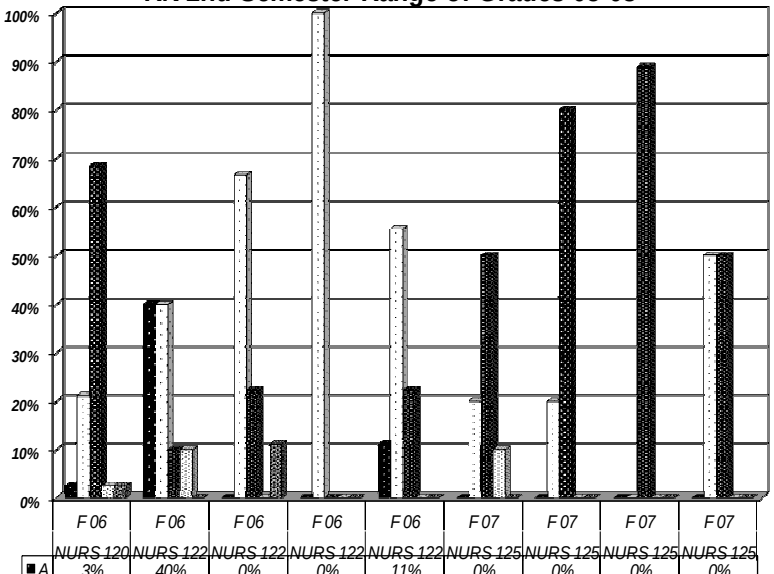
	F 06 NURS 110	F 07 NURS 110	F 06 NURS 112	F 06 NURS 112	F 06 NURS 112	F 06 NURS 112	F 07 NURS 112	F 07 NURS 112	F 07 NURS 112	F 07 NURS 112	F 07 NURS 112
Success Rate	95%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Retention Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%



	F 06 NURS 110	F 07 NURS 110	F 06 NURS 112	F 06 NURS 112	F 06 NURS 112	F 06 NURS 112	F 07 NURS 112	F 07 NURS 112	F 07 NURS 112	F 07 NURS 112	F 07 NURS 112
A	5%	27%	40%	60%	40%	100%	100%	67%	78%	56%	67%
B	88%	64%	50%	40%	60%	0%	0%	22%	11%	44%	33%
C	3%	7%	10%	0%	0%	0%	0%	11%	11%	0%	0%
D	5%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
F	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



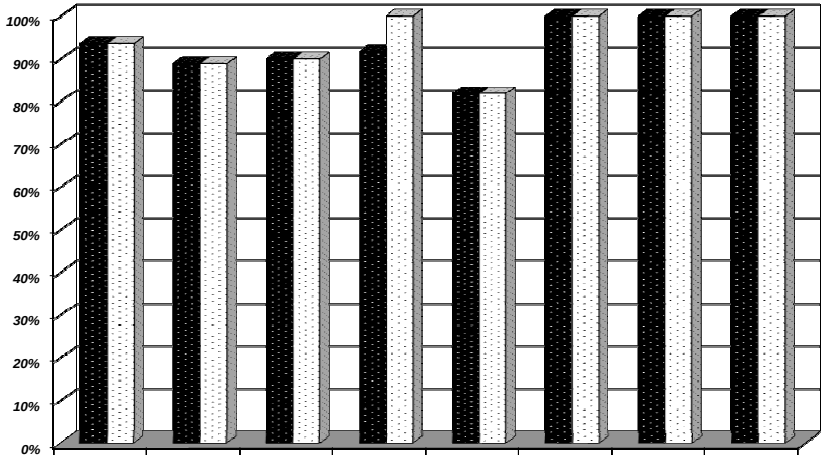
	F 06 NURS 120	F 06 NURS 122	F 06 NURS 122	F 06 NURS 122	F 06 NURS 122	F 07 NURS 125	F 07 NURS 125	F 07 NURS 125	F 07 NURS 125
Success Rate	92%	90%	89%	100%	89%	70%	100%	89%	100%
Retention Rate	97%	100%	100%	100%	89%	80%	100%	89%	100%



	F 06 NURS 120	F 06 NURS 122	F 06 NURS 122	F 06 NURS 122	F 06 NURS 122	F 07 NURS 125	F 07 NURS 125	F 07 NURS 125	F 07 NURS 125
A	3%	40%	0%	0%	11%	0%	0%	0%	0%
B	21%	40%	67%	100%	56%	20%	20%	0%	50%
C	68%	10%	22%	0%	22%	50%	80%	89%	50%
D	3%	10%	0%	0%	0%	10%	0%	0%	0%
F	3%	0%	11%	0%	0%	0%	0%	0%	0%

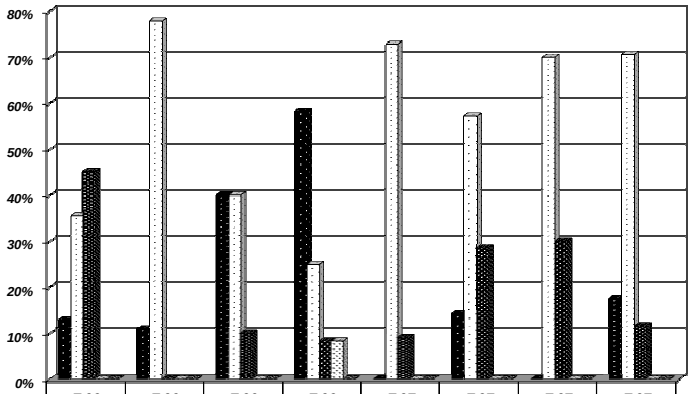
*Attach pertinent data to support change.

RN 3rd Semester Success & Retention Rate 05-08



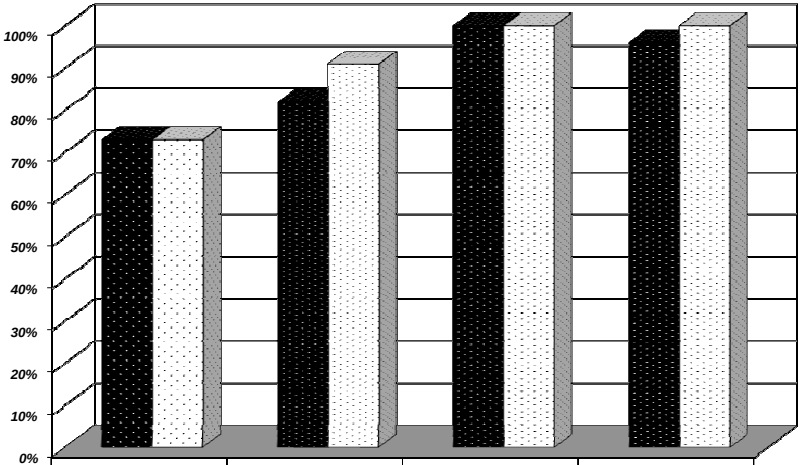
	F 06 NURS 210	F 06 NURS 212	F 06 NURS 212	F 06 NURS 212	F 07 NURS 231	F 07 NURS 231	F 07 NURS 231	F 07 NURS 231
Success Rate	94%	89%	90%	92%	82%	100%	100%	100%
Retention Rate	94%	89%	90%	100%	82%	100%	100%	100%

RN 3rd Semester Range of Grades 05-08



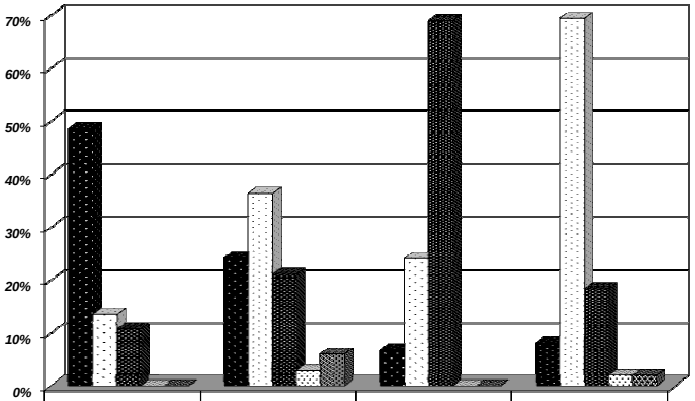
	F 06 NURS 210	F 06 NURS 212	F 06 NURS 212	F 06 NURS 212	F 07 NURS 231	F 07 NURS 231	F 07 NURS 231	F 07 NURS 231
A	13%	11%	40%	58%	0%	14%	0%	18%
B	35%	78%	40%	25%	73%	57%	70%	71%
C	45%	0%	10%	8%	9%	29%	30%	12%
D	0%	0%	0%	8%	0%	0%	0%	0%
F	0%	0%	0%	0%	0%	0%	0%	0%

RN Pharm Success & Retention Rate 05-08



	F 06 NURS 100	F 07 NURS 100	F 06 NURS 116	F 07 NURS 116
Success Rate	73%	82%	100%	96%
Retention Rate	73%	91%	100%	100%

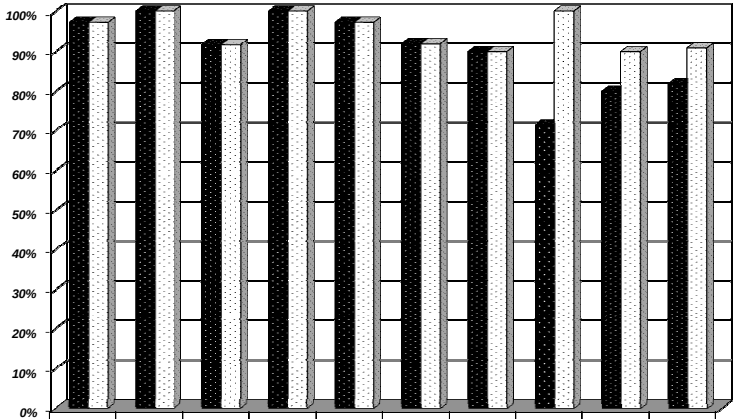
RN Pharm Range of Grades 05-08



	F 06 NURS 100	F 07 NURS 100	F 06 NURS 116	F 07 NURS 116
A	49%	24%	7%	8%
B	14%	36%	24%	69%
C	11%	21%	69%	18%
D	0%	3%	0%	2%
F	0%	6%	0%	2%

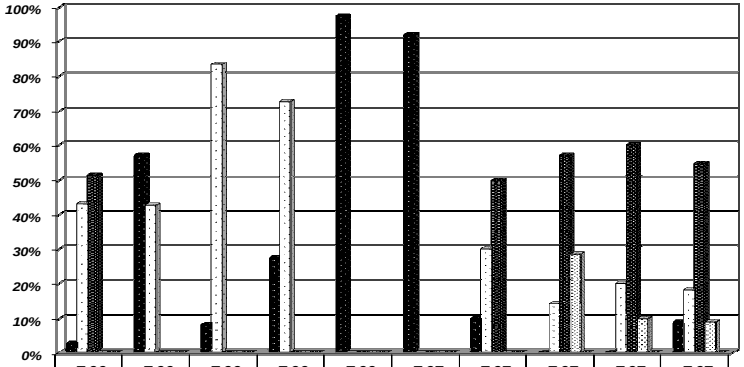
*Attach pertinent data to support change.

RN 4th Semester Success & Retention Rate 05-08



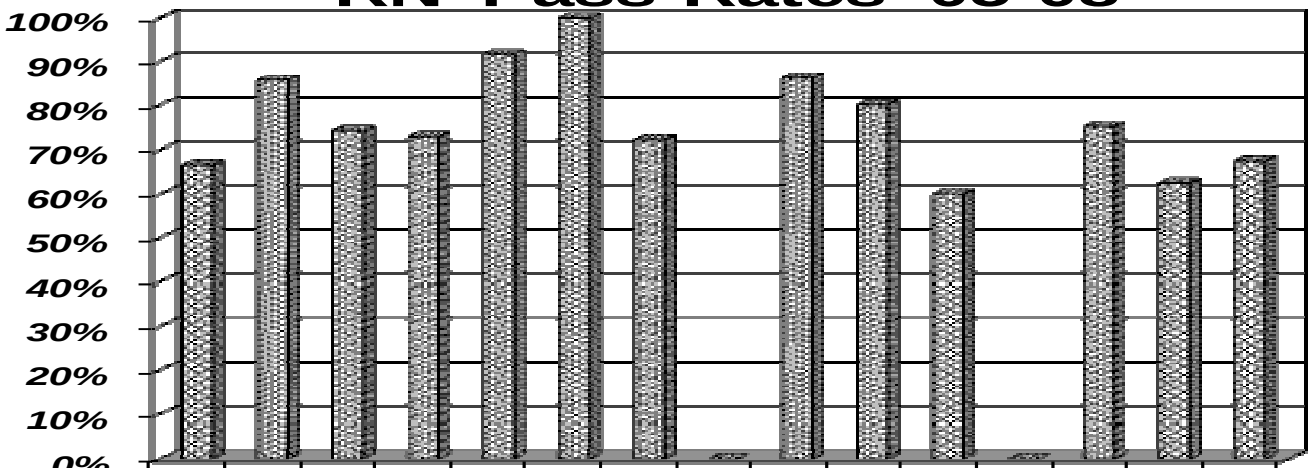
	F06 NURS 220	F06 NURS 222	F06 NURS 222	F06 NURS 222	F06 NURS 230	F07 NURS 230	F07 NURS 241	F07 NURS 241	F07 NURS 241	F07 NURS 241
Success Rate	97%	100%	92%	100%	97%	92%	90%	71%	80%	82%
Retention Rate	97%	100%	92%	100%	97%	92%	90%	100%	90%	91%

RN 4th Semester Range of Grades 05-08



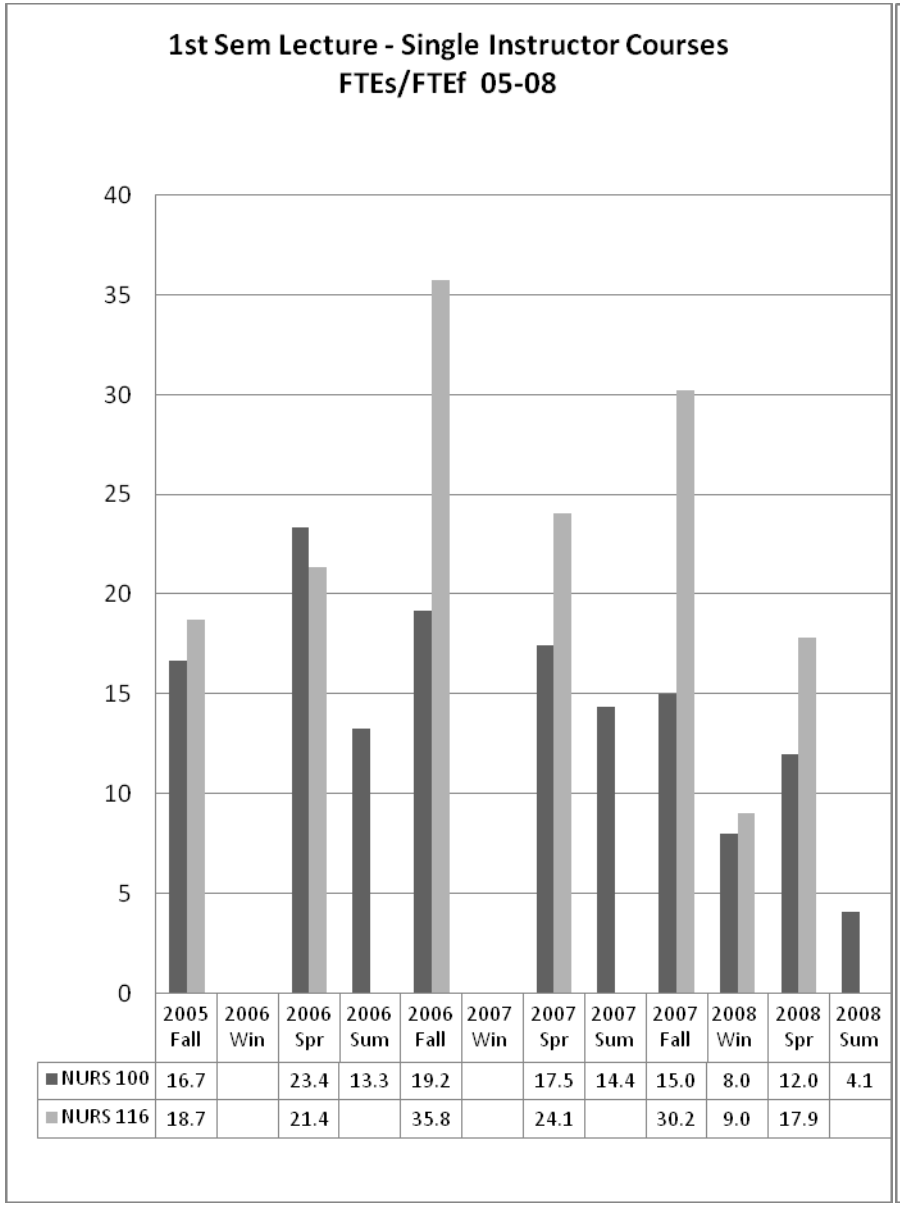
	F06 NURS 220	F06 NURS 222	F06 NURS 222	F06 NURS 222	F06 NURS 230	F07 NURS 230	F07 NURS 241	F07 NURS 241	F07 NURS 241	F07 NURS 241
A	3%	57%	8%	27%	97%	92%	10%	0%	0%	9%
B	43%	43%	83%	73%	0%	0%	30%	14%	20%	18%
C	51%	0%	0%	0%	0%	0%	50%	57%	60%	55%
D	0%	0%	0%	0%	0%	0%	0%	29%	10%	9%
F	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

RN 'Pass Rates' 05-08

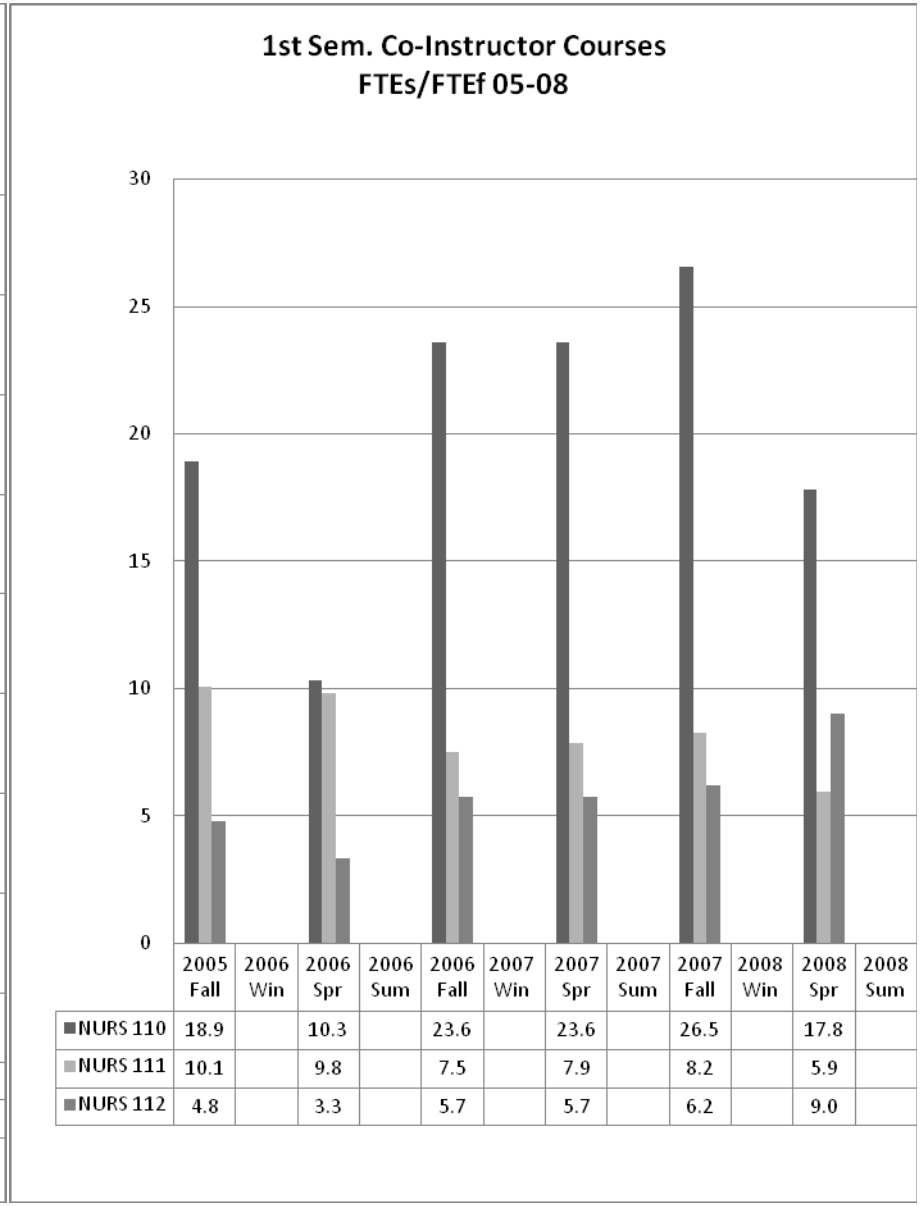


	2005 Jan 1 Mar 31	Apr 1 Jun 30	Jul 1 Sep 30	Oct 1 Dec 31	2006 Jan 1 Mar 31	Apr 1 Jun 30	Jul 1 Sep 30	Oct 1 Dec 31	2007 Jan 1 Mar 31	Apr 1 Jun 30	Jul 1 Sep 30	Oct 1 Dec 31	2008 Jan 1 Mar 31	Apr 1 Jun 30	Jul 1 Sep 30
% 1st Time Pass	67%	86%	74%	73%	92%	100%	72%	0%	86%	80%	60%	0%	75%	63%	68%

*Attach pertinent data to support change.

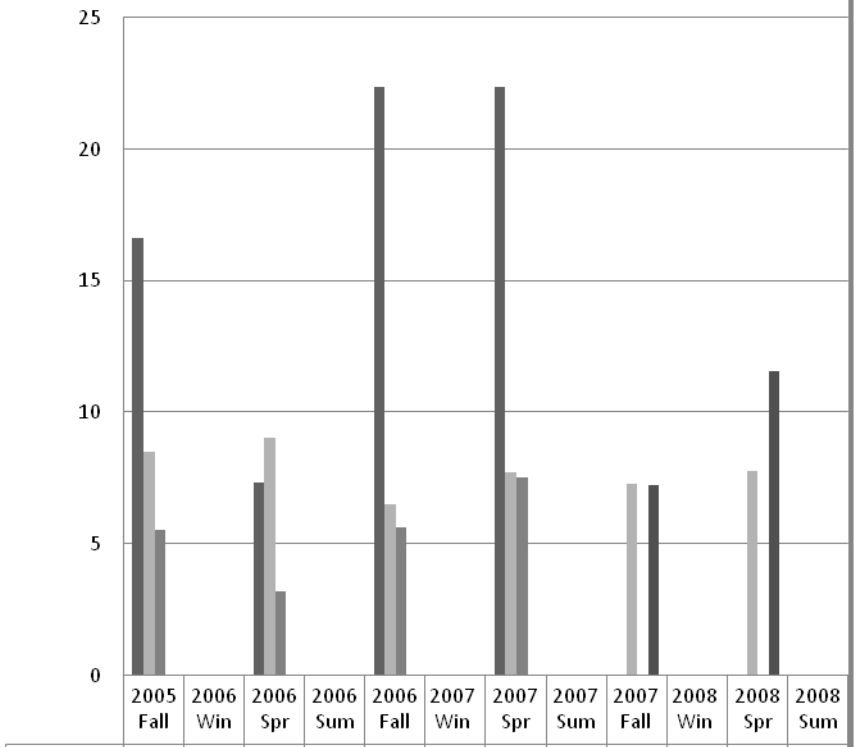


	2005 Fall	2006 Win	2006 Spr	2006 Sum	2006 Fall	2007 Win	2007 Spr	2007 Sum	2007 Fall	2008 Win	2008 Spr	2008 Sum
NURS 100	16.7		23.4	13.3	19.2		17.5	14.4	15.0	8.0	12.0	4.1
NURS 116	18.7		21.4		35.8		24.1		30.2	9.0	17.9	

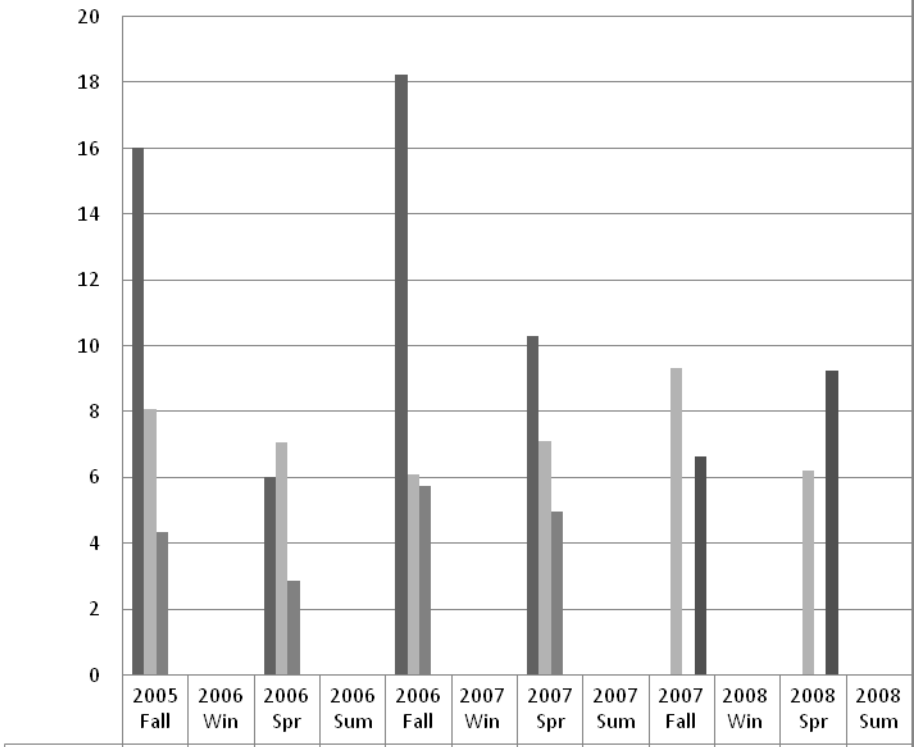


	2005 Fall	2006 Win	2006 Spr	2006 Sum	2006 Fall	2007 Win	2007 Spr	2007 Sum	2007 Fall	2008 Win	2008 Spr	2008 Sum
NURS 110	18.9		10.3		23.6		23.6		26.5		17.8	
NURS 111	10.1		9.8		7.5		7.9		8.2		5.9	
NURS 112	4.8		3.3		5.7		5.7		6.2		9.0	

*Attach pertinent data to support change.

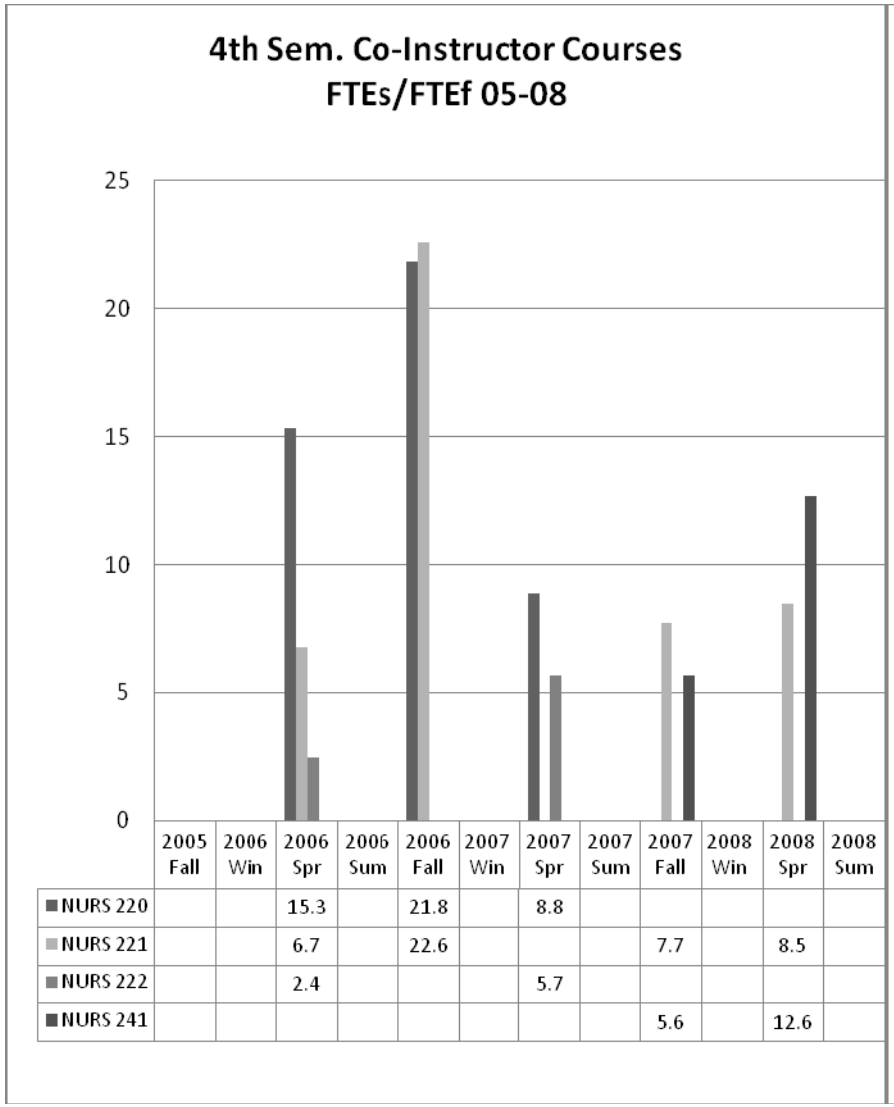


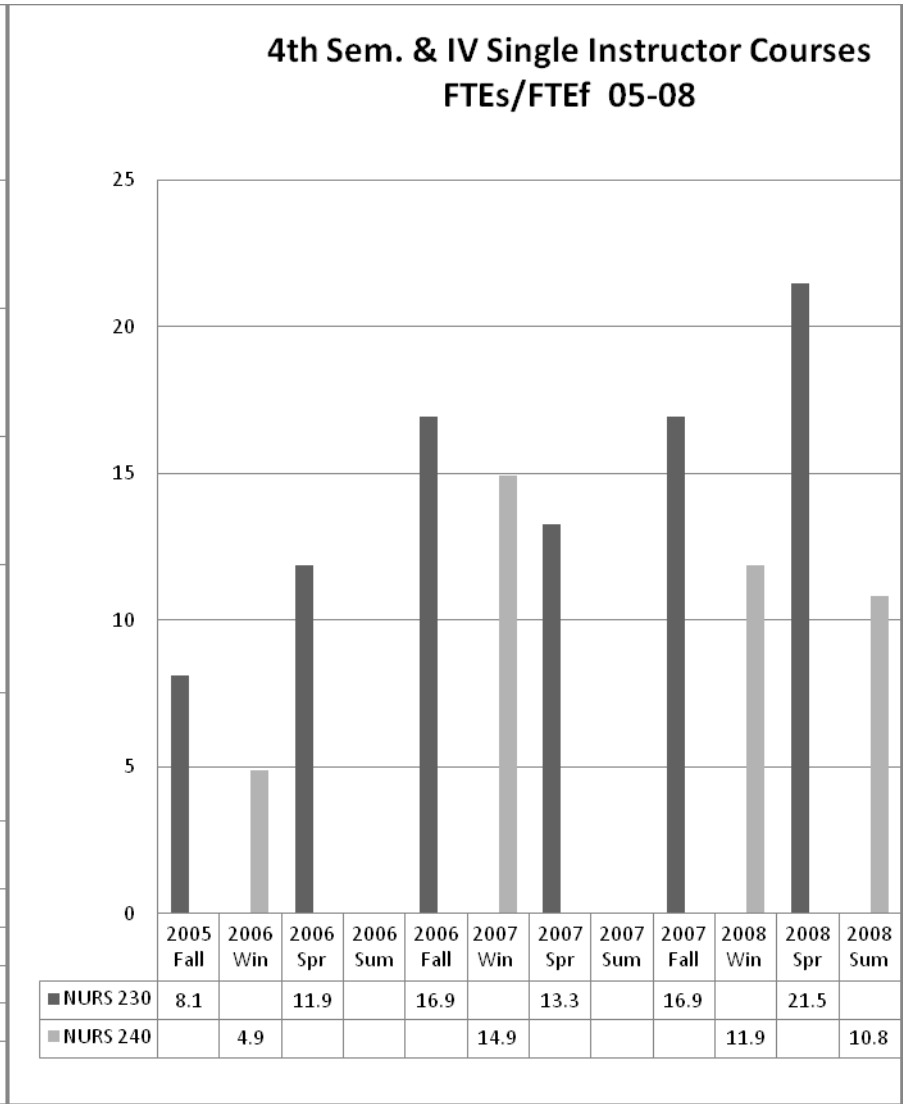
	2005 Fall	2006 Win	2006 Spr	2006 Sum	2006 Fall	2007 Win	2007 Spr	2007 Sum	2007 Fall	2008 Win	2008 Spr	2008 Sum
NURS 120	16.6		7.4		22.4		22.4					
NURS 121	8.5		9.1		6.5		7.7		7.3		7.8	
NURS 122	5.5		3.2		5.6		7.5					
NURS 125									7.3		11.6	



	2005 Fall	2006 Win	2006 Spr	2006 Sum	2006 Fall	2007 Win	2007 Spr	2007 Sum	2007 Fall	2008 Win	2008 Spr	2008 Sum
NURS 210	16.0		6.0		18.3		10.3					
NURS 211	8.1		7.1		6.1		7.1		9.3		6.2	
NURS 212	4.4		2.9		5.8		5.0					
NURS 231									6.7		9.3	

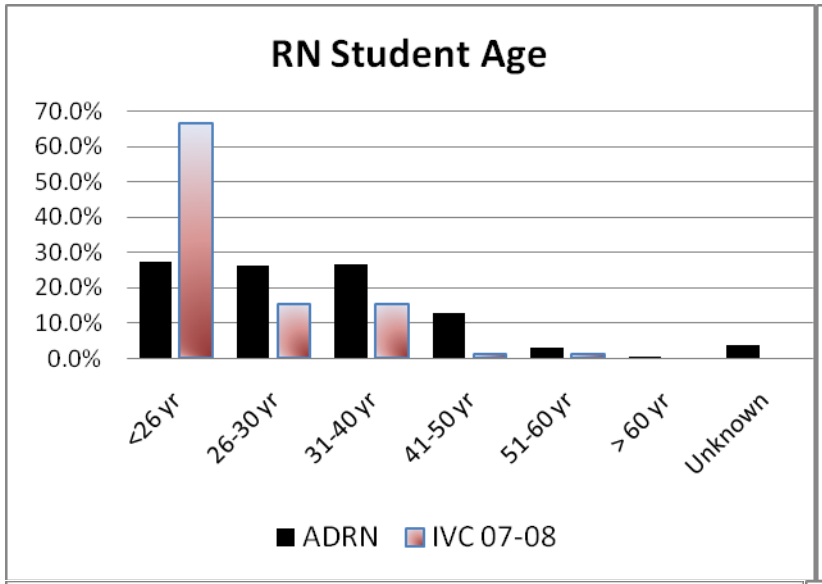
*Attach pertinent data to support change.

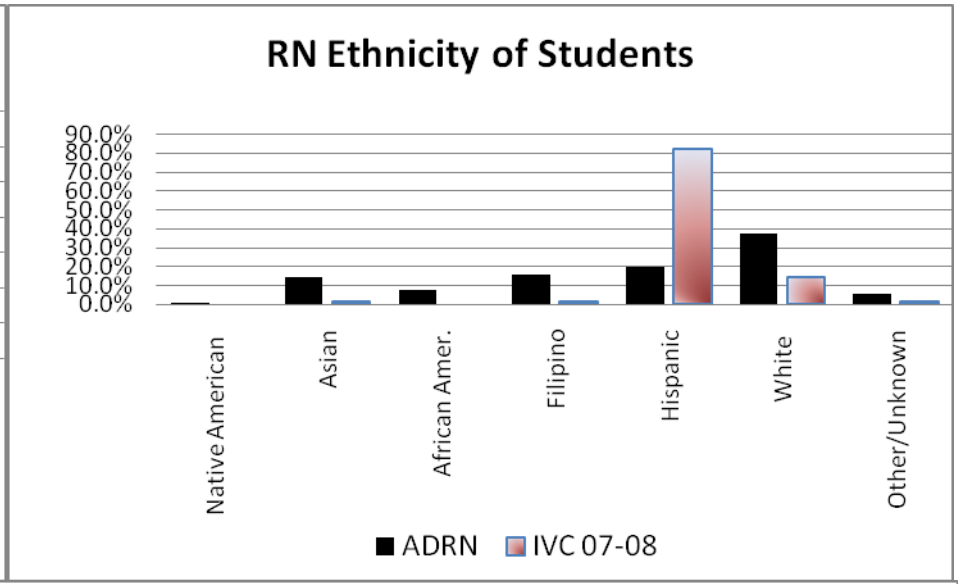


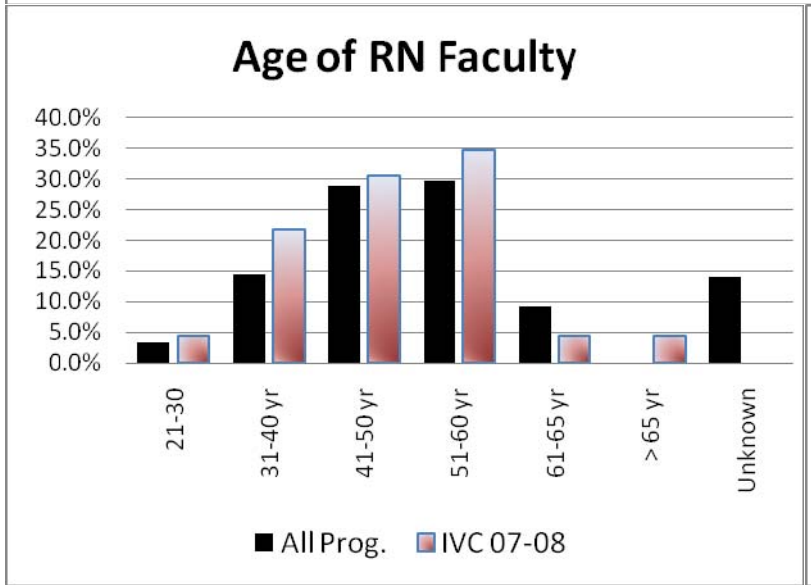


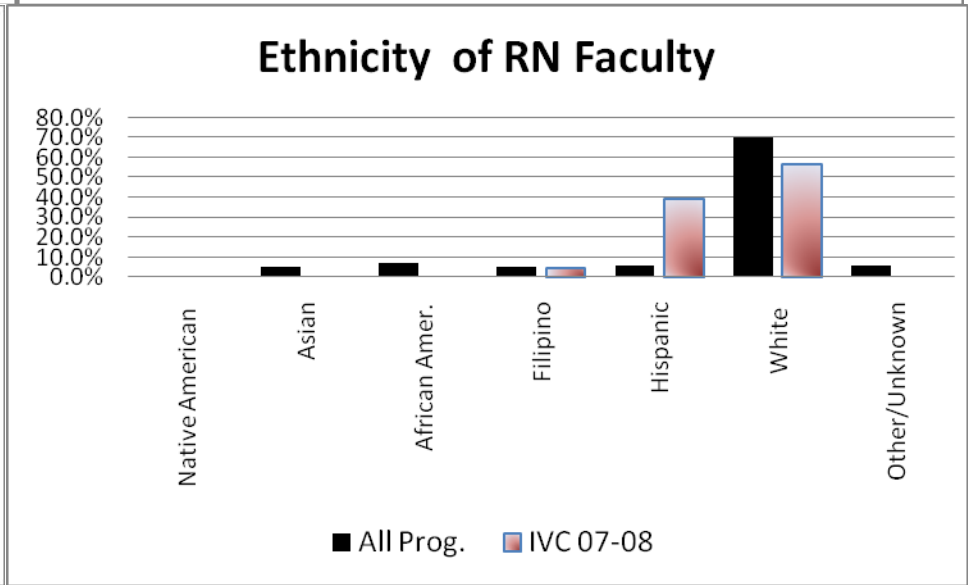
Next page is specifically from California RN Board Data

*Attach pertinent data to support change.

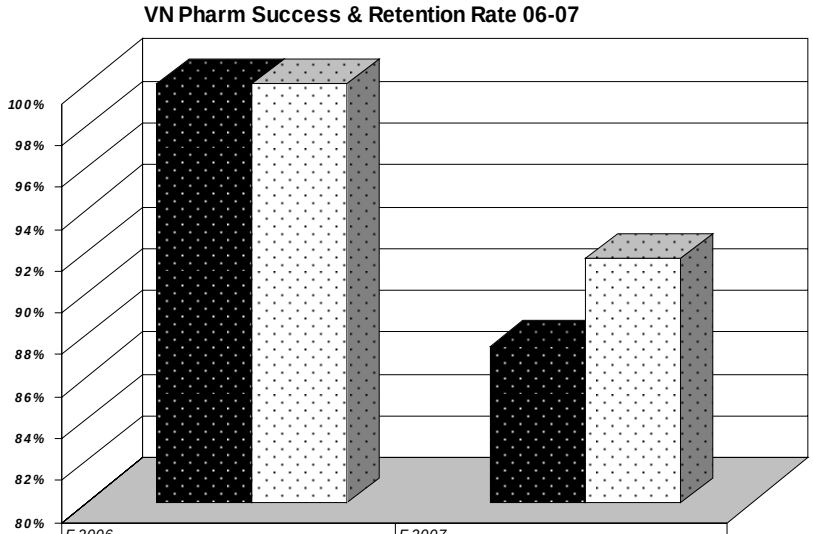




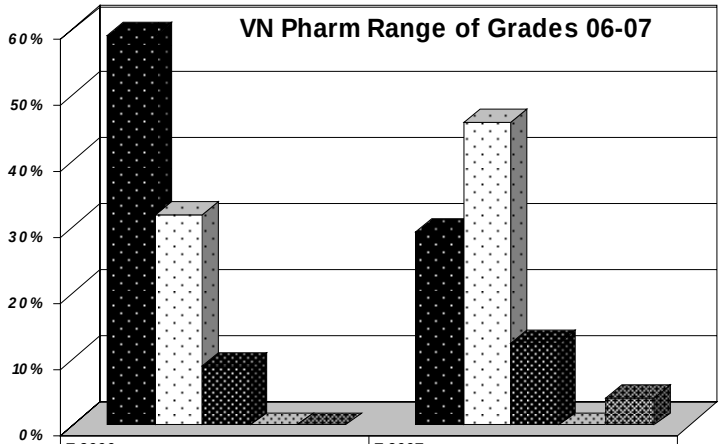




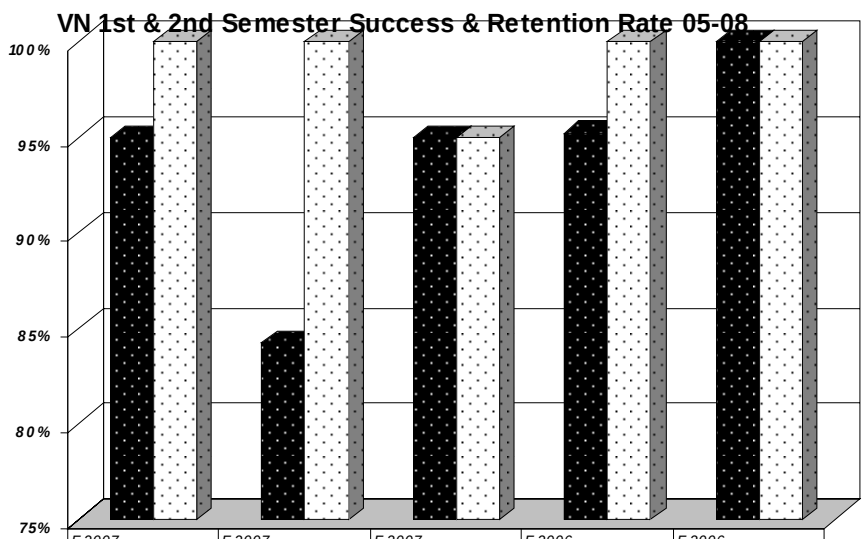
*Attach pertinent data to support change.



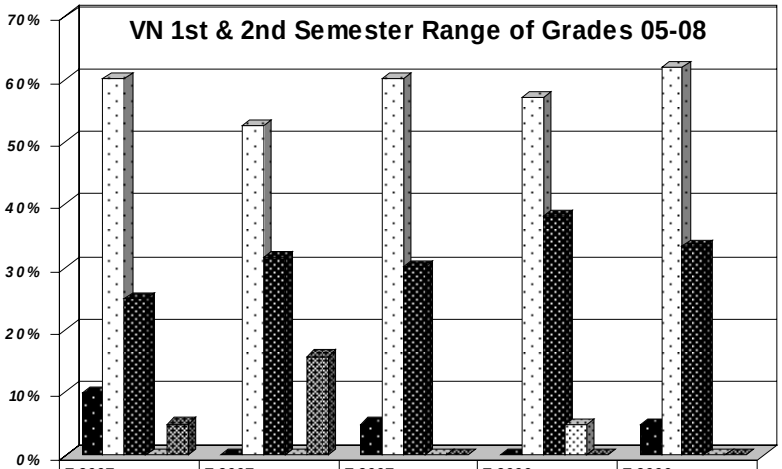
	F 2006 VN 124	F 2007 VN 114
Success Rate	100%	88%
Retention Rate	100%	92%



	F 2006 VN 124	F 2007 VN 114
A	59%	29%
B	32%	46%
C	9%	13%
D	0%	0%
F	0%	4%

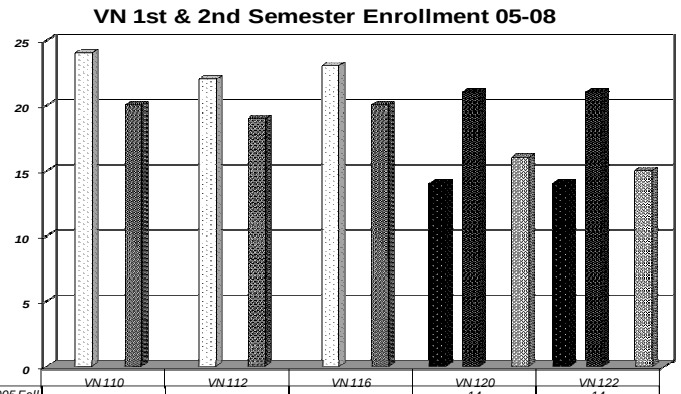


	F 2007 VN 110	F 2007 VN 112	F 2007 VN 116	F 2006 VN 120	F 2006 VN 122
Success Rate	95%	84%	95%	95%	100%
Retention Rate	100%	100%	95%	100%	100%

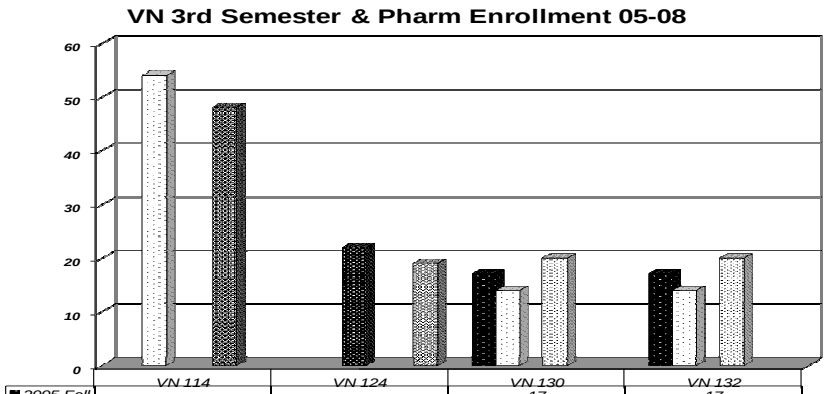


	F 2007 VN 110	F 2007 VN 112	F 2007 VN 116	F 2006 VN 120	F 2006 VN 122
A	10%	0%	5%	0%	5%
B	60%	53%	60%	57%	62%
C	25%	32%	30%	38%	33%
D	0%	0%	0%	5%	0%
F	5%	16%	0%	0%	0%

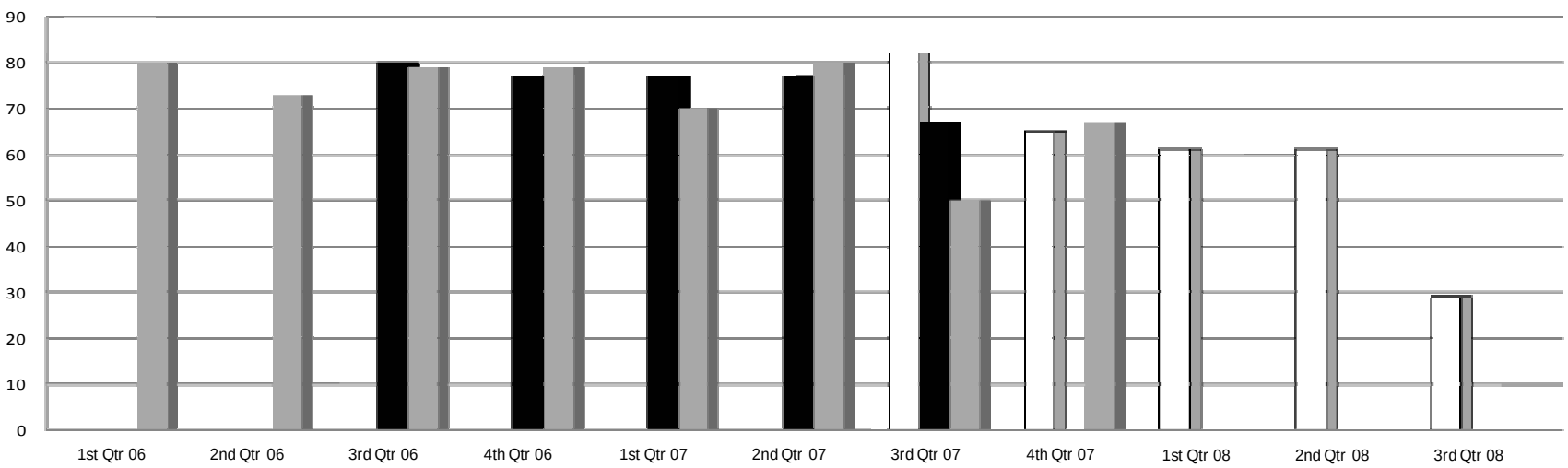
*Attach pertinent data to support change.



	VN 110	VN 112	VN 116	VN 120	VN 122
2005 Fall				14	14
2006 Spr	24	22	23		
2006 Fall				21	21
2007 Spr					
2007 Fall	20	19	20		
2008 Spr				16	15

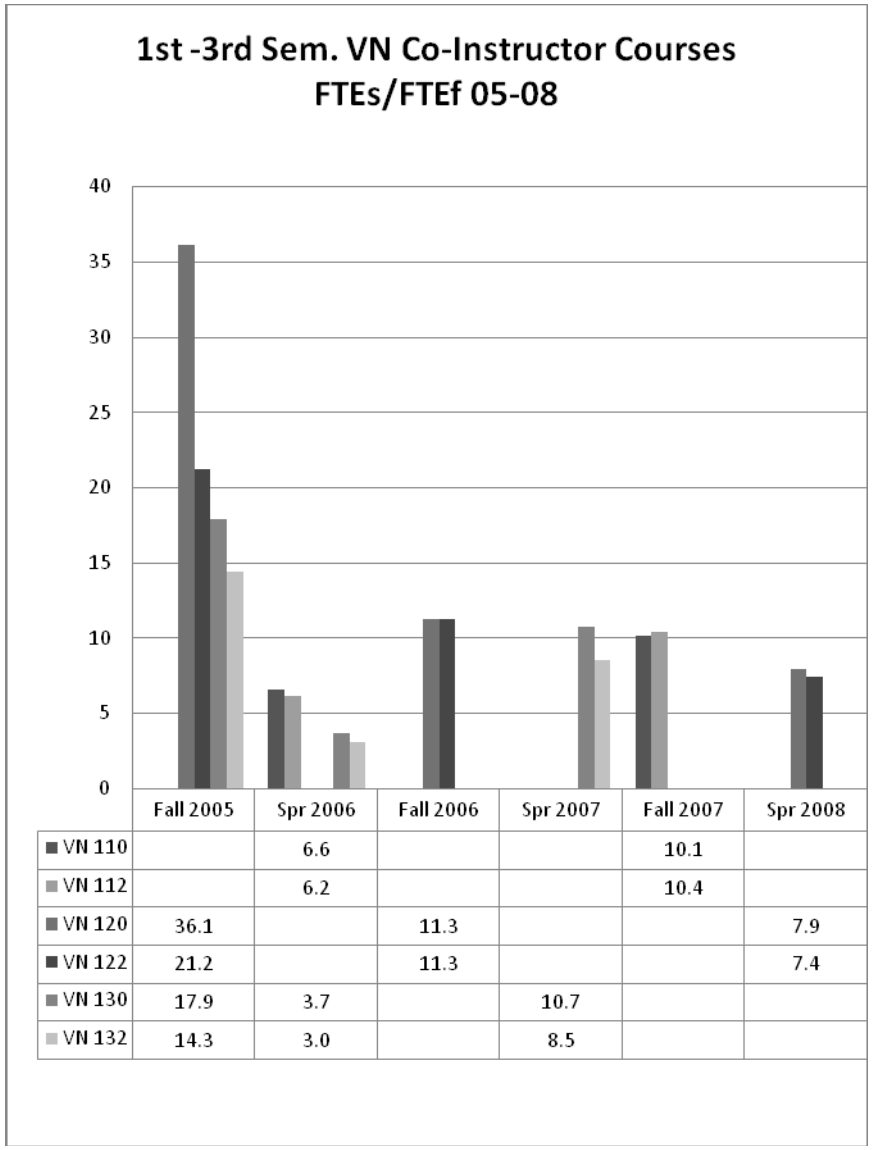


	VN 114	VN 124	VN 130	VN 132
2005 Fall			17	17
2006 Spr	54		14	14
2006 Fall		22		
2007 Spr			20	20
2007 Fall	48			
2008 Spr		19		

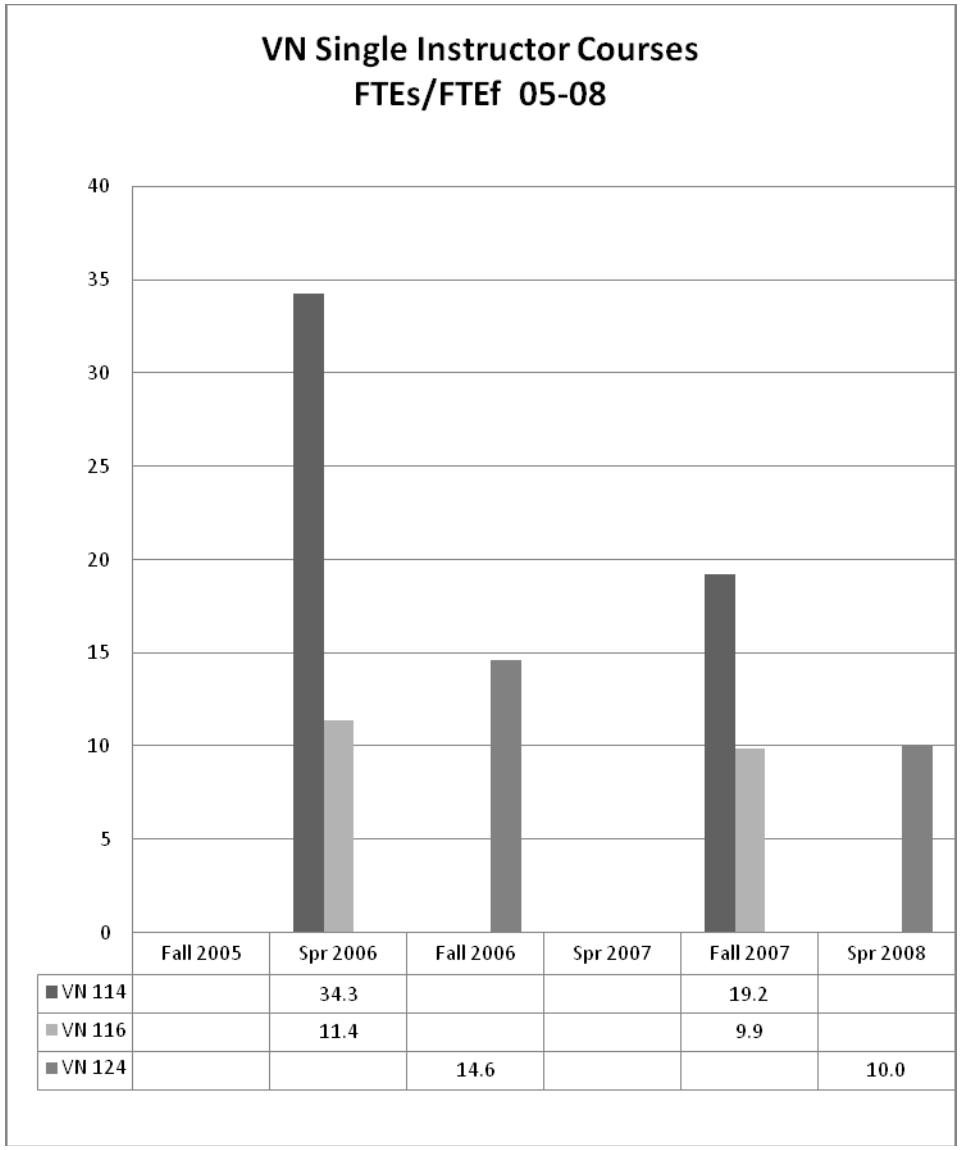


	1st Qtr 06	2nd Qtr 06	3rd Qtr 06	4th Qtr 06	1st Qtr 07	2nd Qtr 07	3rd Qtr 07	4th Qtr 07	1st Qtr 08	2nd Qtr 08	3rd Qtr 08
Graduated Jun-07							82	65	61	61	29
Graduated Jun-06			80	77	77	77	67			0	
Graduated Dec-05	80	73	79	79	70	80	50	67			

*Attach pertinent data to support change.



	Fall 2005	Spr 2006	Fall 2006	Spr 2007	Fall 2007	Spr 2008
VN 110		6.6			10.1	
VN 112		6.2			10.4	
VN 120	36.1		11.3			7.9
VN 122	21.2		11.3			7.4
VN 130	17.9	3.7		10.7		
VN 132	14.3	3.0		8.5		



	Fall 2005	Spr 2006	Fall 2006	Spr 2007	Fall 2007	Spr 2008
VN 114		34.3			19.2	
VN 116		11.4			9.9	
VN 124			14.6			10.0

*Attach pertinent data to support change.

Imperial Valley College Program Review	**Program / Division / Department:** Exercise Science, Wellness & Sports **Contact Person:** David Drury **Date Completed:** January 2009

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Fund 11001 / Prog 1200 / Org 241 Note: Request for next year's budget is pending					
Account	**Description**	**Current budget**	**Request for next year**	**Difference**	**Justification of expense**
1110	Instruction Regular Salaries	313,801.00	To be provided by Bus. Services		Increase by contract
1270	Chair/Coordinator Salaries	276,605.00	To be provided by Bus. Services		Increase by contract
1330	Adjunct Faculty Salaries	135,110.00	To be provided by Bus. Services		Hourly Rate Increase by Contract
1340	Overload Full-Time Faculty	143,250.00	To be provided by Bus. Services		Hourly Rate Increase by Contract
2120	Secretarial/Clerical Salaries	29,640.00	To be provided by Bus. Services		Increase by contract
2301	Student Salaries	10,000.00	10,000.00	0	Student assistance needed for clerical work in both Exercise Science and Athletics. Help is also needed in setting-up and maintaining facilities in gym for classes and athletic events.
3000-3620	Benefits		To be provided by Bus. Services		Increase by contract
4320	Instructional Supplies & Material	8,000.00	8,000.00	0	Basketballs, Medicine Balls, Tennis Balls, Volleyballs, Exercise Balls, Game Balls, Basketball Nets, Tennis Nets, Volleyball Nets, Exercise Mats, Floor Mats, Wall Mats, Barbells, Dumbbells, Olympic Weights, Weight Racks, Ball Racks, Tennis Racquets, Ball Carts, Equipment Carts, Swim Fins, Kick Boards, lap clock, Equipment for exercise labs, Health Education Course instructional equipment. Steps, Music CD's, Jump Ropes, cones, Equipment for elementary school PE courses, Equipment for adapted PE courses
4210	Books	500.00	500.00	0	Supplemental & emergency texts for instructors
4401	Non-Instructional Supply/Mat	0	2,688.00	+2,688.00	Amount adjusted by Bus. Services

4455	Copying/Printing	3,500.00	3,500.00	0	Material used for class instruction
4460	Office Supplies	1,500.00	1,500.00	0	Supplies for Secretary & Staff
4461	Copier Supplies	500.00	500.00	0	Paper for Copier
5220	Travel – Staff Conferences	2,800.00	2,800.00	0	Conferences/Clinics for staff attendance
5540	Telephone and Data Lines	300.00	300.00	0	Estimate Only
5620	Other Maintenance Agreements	3,800.00	3,800.00	0	Quarterly service by TechnoFit for fitness center equipment
5621	Copier Maintenance Agreements	300.00	300.00	0	Estimate Only
5632	Vehicle Rental Expense	100.00	0	-100.00	Fund reduced, no activity last several years
5640	Equipment Repairs	5,000.00	5,000.00	0	Outside vendor repairs
6490	Equipment – New Under 5000	20,000.00	20,000.00	0	Replacement of Fitness Center Equipment
Fund 11001/Prog 1200/Org 242					
2301	Student Salaries	2,437.00	2,437.00	0	Fitness Center Student Assistant
Fund 11502/Prog 1200/Org 241 Lottery and Fund 115028/Prog 1200/Org 241 Lottery C/O					
4320	Instructional Supplies/Material	6,480.00	6,480.00	0	See Below
4320	Instructional Supplies/Material	8,000.00	Amount is also listed in District 4320 account 11001 Fund in case lottery funds are not available 8,000.00	0	Basketballs, Medicine Balls, Tennis Balls, Volleyballs, Exercise Balls, Game Balls, Basketball Nets, Tennis Nets, Volleyball Nets, Exercise Mats, Floor Mats, Wall Mats, Barbells, Dumbbells, Olympic Weights, Weight Racks, Ball Racks, Tennis Racquets, Ball Carts, Equipment Carts, Swim Fins, Kick Boards, lap clock, Equipment for exercise labs, Health Education Course instructional equipment. Steps, Music CD's, Jump Ropes, cones, Equipment for elementary school PE courses, Equipment for adapted PE courses
Fund 11701/Prog 1200/Org 241 Winter Intersession 2009					
1325	FT Winter Teaching	70,699.00	To be provided by Bus. Services		Increase by contract
1330	Adjunct Faculty Salaries	18,511.00	To be provided by Bus. Services		Increase by contract
3110 - 3610	Benefits		To be provided by Bus. Services		Increase by contract

Fund 11002/Prog 1200/Org 241 Summer School 2009					
1320	FT Summer Teaching	98,503.00	To be provided by Bus. Services		Increase by contract
1330	Adjunct Faculty Salaries	28,798.00	To be provided by Bus. Services		Increase by contract
3110 - 3610	Benefits		To be provided by Bus. Services		Increase by contract
4455	Copying/Printing	0	130.00	+130.00	Actual cost, adjusted by Business Services
Fund 163018/Prog 1200/Org 241 IELM C/O					
6490	Equipment – New under 5000	3,062.78	To be provided by VP of Inst.		Pending State Allocation

B. New Faculty/Staff Needs

Faculty/Staff Needed	Rationale
1 Fitness Center Aid	Permit Fitness Center to run as designed. Providing convenient times for students to log lab hours. Access for faculty, staff, & students not currently enrolled in a P.E. class to utilize facility based on membership fees.
1/2 Fitness Center Aid	See above
1 Full-time Athletic Trainer	We are adding another sport, thus increasing the trainers workload. This according to the NATA Formula requires the addition of a second athletic trainer.
1 Women's Cross Country Coach	Additional women's sport required to be in compliance with Title IX

C. Modifications to Current Facilities Needed - *Identify needed facility modifications within the program's existing space***.**

Facility/Modification	Rationale	Proposed Cost
Fitness Center Floor Replacement	The current floor is very old and in need of replacement. The other side of the center has a floor which was not properly installed and has many seams and bubbles which create a safety hazard.	$15,000.00
Fitness Center Lockers	Small lockers are needed for students to store class material when exercising. Personal items left on the floor along walls and other places in the fitness center pose a major hazard.	$2,500.00

Fitness Center Water Fountain	Students must leave class to quench their thirst, making the management of class attendance difficult.	$5,000.00
PE Locker Rooms Refurbished/Remodeled	Most of the Lockers do not function properly. Newer Lockers are needed badly. Shower facility needs immediate attention.	$20,000.00 – 50,000.00
Equipment Room for Pool Classes Remodeled	Current storage shed is dangerous and infested with black widow spiders. It also lacks direct access to pool deck.	$7,000.00
Lighting of Outdoor Facilities	Lighting of outdoor facilities would enable us to better serve our community and its athletic and recreational needs. This would also make our outdoor classroom facilities more viable and accessible to students and community residents.	$600,000.00
Bleachers with Shade Covers	The Men's & Women's Soccer Fields currently do not have Bleachers. The Women's Softball Field Bleachers are old and dilapidated.	$65,000.00

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee***.**

Facility Needed	Rationale
Restroom Facilities for outdoor classes, activities, and sporting events	The construction of restroom facilities to serve the outdoor track and playing fields is paramount to their continued viability and success. Subjecting students/athletes, instructors/coaches, and community supports/visitors to portable facilities with no handicapped accessibility speaks poorly of our college.

E. Modifications to Current Technology – *Identify needed modifications to existing technology***.**

Technology / Modification	Rationale	Proposed Cost
Land Line Speed	Speed of line into classrooms must be improved. Slow access and load times make class instruction awkward. Sometimes resulting in changes to lesson plans.	
Multimedia Lecterns	Audio video carts are not practical for instructor use. Versatility is needed now that many teachers use lap top computers and/or overhead projectors.	$3,500.00

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)***.**

Technology Needed	Rationale
Stat Crew Program for Basketball	This Program will be required by the COA
Stat Crew Program for Softball	This Program will be required by the COA

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Rationale	Proposed Cost
			$
			$
			$

H. Student Learning Outcomes*

	Outcome and Assessment Identified	Assessment Cycle Completed
number of courses completed / total number of courses Wellness	2/2	no
Physical Education	22/44	no
Sports	13/13	no
program (e.g., counseling) *Complete box with yes or no*		

Note: For the courses offered in the fall 2008 over 80% had SLO's identified. Our plan is to identify SLO's for the remaining courses by March 16, 2009. We are currently evaluating data collected from the fall 2008 semester. The plan is to collect and evaluate data from spring 2009 and evaluate it by October of 2009.

I. Revisions in Curriculum and/or Courses – Identify the course and/or curriculum revised, the change implemented, the rationale, and if the revision came as a result of SLO assessment, an advisory committee recommendation and/or legislative requirements (check all that apply).

Course/ Curriculum	Change Implemented	Rationale	SLO Assessment	Advisory Committee	Legislative Requirement
P.E. 156	Intercollegiate Cross Country and PE will be added when sport is approved and funded. Expected fall 2009.	Women's Cross Country must be added to be in compliance with Title IX		√	

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date	Proposed Cost

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☒ No ☐

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program? NA

Requirement	Rationale	Next Review
Add an additional Women's Sport	To be in compliance with Title IX	Pacific Coast Conference review is April 2009

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Rationale	Proposed cost
Night Janitorial/custodial services for Fitness Center	Current daily service is near impossible due to the constant use (6am – 10pm) of this facility	
Security Service /patrol for Gym	Students loitering in gym during classes and practices causing dangerous situations. They are also in gym /facilities without supervision causing damage and creating safety issues.	

M. EVALUATION OF PROGRAM REVIEW

PART 2 – Comprehensive Program Review for _2008-2011_____ [years]

A. PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

Program Objective: Identify Student Learning Outcomes and Assessments for 100% of our courses during the 2008-2009 academic year.

The writing of Student Learning Outcomes at the course level was the main objective of our division entering the 2008-2009 academic year. This task has been given top priority among all of the instructional divisions on campus. Our goal was to identify one Student Learning Outcome and Assessment Method for 50% of all the courses offered in the Exercise Science, Wellness & Sports Division by September 30, 2008. We have, to date identified outcomes and assessments for approximately 80% of our classes. This percentage far surpasses the course-level goal set for fall 2008. The assistance of the Student Learning Outcome Coordinator, Toni Pfister, who is a member of our division, along with the efforts of our dedicated instructional staff, made this possible. In particular, Jill Tucker and Jim Mecate stepped forward to lead the charge and are to be commended.

Currently, we are working on assessing the data collected in the identified classes. As we have met to discuss this data and the methods of assessing students, an engaging dialogue has always ensued. These discussions have included the sharing of ideologies, methodologies, and a host of creative ideas. Colleagues, who were once skeptical about the creation of SLO's, have jumped in full force to help close the assessment loop. As we complete the Assessment Cycle we are eager to see what the data will reveal. This process will conclude by March 16, 2009.

We are also on schedule to identify outcomes and assessments for our remaining courses by March 16, 2009. Once we have finished this task, we will collect data via the assessments, which we will then evaluate during the fall of 2009. This progress will allow us to achieve our goal to identify outcomes and assessments for all of our courses.

Program Objective: To increase successful overall course completion in transfer level general education courses during the 2008-2009 academic year.

The Wellness Program has had a success rate of 85% over the past three years. However, we decided to focus on the percentage given to our Health Education Course, it being our core class in this area. The three year average for it is 74%. But as one looks at the numbers by semester a few interesting things leap from the page. First, the fall semester numbers are pretty consistent across the three year period. Second, the spring numbers are slightly lower. Third, the summer and winter sessions are markedly better. And finally, the winter session's average of 84% is far better than the others.

In the Physical Education Program, the success rate is 81% over the same three year period, and the same pattern is present. The fall

and spring semesters both have a 76% success rate, while the summer and winter sessions are much higher, with the winter number hitting 93%.

We hope to increase our success rate across the board, and we are eager to see what, if any, effect SLO's will have on this rate. The numbers will be studied at the conclusion of the academic year.

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

Over the past three years, the Exercise Science, Wellness & Sports Division has responded to the changes in our community as well as our campus. One of the changes that occurred in our area was the addition of a new rubberized track. Given this new facility, a new course was created, PE 106 Walking/Jogging Fitness. This class has filled each time we have offered it. However, we feel that we are not yet able to fully serve those in our community given the fact that our track does not have lights. The harsh desert climate dictates the hours at which this class may safely be offered. We are confident that should we ever add lights many from our community who are elderly or just beginning an exercise program would enroll in an evening or night class.

Another new and exciting area we have recently entered to serve our community is bowling. When the Brunswick Zone bowling facility opened this past year it was an instant success. Many in our division thought that a bowling class would help some in our community enjoy this new facility and activity. Jill Tucker, one of our esteemed colleagues, took the lead in contacting the management and entering into an agreement to hold classes during the day utilizing the new bowling alley. The winter 2009 semester is our first time offering this new course. We are optimistic that it will become a regular offering each semester.

Another trend we are looking at that may lead to some new ways of serving our student population is the success rates of the summer and winter sessions. We believe that one of the major reasons for the increased success rate of those semesters is due in part to the additional contact hours with the students.

In the Health and Wellness area, a consistent effort over time is of vital importance. During the fall and spring semesters, instructors meet only twice a week with their students. This frequency, however, does not meet the minimum number of exercise sessions per week that students are taught that they must engage in to receive a training benefit.

The summer semester, due to its more compact scheduling, allows for four days per week of training with the instructor, while the

winter permits five training sessions per week with a trained professional. As you can see, there seems to be a direct relationship between the number of days per week spent with the instructor and the student success rate. Simply stated, when students have increased time per week with their instructors, their success rate also increases.

Given this trend, we are considering offering some of our exercise classes on a daily basis during the fall and spring semesters. This would be much like the fast track offerings that were part of our schedules just a few years ago. We are excited about the possibilities. However, working out the scheduling and facility implications has proven to be a difficult task. A pilot class may be in the very near future. This would, at the very least, allow us to analyze whether or not a true cause and effect relationship exists.

C. PROGRAM OBJECTIVES for _____ [years]

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

Program Objective for 2009-2010: To update, revise, and revitalize our Physical Education Major.

We have thought for some time now that our major was outdated and in need of a re-write. The charts we received recently, showing the actual number of students who graduated with a major in Physical Education from 2000–2006 merely confirmed our belief. The fact that only 4 students during that period moved on with a Physical Education Major, and that each of those needed the division to modify the major in order for them to complete it, is evidence enough that it is time to review, revise, and revitalize this major.

So with the help of Carol Lee, we have started the process of updating our major offerings. Right now Ms. Lee is surveying community colleges throughout the state to get a feel for what others are offering. At the same time, our division is working on several possible ways to serve our student population and community needs. We are leaning toward creating a major with core classes and several alternative options for completing it that will give students the desired area of emphasis.

Once our major has been updated, we will monitor the graduation numbers to analyze the impact of our change. The hope is that we will be able to meet the needs of our transfer students and yet help those in our community who desire to work in the health, fitness, or coaching areas. All three of these areas are experiencing growth in our valley even though we are facing difficult economic times.

Program Objective for 2009-2010: To successfully implement and integrate Women's Intercollegiate Cross Country into the Athletics Department.

In order to be in compliance with Title IX, an additional women's sport is required. Women's Cross Country has been selected as the sport which we will add. This new addition will give many local young ladies the opportunity to compete in their chosen sport while attending Imperial Valley College.

Once the sport is approved and funded, which we expect will happen for the fall of 2009, we will add the necessary staff and classes.

However, there is concern that the state budget crisis is such that this new program may be delayed. We hope, however, that this does not occur. Cross Country is a sport that will not require a huge financial commitment by the institution. When the final financial analysis is done, and both the state and college have a budget for 2009-2010 we hope that it includes Women's Cross Country.

Imperial Valley College Program Review	**Program / Division / Department**: **Agriculture Department of Science, Math, and Engineering Division** **Contact Person:** **Dr. Pat Pauley** **Date Completed**: **1/28/2009**

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Account	Description	Current budget	Request for next year	Difference	Justification*
1100	Instructional, Contract & Reg.	69479			Instructional, Contract & Reg.
1110	Instruction Regular Salaries	69479			Instruction Regular Salaries
1200	Non-Inst, Contract & Reg.				
1330	Adjunct Faculty Salaries	20640			Adjunct Faculty Salaries
1400	Non-Instructional, Other				
1490	Non-Instruction Consultant Salaries	0			Non-Instruction Consultant Salaries
2100	Non-Instructional, Reg.				
2200	Instructional Aides, Reg.				
2300	Non-Instructional Aides, Other				
2301	Student Salaries	0			Student Salaries
2400	Instructional Aides, Other				
3100	STRS				
3110	STRS Certificated Instructional	10632			STRS Certificated Instructional
3111	STRS Certificated Non Instructional	0			STRS Certificated Non Instructional
3200	PERS				
3300	FICA				
3310	FICA-Certificated	0			
3330	Medicare-Certificated	1869			Medicare-Certificated
3331	MEDICARE Certificated Non Instructional	0			MEDICARE Certificated Non Instructional
3400	Health & Welfare Benefits				

*Attach pertinent data to support change.

3410	H&W – Certificated Instructional	11450			H&W- Certificated Instructional
3500	State Unemployment Insurance				
3510	SUI - Certificated	386			SUI- Certificated
3511	SUI – Certificated Non Instructional	0			SUI-Certificated Non Instructional
3600	Workers Comp Insurance				
3610	Workers' Comp - Certificated	813			Worker's Comp-Certificated
3611	Workers' Comp - Certificated Non Instructional	0			Worker's Comp-Certificated Non Instructional
3620	Workers' Comp - Classified	0			Worker's Comp-Classified
3900	Other Benefits				
4210	Books	200	200	0	Books
4220	Magazines, Periodicals, etc.				
4320	Instructional Supplies and Material	2000	2000	0	Instructional Supplies and Material
4321	Drama Supp				
4340	Media Mat	800	800	0	Media Mat
4401	Non Instructional supply	2500	2500	0	Non Instructional Supply
4420	Maintenance supplies				
4422	Fertilizer and Pesticides	0	0	0	Fertilizer and Pesticides
4424	Soil Amendments	1420	1420	0	Soil Amendments
4450	Health Supplies				
4455	Copying/Printing	500	500	0	Copying/Printing
4460	Office Supplies	100	100	0	Office Supplies
4461	Copier Supplies				
4463	Repair Supplies				
4465	Auto Repair Parts				
4470	Gas and Oil	1500	1500	0	Gas and Oil
4471	Tires	0	0	0	Tires
4480	Hospitality	400	400	0	Hospitality
5110	Consulting Services	5400	5400	0	Consulting Services
5120	Plant and Soil Analysis Services	2500	2500	0	Plant and Soil Analysis Services
5190	Models				
5191	Officials and Referees				

*Attach pertinent data to support change.

5194	Other Personal Services				
5210	Travel – Mileage	1500	1500	0	Travel-Mileage
5211	Travel – Student Expenses, Stipends	1000	1000	0	Travel-Student Expenses, Stipends
5213	Travel - Student Room & board				
5220	Travel - Staff Conferences	400	400	0	Travel-Staff Conferences, Student recruitment, Industry contributions, Meetings
5310	Memberships & dues				
5420	Crop Insurance	1000	1000	0	Crop Insurance
5421	Irrigation Cost	500	500	0	Irrigation Cost
5440	Student Insurance Expense				
5520	Electricity				
5540	Telephone and Data Lines				
5541	Cell Phones & Pagers	0	480	480	Add to budget for industry/grower contributor and production communication
5550	Laundry				
5620	Other Maintenance Agreements	4280	4280	0	Other Maintenance Agreements
5621	Copier Maintenance Agreements				
5630	Facility/Equipment Rental Expense	4000	4000	0	Facility/Equipment Rental Expense
5632	Vehicle Rental Expense				
5640	Equipment Repairs	3500	3500	0	Equipment Repairs
5740	Advertising Expense	500	500	0	Advertising Expense
5820	Athletics Entry Fees				
5840	Physical Examination				
5860	Postage				
6490	Equipment – New Eqp under 5000				

2. Summer

Account	Description	Current budget	Request for next year	Difference	Justification*
1100	Instructional, Contract & Reg.				
1200	Non-Inst, Contract & Reg.				
1330	Adjunct Faculty Salaries				

*Attach pertinent data to support change.

1340	Overload Full-time Faculty				
1400	Non-Instructional, Other				
2100	Non-Instructional, Reg.				
2200	Instructional Aides, Reg.				
2300	Non-Instructional Aides, Other				
2400	Instructional Aides, Other				
3100	STRS				
3200	PERS				
3300	FICA				
3400	Health & Welfare Benefits				
3500	State Unemployment Insurance				
3600	Workers Comp Insurance				
3900	Other Benefits				
4210	Books				
4220	Magazines, Periodicals, etc.				
4320	Instructional Supplies and Material	100	100	0	Instructional Supplies and Material
4321	Drama Supp				
4340	Media Mat				
4401	Non Instructional supply				
4420	Maintenance supplies				
4450	Health Supplies				
4455	Copying/Printing	100	100	0	Copying/Printing
4460	Office Supplies				
4461	Copier Supplies				
4463	Repair Supplies				
4465	Auto Repair Parts				
4480	Hospitality				
5110	Consulting Services				
5190	Models				
5191	Officials and Referees				
5194	Other Personal Services				
5210	Travel - Mileage				
5213	Travel - Student Room & board				
5220	Travel - Staff Conferences				

*Attach pertinent data to support change.

5310	Memberships & dues				
5440	Student Insurance Expense				
5520	Electricity				
5540	Telephone and Data Lines				
5541	Cell Phones & Pagers	0	80	80	Add to budget for industry/grower contributor and production communication
5550	Laundry				
5620	Other Maintenance Agreements				
5621	Copier Maintenance Agreements				
5630	Facility/Equipment Rental Expense				
5632	Vehicle Rental Expense				
5640	Equipment Repairs	0	1000	1000	Transition to a moderate long term “cash crop” will require summer field work
5740	Advertising Expense				
5820	Athletics Entry Fees				
5840	Physical Examination				
5860	Postage				

3. Winter

Account	Description	Current budget	Request for next year	Difference	Justification of expense
1100	Instructional, Contract & Reg.				
1200	Non-Inst, Contract & Reg.				
1330	Adjunct Faculty Salaries				
1340	Overload Full-time Faculty				
1400	Non-Instructional, Other				
2100	Non-Instructional, Reg.				
2200	Instructional Aides, Reg.				
2300	Non-Instructional Aides, Other				
2400	Instructional Aides, Other				
3100	STRS				
3200	PERS				
3300	FICA				
3400	Health & Welfare Benefits				

*Attach pertinent data to support change.

3500	State Unemployment Insurance				
3600	Workers Comp Insurance				
3900	Other Benefits				
4210	Books				
4220	Magazines, Periodicals, etc.				
4320	Instructional Supplies and Material	100	100	0	Instructional Supplies and Material
4321	Drama Supp				
4340	Media Mat				
4401	Non Instructional supply				
4420	Maintenance supplies				
4450	Health Supplies				
4455	Copying/Printing	100	100	0	Copying/Printing
4460	Office Supplies				
4461	Copier Supplies				
4463	Repair Supplies				
4465	Auto Repair Parts				
4480	Hospitality				
5110	Consulting Services				
5190	Models				
5191	Officials and Referees				
5194	Other Personal Services				
5210	Travel - Mileage				
5213	Travel - Student Room & board				
5220	Travel - Staff Conferences				
5310	Memberships & dues				
5440	Student Insurance Expense				
5520	Electricity				
5540	Telephone and Data Lines				
5541	Cell Phones & Pagers	0	80	80	Add to budget for industry/grower contributor and production communication
5550	Laundry				
5620	Other Maintenance Agreements				
5621	Copier Maintenance Agreements				
5630	Facility/Equipment Rental				

*Attach pertinent data to support change.

	Expense				
5632	Vehicle Rental Expense				
5640	Equipment Repairs	0	1000	1000	Transition to a moderate long term "cash crop" will require winter work
5740	Advertising Expense				
5820	Athletics Entry Fees				
5840	Physical Examination				
5860	Postage				

B. Faculty / Staff Modifications or Needs – *Identify needed modifications and/or needs for new employees.*

Modification / Need	Justification*	Estimated Cost

C. Modifications to Current Facilities - *Identify needed facility modifications within the existing space***.**

Modification	Justification*	Estimated Cost
Ag Mechanic Shop (shop facilities in the 1300 building)	To effectively make use of the equipment that is currently part of the program as well as new donations and acquisitions it is critical that maintenance, repair and storage facilities be adequate. At this time there is no access afforded faculty and students to properly maintain and house equipment. Tools have been purchased for use in teaching machinery maintenance procedures as they apply to preparation and repair for field production activities. However, these tools are not readily accessible do to security facilities nor does an appropriate indoor/clean area exist to use these tools. Cost for this modification is negligible as it would only entail the transfer of the art department to different quarters to allow for the 1300 building shop to be reestablished as the Ag Shop. Upgrading of the "locker room" to include a shower facility would be of benefit as well.	$30,000
Crossing Pan	A crossing pan is needed to allow for transport of track machines and heavy equipment from service/fuel/maintenance areas to the field. This is a modification of the north parameter road near the north end of the track	

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee***.**

Facility Needed	Justification*	Estimated Cost

*Attach pertinent data to support change.

Fertilizer tank pad	A 10' x 20' concrete pad is needed in proximity to the irrigation ditch at the south end of the field	

E. Technology Modifications / Issues – *Identify needed modifications or issues with existing technology*.

Modification / Issue	Justification*	Estimated Cost
Maintenance/repair of existing machinery	To make use of current machinery it must be maintained. There is currently need to continue in the task of bringing department equipment up to standard to ensure functionality as needed	$8,000

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)*.

Technology Needed	Justification*	Estimated Cost
Current Precision Farming guidance systems	A basic precision steering system has been acquired for instructional use. As budgets allow it will be necessary to further expand and update the equipment to stay abreast of equipment developments that are being adopted by growers and industry	$20,000

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Justification*	Estimated Cost
Faculty	Travel and visitation to industry and growers	This is required to keep current with trends and changes in the ways that food, feed & fiber are produced and processed	$5,000
			$
			$

H. Student Learning Outcomes*

	Outcome and Assessment Identified	Assessment Cycle Completed

*Attach pertinent data to support change.

number of courses completed / total number of courses	12/19	7/19
program (e.g., counseling) *Complete box with yes or no*		

I. Revisions in Curriculum and / or Courses – Identify the course and/or curriculum to be revised, the change to be implemented, and the justification. If the revision is tied to an SLO assessment, advisory committee recommendation and/or legislative requirements, please note.

Course / Curriculum	Change Implemented	Justification*
All Ag Courses	Addition of assignments of writing and/or group presentation	These exercises have been implemented to facilitate evaluation and assessment of identified SLOs

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date	Estimated Cost
Reestablish and initiate functions to be hosted by the IVC Ag Department, such as the Imperial Section FFA Green Hand Conference (this has been done for to consecutive events), the IVC Ag Field Day will be hosted again for the first time in about 25 years on March the 13, 2009 to be followed with a regular annual field day hosted in the fall of the year starting November 2009. Investigate including 4-H participation in the fall contest.	Senior and Junior high school students that are either currently enrolled in FFA programs or are participating in 4-H youth development programs structured toward agriculture endeavors.	These activities are currently operational	Partially underwritten by entrant participation fee
Hosting "Councilor's Round Table" events to allow current councilors the opportunity to see what new technological advancements are being used in the production of food, feed & fiber.	Senior and Junior high school councilors as well as primary school councilors.	1/16/09 (was the date of the first event)	450/event to host the lunch cost
Recruitment trips to identify new students. This method has shown to work in the past and is especially beneficial for programs that are specialized in that they are not readily available at all campuses throughout the CCC system.	FFA and 4-H communities in Imperial, San Diego, San Bernardino and Riverside counties. Further expansion of this geographic area will need to follow	Ongoing with elevated emphasis in late fall and early spring.	Travel expenses and related materials cost
IVC Ag faculty participation as requested to judge youth events i.e.: mid-winter fair, contests, etc.	4-H and FFA youth participants	I have already participated in several of these	Travel cost

*Attach pertinent data to support change.

		events	

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☐ No X

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program?

N/A

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Justification*	Estimated cost
"Used" 240 horse power or larger tractor Ford F-350 or larger "crew cab" flat-bed four wheel drive truck	To continue with the development and expansion of the Agriculture Program it will be necessary to procure a tractor suitable for heavy field cultivation and a truck suitable for towing implements and transporting students to field locations for laboratory activities as well as interactive demonstrations.	80,000
Semi-truck tractor and trailer	It has become clear that industry and community growers are very willing to donate material and machine use, however transportation is a limiting factor due to cost and scheduling. Having the ability to pick up and deliver donated materials and borrowed equipment will greatly enhance community and industry contributions.	50,000

M. EVALUATION OF PROGRAM REVIEW

PART 2 – Comprehensive Program Review for _'09-'10 years]

A. PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

The current objective of this program is to continue with growth that has been observed from the '07-'08 academic year to the fall semester of '08-'09. That increase in both course offering and student enrollment has been considerable. The number of declared Ag majors during the '07-'08 academic year was 10. The number of students enrolled in Ag classes during the fall of '08 was about 24. This is a 140% increase in program enrollment.	

*Attach pertinent data to support change.

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

The data indicate that there is a need for a full scale agriculture program at Imperial Valley College. It is evident that local area high school agriculture teachers will encourage students to further their education in agriculture areas of study at IVC if the courses are offered. It is clear that continued growth in enrollment will further strengthen the program as well as justify growth in the scope of degree offerings. Although the agriculture industry is not "recession proof" it is in fact the closest thing to it. All people rely on food regardless of their socio-economic or employment status. Therefore the industry represented by this program will be the last to stop hiring cycles and the first to resume them. This is indicative that a steady supply of skilled and technically trained people be available to fill Ag related positions.

C. PROGRAM OBJECTIVES for ___'11-'12 years]

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

Given adequate funding it is the objective of this program to continue to reintroduce and add new programs in the form of AS and Certificate format that address current and future identified needs. These may include but are not limited to programs designed to address renewable bio-fuel, aquaculture, and alternative feed production methods.

*Attach pertinent data to support change.

Imperial Valley College Program Review	**Program/Division/Department**: Transfer Center and Articulation Services **Contact Person:** Carol E. Lee **Date Completed**: 01/16/09

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

TRANSFER CENTER FUND: 11001 ORG 900 ORGN 910 PROG 6330

Account	Description	Current budget	Request for next year	Difference	Justification*
1210	Counselor/Library Studies	$75,454.00	$78,246.00	$2,792.00	Step Increase per CTA Contract
1211	Directors Salaries	$87,872.00	$91,124.00	$3,252.00	Step Increase per CTA Contract
1220	Counselor Overload Salaries	$10,650.00	$11,820.00	$1,170.00	Step Increase per CTA Contract
1411	Part-Time Counselor	0	$63,000.00	$63,000.00	Increased Expense (PT Counselor)
2120	Secretarial/Clerical Salaries	$33,960.00	$35,664.00	$1,704.00	Step Increase per CSEA Contract
3111	STRS Certification Noninstuction	$14,353.00	$20,146.00	$5,793.00	Increased Expense (PT Counselor)
3220	PERS Classified Noninstruction	$3,160.00	$4,714.00	$1,554.00	Fixed On-Going Expense
3320	FICA-Classified	$2,106.00	$3,100.00	$994.00	Fixed On-going Expense
3330	MEDICARE Certificated Noninstuction (PT)	0	$914.00	$914.00	Increased Expense (PT Counselor)
3331	MEDICARE Certificated Noninstruction (FT)	$2,522.00	$2,628.00	$106.00	Fixed On-going Expense
3340	MEDICARE Classified	$492.00	$725.00	$233.00	Fixed On-going Expense
3411	H&W – Certificated Noninstruction	$22,900.00	$22,898.00	-$2.00	Fixed On-going Expense
3420	Health Insurance – Classified	$11,700.00	$11,661.00	-$39.00	Fixed On-going Expense
3511	SUI – Certificated Noninsturction	$522.00	$733.00	$211.00	Fixed On-going Expense
3520	SUI – Classified	$102.00	$107.00	$5.00	Fixed On-going Expense
3611	Workers' Comp – Certificated Noninstruction	$1,096.00	$1,563.00	$467.00	Increased Expense (PT Counselor)
3620	Workers' Comp – Classified	$214.00	$229.00	$15.00	Fixed On-going Expense
4455	Copy/Printing	$800.00	$800.00	0	
4460	Office Supplies	$905.00	$1,350.00	$445.00	Increased Expenses (Articulation)
5213	Travel – Student/Field Trips	$1,500.00	$1,500.00	0	
5220	Travel – Staff Conferences	$2,350.00	$3,000.00	$650.00	Increased Expenses (Articulation)

*Attach pertinent data to support change.

5310	Memberships and Dues	$400.00	$400.00	0	
5540	Telephone and Data Lines	$50.00	$50.00	0	
5621	Copier Maintenance Agreements	$790.00	$790.00	0	
5540	Equipment Repairs	$95.00	0	-$95.00	Funds Returned to 4460 (1 Time Exp 08-09)
5860	Postage	$2,500.00	$2,500.00	0	
	TOTALS	**$276,493.00**	**$359,662.00**	**$83,169.00**	

CAREER FAIR FUND: 11001 ORG 900 ORGN 914 PROG 6330

Account	Description	Current budget	Request for next year	Difference	Justification*
4401	Non-Instructional Supply/Material	$3,000.00	$3,000.00	0	Fixed On-going Expense
	TOTALS	**$3,000.00**	**$3,000.00**	**0**	

ARTICULATION GRANT FUNDS (CATEGORICAL) FUND: 16601 ORG 900 ORGN 910 PROG 6330

Account	Description	Current budget	Request for next year	Difference	Justification*
4401	Non-Instructional Supply/Material	$100.00	$100.00	0	One-Time Grant Funds Requested to go to Permanent status under Transfer Center Account for total request of $1000.00.
5220	Travel – Staff Conferences	$900.00	$900.00	0	One-Time Grant Funds Requested to go to Permanent status under Transfer Center Account for total request of $1000.00.
	TOTALS	**$1,000.00**	**$1,000.00**	**0**	

B. Faculty/Staff Modifications or Needs – *Identify needed modifications and/or needs for new employees.*

Modification/Need	Justification*	Estimated Cost
ADD Adjunct Counselor (PT-21 Hours Per Wk) 11001 900 910 6630	● Request is for a budget augmentation to fund a Part-Time Adjunct Counselor position for the Transfer Center based on 21 hours per week for 50 weeks at $60.00 per hour (CTA contract) including the appropriate funding of required benefits. ● Loss of Federal Title V grants funds that required transfer support services provided through an adjunct counseling position assigned to augment the existing staffing within the Transfer Center. ● Since the Grant's augmentation three years ago, the position has conducted 1077 face-to-face	$69,704.00

*Attach pertinent data to support change.

	counseling sessions which averages out to 438 students per year. ● The TC Adjunct position provided 17% of all one-to-one counseling sessions within the department during 2006-06, 32% during 2006-07, and 36% during 2007-08. These are important percentages because they are comparable to the counseling session load the full-time transfer center counselor maintains which has averaged 38% of the face-to-face sessions over the last 3 years. ● Loss of this position will result in over 400 lost appointments per year and decrease the ability of the Transfer Center to effectively service its student population.	

C. Modifications to Current Facilities - *Identify needed facility modifications within the existing space*.

Modification	Justification*	Estimated Cost
None		

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee*.

Facility Needed	Justification*	Estimated Cost
None		

E. Technology Modifications / Issues – *Identify needed modifications or issues with existing technology*.

Modification / Issue	Justification*	Estimated Cost
None		

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)*.

Technology Needed	Justification*	Estimated Cost
None		

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Justification*	Estimated Cost

*Attach pertinent data to support change.

			$

H. Student Learning Outcomes*

	Outcome and Assessment Identified	Assessment Cycle Completed
Transfer Center and Articulation Services Program(s)	YES	NO

I. Revisions in Curriculum and/or Courses – Identify the course and/or curriculum to be revised, the change to be implemented, and the justification. If the revision is tied to an SLO assessment, advisory committee recommendation and/or legislative requirements, please note.

Course/ Curriculum	Change Implemented	Justification*
NA		

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☐ No ☐

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program?

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Justification*	Estimated cost
Articulation Funding TO Transfer Center Budget 11001 900 910 6630	● Lack of travel and materials support funds will result in negative impact on face-to-face collaborative efforts and knowledge gained in articulation mandates and required actions (review and renewal of agreements, etc.). ● Articulation Grant Funding has been categorical (restricted) funding for the last three years (06-07 $5,000; 07-08 $5,000; and, 08-09 $1,000) (CAN augmentation – 2002-03, 2003-04 and 2005-06 at $5,000 each year and 2005-06 no funds.).	$1,000.00

*Attach pertinent data to support change.

	● The use of this funding source was to accommodate the travel needs and materials costs for conducting articulation services within the campus and with four-year institutions. Other than the restricted funds, the Transfer Center has been absorbing the materials costs and travel requirements due to the position duty assignment of the Transfer Center Director. ● Request is to have permanent funding to be used to augment the articulation costs placed on the Transfer Center funding fully into the following transfer sections: $350.00 to Office Supplies and $650.00 to Staff-Travel.	

M. EVALUATION OF PROGRAM REVIEW

*****END*****

*Attach pertinent data to support change.

PART 2 – Comprehensive Program Review for _2007-08_____

A. **PROGRAM OBJECTIVES –** Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

Mission statement of Transfer Center/Articulation Services Programs

The mission of the Imperial Valley College Transfer Center and Articulation Services programs is to facilitate student transfer and course-to-course articulations by providing timely, accurate information and high quality services while educating students, potential students and the community on how to reach their educational goals.

Institutional Goal 1: Student Success

Transfer Center Goal 1: To improve student success at Imperial Valley College

Objective 1: To increase the awareness of transfer support services and activities to potential transfer students, particularly ethnic minority, disabled, low income, and other underrepresented groups, through workshops, classroom presentations, and outreach activities.

Strategy 1: Application Workshops - Conduct transfer admission application workshops for all systems: CSU, UC, California Private/Independent and Out-of-State institutions.

Assessment of Strategy Timeline: End of Every Fall Term

Assessment of Strategy Statement:
Online Only - Student Usage: Since Fall 2003 there has been an increase of student use from 77 students to 198 students as of this Fall 2008. This reflects a 38.9% increase in participation in the application workshops offered in the Transfer Center. Facilities Usage/Workshops Offered: From Fall 2005 there were 27 workshops offered as opposed to 37# offered this Fall 2008. This reflects a 37% increase in application workshop offerings.

Paper vs. Online - Student Usage: Since Fall 2000 there has been an increase of student use from 48 students to 198 students as of this Fall 2008. This reflects a 24.3% increase in participation in the application workshops offered in the Transfer Center. Facilities Usage/Workshops offered: From Fall 2000 there were 12 workshops offered as opposed to 37# offered this Fall 2008. This reflects a 32.4% increase in application workshop offerings.

*Attach pertinent data to support change.

APPLICATION WORKSHOPS - ATTENDANCE TALLIES ONLY

TERM	STUDENT ATTENDANCE						WKSHPS	TYPE
Wkshps Offered	CSU	UC	BOTH	Priv & Out/State	UNKN	TOTAL	Amount Offered	ALL
Fall 2008	153	21	13	11	0	198	37 #	37
Fall 2007	92	14	8	3	9	117	32	32
Fall 2006	89	5	4	5	13	116	30	30
Fall 2005	85	14	8	2	11	120	27	27
Fall 2004	104	9	3	2	14	132	31	31
Fall 2003 *	61	8	1	1	6	77	33	33 *

= 40 Workshops were offered - three (3) were cancelled due to CSUMentor (CSU Application Center being down.
* = Commencing Fall 2003 Application Workshops were combined for ALL systems (CSU, UC, Private & Out-of-State) and offered "On-line Only."

SLO: Student(s) will demonstrate the ability to navigate and complete admission application(s) to transfer institution(s) online.

Rubric or Measure: Recording number of attendees at each event/activity.

Assessment of SLO Statement: There has been a steady increase in the number of student seeking assistance with the on-line application and has the tracking chart above reflects attendance at the workshops has increased it by 38.9% and an increase of workshops offerings by 37 %. The Transfer Center staff will continue to encourage all students to make use of the services and facilities available to them.

ISLO MATCHES: ISLO1- Communication Skills; ISLO2 - Critical Thinking Skills; ISLO3 - Personal Responsibility; and, ISLO4 - Information Literacy.

Resources Needed: None at this time for this strategy.

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

*Attach pertinent data to support change.

Increased use of the Transfer Center facilities and need for more staffing to assist with counseling and providing of all services to the students of Imperial Valley College. Factors that will confirm this will be based on students being turned away from the 4-year colleges and universities due to statewide budgetary problems. For Fall 2009 the CSU system has identified that 10,000 and the UC 2,300 freshmen will be redirected to the community colleges.

C. PROGRAM OBJECTIVES for 2009-10

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

Staffing and usage charts reflecting increase usage and demand.

PRIORITY #1 – Transfer Center Adjunct Counselor Justification

During the 2005-2006 school year Imperial Valley College was awarded a Federal Title V grant to create two new degree programs in partnership with San Diego State University-Imperial Valley Campus. An important component of the grant was to expand the transfer support services at Imperial Valley College by the addition of an adjunct transfer counselor position housed within the Transfer Center department of Student Services at Imperial Valley College. Prior to awarding of the Title V grant Imperial Valley Transfer Center Staff consisted of two full-time positions; the Transfer Center Coordinator/Articulation Officer and a full-time district funded Transfer Center Counselor. Federal Title V grants are capacity building in nature and intend to increase the ability of the institution to provide programs and services beyond what was in place prior to the grant award through the institutionalization of programs and personnel.

In January 2006 the adjunct counselor position was filled and the ability of the Transfer Center program to provide support services directly to students was increased. During the last three years the Transfer Center adjunct position has been responsible for bringing in 346 students into the Transfer Center and providing comprehensive counseling services for this population including Student Educational Plan Development for each student and file review. This large influx of new students into the program is a result of the additional transfer outlets locally, specifically new bachelor degree partnerships in Nursing and Computer Science at SDSU-IV and Child Development, Social Work and Business Administration at NAU-Yuma. The existence of the adjunct position in TC is necessary to service the increased student load the program is experiencing as a result of these programs. Without funding for the adjunct position the staffing level in Transfer Center will not be adequate to maintain services and transfer levels will decrease.

Since its inception three years ago the position has conducted 1077 face to face Counseling sessions with students averaging 438 per year. The TC adjunct provided 17% of all one on one counseling sessions within the department during year 1, 32% of all sessions during year 2 and 36% of all sessions during year 3. These are important percentages because they are comparable to the counseling session load the full time counselor maintains which has averaged 38% of the face to face sessions with students over the last three years. It is necessary to point out that adjunct position is able to spend a larger percentage of time on student appointments than the full time transfer center staff due to the large number of additional duties required of the full time staff.

*Attach pertinent data to support change.

The loss of this position would result in over 400 lost appointments per year and decrease the ability of Transfer Center to effectively service its student population.

Transfer Center Staff

3 Year Walk In and Appointment Summary by Counselor

Academic Year	2005-2006					2006-2007					2007-2008				
Term	Fall 2005	W06	S06	Sum 06	Year Total	Fall 06	W07	S07	SUM 07	Year Total	FALL 07	W 08	S08	SUM08	Year Total
B. Avila															
Appointments	132	83	149	42		124	65	130	64		112	55	164	66	
Drop Ins	124	37	31	3		66	36	5	9		36	34	3	5	
Total In Person Contacts	156	120	180	45	501	190	101	135	73	499	148	89	167	71	475
C Lee															
Appointments	109	16	144	34		70	19	63	76		124	39	120	28	
Drop Ins	164	0	54	20		89	26	6	8		60	2	3	7	
Total In Person Contacts	273	16	194	54	537	159	45	69	84	357	184	41	123	35	383
K. Gomez															
Appointments	NA	7	105	88		117	43	125	59		142	46	148	64	
Drop Ins	NA	0	1	1		25	19	8	5		25	43	4	2	
Total In Person Contacts	NA	7	*106	89	202	142	62	133	64	401	167	89	152	66	474
Total TC In Person Contacts	429	143	480	188	1240	491	208	337	221	1257	499	219	442	172	1332
Yearly % Contacts by Avila					40%					40%					36%

*Attach pertinent data to support change.

Yearly % Contacts by Gomez					17%						32%						36%

PRIORITY #2: Articulation Funding

● Lack of travel and materials support funds will result in negative impact on face-to-face collaborative efforts and knowledge gained in articulation mandates and required actions (review and renewal of agreements, etc.).

● Articulation Grant Funding has been categorical (restricted) funding for the last three years (06-07 $5,000; 07-08 $5,000; and, 08-09 $1,000) (CAN augmentation – 2002-03, 2003-04 and 2005-06 at $5,000 each year and 2005-06 no funds.).

● The use of this funding source was to accommodate the travel needs and materials costs for conducting articulation services within the campus and with four-year institutions. Other than the restricted funds, the Transfer Center has been absorbing the materials costs and travel requirements due to the position duty assignment of the Transfer Center Director.

● Request is to have permanent funding to be used to augment the articulation costs placed on the Transfer Center funding fully into the following transfer sections: $350.00 to Office Supplies and $650.00 to Staff-Travel.

PART 2 – Comprehensive Program Review for 2009-12

B. PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

PRIORITY 1:

Institutional Goal 1: Student Success
Transfer Center Goal 1: To improve student success to transfer in pursuit of higher education.

Objective(s): The Transfer Center and Articulation Services unit will provide transfer support services and activities to all students that support their educational and career goals, to include ethnic minority, disabled, low income, and other underrepresented groups.

Student Learning Outcomes (SLO's) (Assessment Criteria – Measurement – Assessment of SLO)

1. Student(s) will demonstrate an understanding of transfer services with the ability to navigate and complete a Transfer Admission Guarantee (TAG) and/or admission application(s) successfully. (Strategy/Activity: 1)
2. Students will demonstrate an understanding and awareness of transfer services of different higher education systems to allow them to identify different educational opportunities.
   (Strategy/Activity: 2 & 3)
3. Students will demonstrate an understanding and awareness of transfer services available that will allow the student to make an informed decision on furthering their education.
   (Strategy/Activity: 2 & 3)

*Attach pertinent data to support change.

Strategy/Activity

1. The Transfer Center and Articulation Services unit will conduct workshops to include but not be limited to admission applications, scholarships and other appropriate topics. (the workshops)
2. The Transfer Center and Articulation Services unit will conduct and assist four-year campus representatives in participating activities that support transfer. (Campus Reps, classroom presentations, brochure, and, entry/exit survey)
3. The Transfer Center and Articulation Services unit will conduct and participate in outreach activities to include but not limited to students and College and University Day and Higher Education Weeks and other appropriate events to provide Imperial Valley College and transfer information to potential students and the community at large. (C&U Day, HEW, Parent Events and survey [?])

Assessment of Strategy Timeline: End of Academic Year

ISLO Matches: ISLO1 – Communication Skills; ISLO2 – Critical Thinking Skills; ISLO3 – Personal Responsibility; and ISLO4 – Information Literacy.

Resources Needed: Unknown at this time.

PRIORITY 2:
Institutional Goal 2: Student Retention
Transfer Center Goal 2: Develop and implement strategies to improve student retention.

Objective(s): The Transfer Center staff will provide transfer support services to identified transfer center students.

Student Learning Outcomes (SLO's) (Assessment Criteria – Measurement – Assessment of SLO)

1. The student will demonstrate a comprehension of transfer requirements by attending counseling appointments and presentations, and by participation in transfer activities. (Strategy/Activity: 1)

Strategy/Activity

1. ASPIRE - Tracking Freshman Cohort(s) – Base group to ensure that transfer center students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling services and activities.

Assessment of Strategy Timeline: End of Academic Year

ISLO Matches: ISLO1 – Communication Skills; ISLO2 – Critical Thinking Skills; ISLO3 – Personal Responsibility; and ISLO4 – Information Literacy.

*Attach pertinent data to support change.

Resources Needed: Unknown at this time.

PRIORITY 3:
Institutional Goal 3: **Program Effectiveness**
Transfer Center Goal 3: Develop and implement strategies to improve program effectiveness.

Objective(s): The Transfer Center and Articulation Services unit will act as a resource for divisions and faculty on statewide articulation and transfer issues and requirements to facilitate curriculum actions for assisting IVC students to achieve their academic goals in higher education.

Student Learning Outcomes (SLO's) (Assessment Criteria – Measurement – Assessment of SLO)
1. The students, faculty, and community members will be able to demonstrate their knowledge and understanding of and be able to assess current and accurate articulation information. (Strategy/Activity: 1)

Strategy/Activity
1. The Transfer Center and Articulation Services unit will provide current and accurate articulation information. (Data from ASSIST)

Assessment of Strategy Timeline: End of Academic Year

ISLO Matches: ISLO1 – Communication Skills; ISLO2 – Critical Thinking Skills; ISLO3 – Personal Responsibility; and ISLO4 – Information Literacy.

Resources Needed: Funding for travel and materials

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:
1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

Statistical Data for the 2008-09 academic year not available yet. Response to this section will be available at the end of June 2009.

C. PROGRAM OBJECTIVES for _2009-12_____
Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

Statistical Data for the 2008-09 academic year not available yet. Response to this section will be available at the end of June 2009.

*Attach pertinent data to support change.

*Attach pertinent data to support change.

Imperial Valley College Program Review	**Program/Division/Department**: Welding **Contact Person:** Marco Morales **Date Completed**: 02/02/09

PART 1 – Annual Program Review for 2009-2010

A. Budget for Staff, Capital Equipment, Supplies, Services, Travel:

Account	Description	Current budget	Request for next year	Difference	Justification of expense
1100	Instructional, Contract & Reg	54,123.00	56,126	2,003	
1200	Non-Inst, Contract & Reg				
1330	Adjunct Faculty Salaries	35,640.00	35,640	0	
1340	Overload Full-time Faculty	15,760.00	15,760.00	0	
1400	Non-Instructional, Other				
2100	Non-Instructional, Reg				
2200	Instructional Aides, Reg				
2300	Non-Instructional Aides, Other				
2400	Instructional Aides, Other				
3100	STRS	9,365.00	8,871.00	494	
3200	PERS				
3300	FICA	1,645.00	2,209.68	564.68	
3400	Health & Welfare Benefits	11,450	11,450	0	
3500	State Unemployment Insurance	340.00	322.58	17.42	
3600	Workers Comp Insurance	715.00	688.06	26.94	
3900	Other Benefits				
4210	Books	0	500	500	Instructor books and accessories are needed.
4220	Magazines, Periodicals, etc.				
4320	Instructional Supplies and Material	14,714.25	19,500	4,785.75	High enrollment in welding technology and cost of living. The total would cover for the full year of consumable expense. Note: The welding industry is in demand there are thousands of jobs in the USA. Retraining laid off workers is in demand. IVC welding program is in a situation right know to help

*Attach pertinent data to support change.

					meet the needs
4321	Drama Supp				
4340	Media Mat	0	300	300	Update welding videos
4401	Non Instructional supply				
4420	Maintenance supplies				
4450	Health Supplies				
4455	Copying/Printing	200.00	400.00	200.00	Copy printing expense for worksheets, tests, etc.
4460	Office Supplies	75.00	75.00	0	Expense for paper, pens, pencils, etc.
4461	Copier Supplies				
4463	Repair Supplies				
4465	Auto Repair Parts				
4480	Hospitality	650.00	650.00	0	Welding Partnership Meetings
5110	Consulting Services				
5190	Models				
5191	Officials and Referees				
5194	Other Personal Services				
5210	Travel - Mileage				
5213	Travel - Student Room & board				
5220	Travel - Staff Conferences	0	500.00	500.00	Welding Industry conferences/workshops
5310	Memberships & dues	0	375.00	375.00	AWS Fees
5440	Student Insurance Expense				
5520	Electricity				
5540	Telephone and Data Lines	345.00	345.00	0	Long Distance Expense for communication with various welding industries for job openings and student follow ups.
5541	Cell Phones & Pagers				
5550	Laundry				
5620	Other Maintenance Agreements				
5621	Copier Maintenance Agreements				
5630	Facility/Equipment Rental Expense				
5632	Vehicle Rental Expense				
5640	Equipment Repairs	207.75	1000.00	792.25	Welding Equipment Maintenance Repair
5740	Advertising Expense				
5820	Athletics Entry Fees				
5840	Physical Examination				

*Attach pertinent data to support change.

6490	Equipment				

B. Faculty / Staff Modifications or Needs – *Identify needed modifications and/or needs for new employees.*

Modification / Need	Justification*	Estimated Cost

C. Modifications to Current Facilities - *Identify needed facility modifications within the existing space*.

Modification	Justification*	Estimated Cost
CalOSHA Compliance	Building 1200, and associated areas were inspected in May 2008 by our IVC Consultant. Depending on the extent of his findings and the severity of any compliance issues modifications of the Welding facilities will be minimal to meet instructional needs. The addition of Welding Fabrication and Fitting classes can be accommodated in present 1200 with little modification. General maintenance and repair issues are present (Ventilation, Lightings, and Walls) and can be addressed with minimal investment. Because of the Welding Technology Program is scheduled to re-locate to the Measure "L" CTE Building, additional investment in present 1200 will not be advisable	Without the report his is unknown. $15,000 +/- $4,000

D. New Facilities Needs - *Identify needed facilities for review by program review/accreditation committee*.

Facility Needed	Justification*	Estimated Cost
Welding Technology	**Measure "L" CTE Building includes Classroom and Lab Instructional space for the Welding Technology Program.**	

E. Technology Modifications / Issues – *Identify needed modifications or issues with existing technology*.

Modification / Issue	Justification*	Estimated Cost
		25,000

*Attach pertinent data to support change.

F. New Technology Needs - *Identify technology needed (for review by program review/accreditation committee)*.

Technology Needed	Justification*	Estimated Cost

G. Professional Development - List the departmental requirements/plans for professional development not included in your normal budget. Please list in order of priority.

Who will participate?	What is required?	Justification*	Estimated Cost
Marco Morales Full time Weld.Instructor	Welding Industry training/updates	Instructor development and participant membership	$500.00
			$

H. Student Learning Outcomes*

Full-Time and Adjunct Faculty in the Welding Technology Program have participated in SLO Workshops and have been working with the SLO Template. Early in the fall semester the Welding Technology Faculty will meet to collaborate on the identification of program and course SLO's.	Outcome and Assessment Identified	Assessment Cycle Completed
number of courses completed / total number of courses		
program (e.g., counseling) *Complete box with yes or no*		

I. Revisions in Curriculum and / or Courses – Identify the course and/or curriculum to be revised, the change to be implemented, and the justification. If the revision is tied to an SLO assessment, advisory committee recommendation and/or legislative requirements, please note.

Course / Curriculum	Change Implemented	Justification*

*Attach pertinent data to support change.

J. Marketing – In order of priority, list strategies to attract or retain students (e.g., website updates, advertising).

Marketing Idea	Target Audience	Target Date
The Welding Technology Program will participate in the Marketing activities being planned for all CTE programs from the Office of Instruction for Applied Sciences	7-8 Grade Students, High School Students, Teachers, Counselors, Parents, and The Community As A Whole.	09-10
The Welding Technology Program will continue to participate in the Career Fair in October and the Applied Sciences Expo in April.	Student and Adult Community	09-10

Would you like a meeting with a marketing person to strategize about your marketing needs? Yes ☐ No ☐

K. COMPLIANCE - List your compliance requirements. What are your concerns, if any? If you have external requirements, when is your next review? Are there other compliance issues like Title IX or ADA that affect your program? NA

CONCERN: The compliance issue presently pending is the results of the CalOSHA inspection that was conducted in May 2008 for the 1100, 1200, 1300, 1400, Buildings and associated areas.

CONCERN: The Welding Technology Program is in the process of seeking Program Certification under the American Welding Society, Schools Excelling through National Skills Standards Education (S.E.N.S.E.). The first step has been completed with initial acceptance by the AWS of IVC's application and request for certification. The remaining activities for compliance is the requirement to integrate AWS and SENSE standards into the IVC Welding Technology Program. Major Curriculum Development will need to be completed and approved within the 08-09 academic year.

L. OTHER UNMET NEEDS Identify any other support your program may need not already listed above, e.g., library, research, computing / technology solutions, customer service support, janitorial / custodial, health / safety issues, field-trip(s), etc.

Request	Justification*	Estimated cost

M. EVALUATION OF PROGRAM REVIEW

*Attach pertinent data to support change.

PART 2 – Comprehensive Program Review for ___09-10_ [years]

A. PROGRAM OBJECTIVES – Assess your progress in meeting objectives. Please relate your assessment to relevant research data. Identify results (e.g., a new course) or quantifiable indicators (e.g., retention increased from 50% to 53%).

An estimate of objectives can be measured with the outcomes. In the past 2 years we have increased enrollment by 45% and growing every day. New courses are been created to meet the demands. The retention in welding technology is in the 80%s, a mistake has taken place by adding WELD 075 percentages to all the other welding classes and that has affected the rest of the welding classes. Weld 075 is part of Automotive Industry and it should be renamed and kept under Automotive. I brought this up to Mr. Lopez and Francis Gomez attention.

B. PROGRAM DATA, INFORMATION, AND KNOWLEDGE:

1. What trends do you see in the data?
2. How might these trends affect your department over the next three years?
3. List additional factors that might influence your department over the next three years (e.g., community demographics, advisory committee recommendations, state and federal influences, employment trends).

After reviewing the data that was provided for me on 02/03/09 for the first time sense I was hired. I am able to determine for the first time where the percentages are. Note: Some of the data needs to be updated. Example Weld 075 is not part of welding it belongs to Automotive but is average with welding classes. As far as the future in Welding Technology the industry is probable one of few that is booming. For the next three years promoting and advertising will be the objective. In the past 2 years the welding technology program has grown and has an excellent reputation in the community and other cities. I will maintain a high standard of quality training and partnership with various local and out of state industry. Update the existing welding courses and add new complementary new courses that go hand in hand with welding. We will meet the demand for specialize skill. The welding industry is lacking trained skilled welders. The average age for welders is 57 years old.

C. PROGRAM OBJECTIVES for _09-10_ [years]

Based on the information above in Part B, list program objectives in order of priority. What quantifiable indicators will be used to determine whether or not these objectives have been met?

Continue providing quality training and building a pipeline that starts with junior high schools, high schools, community college and industry participation. The goal and the outcome is to prepare and trained the young and retrained the unemployed. The future blue collar workers of America must be prepare now.

*Attach pertinent data to support change.