ASSESSMENT OF 2008-2009 EMP GOALS AND OBJECTIVES
Evaluation Team Report for Educational Master Plan Committee
September 2009

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Below is an assessment of the 2008-2009 Educational Master Plan institutional goals and objectives.

With the continued implementation of college wide program review and identification and assessment of student learning outcomes at the course and program levels, it is anticipated that quality of instruction and support services for students will be enhanced. Through these processes, faculty and staff will continuously monitor success using data and other evidence.

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

Objectives for Goal 1:

Obj. 1.1 Increase successful course completion and degree/certificate attainment

The chart below outlines student success rates for all courses during the fall and spring semesters for the last three years. The data are based on students who completed classes with a "C" or better. For the 2006-2007 academic year, 69.4 percent of students were successful; 70.1 percent for the 2007-2008 academic year; and 71.8 percent for the 2008-2009 academic year. The overall three-year average student success rate for all courses was 70.4 percent.

STUDENT SUCCESS RATE ALL COURSES Fall 2006 – Spring 2009	
Semester	**Success Rate**
Fall 2006	69.0
Spring 2007	69.8
2006-2007 Average	**69.4**

Fall 2007	72.2
Spring 2008	68.1
2007-2008 Average	**70.1**
Fall 2008	72.2
Spring 2009	71.4
2008-2009 Average	**71.8**
2006-2009 Average	**70.4**

The chart below outlines student attainment of degrees and certificates for the period of the last three academic years. From fall 2006 to spring 2009, a total of 1,624 students earned associate degrees and 586 students earned certificates. In the 2006-2007 academic year 478 students earned degrees and 218 students earned certificates; in the 2007-2008 academic year 538 students earned degrees and 184 students earned certificates; and in the 2008-2009 academic year 608 earned degrees and 184 students earned certificates.

The attainment of degrees has increased by 13 percent each academic year between fall 2006 and spring 2009. There was a 15 percent dip in certificate attainment between 2006-2007 and 2007-2008 academic years with no increase or decrease in the following academic year. The decrease in certificate attainment can be attributed to the Title 5 changes in how certificates need to be recognized by the Chancellor's Office and Imperial Valley College's effort to eliminate noncompliant certificates and revalidate current certificates within the last several years. In total degree and certificate attainment there was a 4 percent increase between 2006-2007 and 2007-2008 and a 10 percent increase between 2007-2008 and 2008-2009.

DEGREE AND CERTIFICATE ATTAINMENT Fall 2006 – Spring 2009			
Academic Year	**Degrees**	**Certificates**	**Total**
2006-2007	478	218	696
2007-2008	538	184	722
2008-2009	608	184	792
2006-2009 Total	**1,624**	**586**	2,243

Obj. 1.2 Improve student transfer success

From fall 2006 to spring 2008 there were 662 students who transferred to a state four-year university as indicated in the data below. The average of transfers increased by 9 percent yearly for IVC students transferring to a California State University (CSU) or a University of California (UC) system.

STUDENT TRANSFER DATA Fall 2006 – Spring 2009				
Semester	**CSU System**	**UC System**	**Other University**	**Total**
Fall 2006 – Spring 2007	305	18	*	323
Fall 2007 – Spring 2008	317	22	*	339
Fall 2008 – Spring 2009	*	25	*	*
2006-2009 Total	*	*	*	*

**Not available until after October 2009*

Obj. 1.3 Increase basic skills success

The chart below outlines student success rates for all basic skills courses during the fall and spring semesters for the last three years. The data is based on students who completed basic skills classes with a "C" or better. Basic skills courses are identified by divisions based on the courses being one or more levels below transfer level courses or graduation requirement courses or both. For the 2006-2007 academic year, 65.3 percent of students in basic skills courses were successful; 63.4 percent for the 2007-2008 academic year; and 51.9 percent for the 2008-2009 academic year. The overall three-year average student success rate for basic skills courses was 60.2 percent. The decrease in success rates for basic skills students over the past three years indicates that the faculty and administration of Imperial Valley College have a pressing need to improve basic skills instruction. The Basic Skills Committee introduced a basic skills institute for student success in summer 2009 and another is planned for winter 2010. *(See Obj. 2.1 for detailed information regarding the summer 2009 institute.)*

STUDENT SUCCESS RATE BASIC SKILLS COURSES Fall 2006 – Spring 2009	
Semester	**Success Rate**
Fall 2006	65.4
Spring 2007	65.1
2006-2007 Average	**65.3**
Fall 2007	67.4
Spring 2008	59.5
2007-2008 Average	**63.4**
Fall 2008	55.1
Spring 2009	48.8
2008-2009 Average	**51.9**
2006-2009 Average	**60.2**

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

Imperial Valley College defines economic and workforce preparation courses as those identified with SAM codes A, B, C, or D. SAM codes indicate the degree to which a course is occupational in nature. The following are the code descriptions:

A – Apprenticeship. The course is designed for an indentured apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards.

B – Advanced Occupational. Courses are those taken by students in the advanced stages of their occupational programs.

C – Clearly Occupational. Courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract "drop-ins". Course may be offered in several occupational programs within a broad area such as business or agriculture.

D – Possibly Occupational. Courses are those taken by students in the beginning stages of their occupational programs.

The success rate ranges from 70.1 percent in 2006 to 72.6 percent in 2009. The nominal increase in success rates reflects a stagnation that must be addressed. Faculty will be engaged to reflect on an improvement mechanism that promotes the development of occupational skills that meets industry and business needs. Faculty and individual departments will also be asked to review individual data and make recommendations for improvements.

STUDENT SUCCESS RATE WORKFORCE TRAINING COURSES Fall 2006 – Spring 2009	
Semester	**Success Rate**
Fall 2006	69.1
Spring 2007	71.1
2006-2007 Average	**70.1**
Fall 2007	74.1
Spring 2008	70.6
2007-2008 Average	**72.3**
Fall 2008	72.8
Spring 2009	72.4
2008-2009 Average	**72.6**
2006-2009 Average	**71.6**

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

Student Learning Outcomes are now being extended throughout Imperial Valley College and Faculty and Staff are engaged in the process as evidenced by the following:

In April 2008, there was an appointment of an SLO Coordinator with 60 percent release time during the spring and fall semesters and off duty contracts as needed during winter and summer semesters. An SLO Committee was formed and has been meeting on a regular basis since May 2008. In May 2008, an SLO identification form and Now and Later Plan were developed and disseminated to all staff and faculty to provide guidance in the SLO process. ***(See Progress Report Doc. R2.1)*** The Now and Later Plan included outcome instructions for the 2008-2009 school year; faculty were asked to design authentic assessments and evaluate SLOs for all courses taught in 2008-2009. Also, seventeen programs, including student services and non-instruction, were asked to design outcomes in fall of 2008, collect data, and evaluate data by summer 2009.

The 2008-2009 school year began with an informational presentation made to part-time instructors at the Adjunct Faculty Orientation and full-time faculty and staff at the IVC Orientation. It was during the fall that the SLO Coordinator finished her SLO introductory rounds to all departments, instructional and non-instructional, which was a process that began in spring 2008. These efforts were made to better educate the faculty and staff about outcomes, assessments, and the general SLO process. Besides presentations and workshops, a website was created where forms and other resources could be accessed by IVC staff and faculty and the community. The "IVC Outcomes Newsletter" was designed and disseminated across the college. ***(See Progress Report Doc. R2.3)***

In January 2009, all members of the IVC community were invited to attend a faculty and staff development day devoted to SLOs: the morning session was led by a guest speaker and the afternoon session divided participants by departments for small group work on outcome development and data assessment. There were approximately 90 participants including teaching and non-teaching and full-time and part-time faculty, secretaries and administrators. Evaluations were collected by attendees and were used to inform spring semester activities and planning. ***(See Progress Report Doc. TA.6)*** Constructive evaluations demonstrated the desire to have mini-workshops to assist with form completion and more displays of faculty and staff SLO work. During the spring 2009 semester, nine mini-workshops were offered on campus to facilitate discussion and offer assistance on a small group and one-to-one basis. These mini workshops helped faculty and staff to complete SLO ID and SLO Cycle Assessment forms. To highlight progress made this year and to fulfill requests made by faculty, an end of the year workshop was held, "SLOs: Our First Year Experience." Five presenters discussed their outcomes, assessments, and ideas for improving learning in their classes. It was a positive way to end a year.

Led by the SLO Coordinator, the SLO Committee met each month to discuss activities pertinent to the outcomes and assessment process. All agendas and minutes are available on the SLO Committee website: http://www.imperial.edu/index.php?pid=3771. The website was developed to provide the IVC community with SLO materials, updates, and committee information. The school funded travel for the Coordinator to attend an Academic Senate Student Success Workshop in 2008, Student Learning Outcomes & Curriculum Institutes in 2009, and other regional workshops. Two members of the SLO committee had registration paid so they could attend a Student Learning Outcomes Institute in July 2009.

A timeline that includes establishment of authentic assessment strategies for assessing SLOs in courses, programs, and degrees and a description of how allocation will be tied to SLOs has been developed. After a review by the WASC Accreditation team in December 2008, IVC was moved up to Level II status, the "Developmental Level" on the Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes. The following is a description of the steps that we have made toward reaching the proficiency level, broken down in programs by instruction and non-instruction:

Course Level SLOs: A strong effort was put forth across the campus to integrate outcomes and assessments into courses. Though we were just beginning this journey into instructional programs, much progress has been made at the course level. As of May 13, 2009, 83 percent of the courses taught during the 2008-2009 school year have at least one identified outcome and assessment, some with two or three identified. Completed SLO cycle assessments were submitted for 17 percent of our courses. The SLO Committee is designing workshops and a rubric to help instructors evaluate their outcomes and authentic assessments. In 2009-2010 we will be refining and adding to our course level outcomes and

assessments. Faculty has been asked to submit three to five outcomes per course by December 2009. As course level outcomes continue to improve in quality and quantity, we are finding ways to relate outcome data evaluation to course and program needs, including resource allocation. We have not yet completed this coordination but are aware of the need and are examining ways to make it part of the process of using our outcomes evaluations.

Instructional Program Level SLOs: To begin training faculty in the development and evaluation of program level outcomes, an SLO Workshop entitled "What's Hotter: IVC in August or Instructional Program SLOs?" was held on August 20, 2009. Forty one participants from around campus attended the workshop. ***(See Progress Report Doc. TA.6)*** In spring 2009, we piloted an SLO Program Grid. ***(See Progress Report Doc. R2.6)*** The Grid has been designed to assess how well the courses in various degree and certificate programs assess our five ISLOs. Also being designed is a Grid that will measure how well the General Education (GE) program, as broken down by IVC, UC, and CSU's GE requirements, assesses student acquisition of the five Institutional Learning Outcomes (ISLOs). A group of the SLO Committee will meet on September 23 to further examine the GE SLOs. The GE subcommittee will then meet following each committee meeting until the end of the semester. The Grid will be implemented as part of the program SLOs for all degrees and certificates. Currently, instructions are being developed to help all degree and certificate programs use the Grid and to design program level outcomes. Instructions and new forms are being completed and will be disseminated in early October 2009. Instructional Program Level SLOs are being woven into program review with resource allocation becoming part of the process. For example, the form used in spring 2009 for Phase I: Annual Program Review included an SLO section. Resource allocation determined by SLO assessment was incorporated into different budget line items. It was apparent that revisions and better instructions were needed. After its first use, suggestions for improvement were provided and the form is being revised for usage in 2009-2010 program review. For Phase 2: Comprehensive Program Review (3 year plan), the EMPC subcommittee has been contacted and asked to include a section on SLO assessment; the Grid and 3 year SLO Timeline are two items that will be included.

Non-Instructional Program Level SLOs: Seventeen non-instructional departments were identified and all submitted outcomes and assessments in fall 2008. Fourteen departments have completed cycle assessments by September 10, 2009, for the 2008-2009 school year. While all workshops and documents are made to be user friendly for all sections of the campus, including non-instructional programs, a program level SLO form is being developed for all degrees and certificates and will be offered to non-instructional programs. There were a few comments this year that non-instructional departments would like forms and terms tailored more to their specific needs. For example, on September 2, 2009, attendees at a Student Services meeting voted to change the name of Student Learning Outcomes to the more appropriate name, Service Area Outcomes. Student Area Outcomes are being woven into program review with resource allocation becoming part of the process.

Institutional Level SLOs: The five ISLOs were further identified in the "Strive for Five" form which is now included on the Website, http://www.imperial.edu/index.php?pid=4258. ***(See Progress Report Doc. R2.7)*** All course and program outcomes identify how one or more of the ISLOs are being reinforced in that class or program.

2009-2010 Activities

Work will continue at the course level; faculty members have been asked to design additional outcomes and authentic assessments and to include them on their syllabi. We are patiently waiting for our new CurricUNET system to be implemented. Once we are through the learning curve, we will ask SLO lead faculty to include SLOs as an attachment to the Course Outline of Record inside of CurricUNET. This will make it easier for all interested parties to access outcomes through IVC's website. Besides supporting faculty and staff with course level and non-instructional program SLOs, we will be working on Instructional Program Level Outcomes. While much attention has been paid and progress has been made in regards to Course Level Outcomes and Non-Instructional Outcomes, this year we are putting more effort into developing instructional program (degrees, certificates, GE program) outcomes and relating the campus-wide outcome process to program review which includes resource allocation. Further emphasis will be on developing and measuring instructional programs (degrees and certificates) and their outcomes. A GE

group will convene to review outcomes and assessments. The SLO Coordinator is working with the Curriculum & Instruction Committee to make submission of SLOs part of the process when developing new courses or updating current ones. A more detailed SLO timeline is being developed, which will coordinate outcomes and assessments to program review for Instruction, Student Services, Learning Services, and Business Services. In order to receive input from around the campus, the SLO timeline is being discussed at meetings of Academic Senate, Curriculum & Instruction Committee, Educational Master Plan Committee, and SLO Committee meetings.

Evidence of Achievement
Evidence of achievement of SLOs is an ongoing process. A three-year plan has been developed and will include course and program (non-instruction, degree, certificate, GE) level outcomes and assessments. ***(See Progress Report Doc. 2.8*)**

At this time, binders are available that contain course and program level outcomes***.*** As mentioned above, course level outcomes will be available on CurricUNET in the near future. While it will take some time to have SLOs for all courses included in CurricUNET, it should be completed by spring 2011. Faculty is encouraged to improve and change outcomes and assessments as they go through the cycle of collecting and assessing them; it is a fluid process. In addition, as we are in the early stages of connecting outcomes to program review, it is expected that more evidence of the achievement and benefit of outcomes will continue to be elucidated.

Since April 2008, Imperial Valley College faculty and staff have been engaged in the SLO process. Many members of our community are beginning to see the benefits of outcome evaluation and increased communication with peers. Although challenges will continue to occur, we are on target to reach the Proficiency Level by 2012. We will continue to strive to weave the outcome process into the fabric of IVC and make it a sustainable organic process that improves student learning while reassessing our outcomes process through committee meetings, faculty, staff, and student feedback, and the work of all on campus.

While Imperial Valley College has made great strides in developing and implementing SLOs across the campus, we can strive to reach sustainable continuous quality improvement by completing these activities in 2009-2010:

1. Continuing to infuse SLOs into the IVC community by improving the quality and quantity of outcomes assessment on campus.
2. Aligning SLOs with institution-wide practices and plans such as connecting SLOs to the program review process, including resource allocation.
3. Promoting involvement of adjunct faculty and engaging more full-time faculty into the process. Increasing opportunities for robust SLO dialogue.

(See Progress Report Doc. TA.11/R2.5)

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

Objectives for Goal 2:

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

Basic Skills Institute
During the summer of 2009, the basic skills program at Imperial Valley College oversaw the implementation of an inaugural Summer Success Institute. Ninety-two students participated. The classes for the institute began on June 22, 2009 and ended on July 20, 2009—a total of sixteen class meetings spanning four calendar weeks. The institute consisted of six basic skills classes linked together with

personal development classes and a math lab or reading lab or writing lab component as appropriate. The six classes were

English 86/87, Reading II: Basic Development
English 88, Reading III: Basic Development
English 96/97, Writing Fundamentals--First Semester/Second Semester
English 98, Basic English Composition
Math 70, Basic Mathematics
Math 80, Beginning Algebra

Each class met from 8:35 a.m. to 11:45 a.m. The personal development classes and lab sections, individualized for each class, met from 1:00 pm. to 4:15 p.m. Each personal development class was taught by an adjunct counselor. Each class had two senior tutors assigned specifically to the class; these tutors were present during the class time and the personal development class time and worked with the students during the lab times. The instructors for the classes were also present during the personal development classes and worked with the tutors to assist the students during the lab times.

The goal of the institute was to increase persistence (the number of students remaining in the class until the end of the semester) and success (of those remaining in each class, the number of students passing each class with a "C" or higher grade). The belief was that the intense instruction in course content, coupled with instruction in study skills and direct tutorial and instructor assistance in the lab settings, would help to achieve those goals.

Due to the extended time of each class day and the intensity of the instruction over such a short time span, incentives were provided to entice students to enroll in the classes. The incentives for each student included free text books and any necessary software, lunch vouchers good for up to $5.00 redeemable at the college cafeteria each class day (no cash value), and $20.00 gas vouchers for each week of three or four class meetings if the student had perfect attendance for the class (including the content class, the personal development class, and the lab).

The persistence rates and class success rates for each class were as follows:

STUDENT PERSISTENCE AND SUCCESS RATE BASIC SKILLS INSTITUTE Summer 2009		
Class(es)	**Persistence Rate**	**Success Rate**
English 86/87	94%	87%
English 88	100%	100%
English 96/97	90%	70%
English 98	95%	94%
Math 70	95%	95%
Math 80	100%	100%

(See Obj. 1.3 for general information regarding the summer 2009 institute.)

(See Doc. R1.13.1)

Personal Development Courses

In response to recommendation from the Basic Skills Committee ***(See Doc. R1.13.2),*** Student Services faculty created a personal development course, PD 120, College Success Skills, for 3 units to assist students in learning how to reach their education and life planning goals. The course includes topics such as Imperial Valley College orientation, study skills, and personal adjustments to college life. Strategies covered include skills in creative goal setting, note taking, active listening, time management,

learning styles, test taking, library and financial resources and educational program planning. This course is recommended for new, continuing, and returning students. ***(See Doc. R1.13.3)*** This course was offered for the first time fall 2009 with two sections.

Distance Education

The College has also been responsive to student needs through distance education. Through a Title V ACCESO Grant that was awarded in October 2004, a distance education program has been developed that significantly expanded the educational opportunities for Imperial Valley residents. ***(See Doc. R1.13.4)*** The program has also expanded student support by providing online enrollment, counseling, assessment, and degree audit services. In addition, the grant expanded the technological infrastructure of the college to support the integration of technology into the total teaching, learning, and support services package.

Through the grant, 80 faculty members have been trained to develop and deliver distance education courses. These faculty members attended a one-week technology camp, completed a one-unit Etudes 101 course offered by ETUDES, Inc, and developed a hybrid-online course in conjunction with mentors within the ACCESO program. In fall 2009, 69 hybrid-online sections were offered by trained faculty, which translates to enrollment of over 2,700 students.

The Distance Education Committee is a shared governance standing committee that was formed in 2007 which has been working to institutionalize grant activities that include continuing training for faculty and, thus, continuing a quality program for students.

Title V 2+2 Computer Science and RN to BSN Lower Division Courses

A Title V 2+2 (associate's to bachelor's degree) cooperative grant was awarded to Imperial Valley College in October 2005 in order to develop programs that would enable local students to earn a bachelor's degree in Computer Science and Nursing locally. The partner institution is San Diego State University-East. This project is designed to permanently expand the pipeline to educational attainment and professional careers for local students. Students complete the lower division courses at Imperial Valley College and upon entering the bachelor's degree program at SDSU-East, students only need to complete the upper division courses remaining for their degree. ***(See Doc. R1.13.5)***

Through the grant, one lower division RN-to-BSN chemistry course and three lower division computer science courses have been developed, approved by the Curriculum & Instruction Committee, and articulated with San Diego State University and transferable to other four-year institutions. ***(See Doc. R1.13.6)*** The total enrollment in IVC computer science courses by the summer 2009 term was 140. There were 132 students in the RN-to-BSN chemistry course by the summer 2009 term. The additional course offerings in computer science and in nursing have increased the number of options that students have in pursuing their goals in higher education. The funding for the Title V ADN to BSN faculty position was institutionalized at the beginning of the fall semester of 2008 and the funding for the Title V computer science faculty position was absorbed by the College at the beginning of the fall semester of 2009. **(*See Doc. R1.13.7)***

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

Sustainable Energy Curricula

Imperial Valley College is pursuing grants and working with private companies to become a regional training center for alternate energy. Coursework will be developed that will extend educational opportunities for the Imperial Valley in green technology. ***(See Doc. R1.13.8)***

Multimedia and Web Development

A new Multimedia and Web Development program has been submitted for approval to the Chancellor's Office. It will be offered as a certificate program and as an associate degree program. The program provides students with education and training needed to qualify for entry level jobs as a Web developer.

It combines art, business, computer information systems, and work experience courses. The program includes design, multimedia software applications, and programming languages that allow a developer to build dynamic Web applications. Students will learn how to process information and then make this information available to audiences via electronic media. Students who complete the program will be qualified to work on collaborative projects within small design firms or to develop Web pages for small or large businesses***. (See Doc. R1.13.9)***

Court Specialist
Superior Court and human resources staff at the County of Imperial contacted Imperial Valley College with a need to develop a Court Services Specialist program for court employees who want to improve their skills and leadership abilities. After several planning meetings, a certificate program was developed that would meet the court's needs. The plan was developed so that it would also be available to non-court employees who wanted to pursue a career in the legal field or who were just interested in the subjects required for the certificate. The 17-unit certificate program was approved by the State in September, 2009. ***(See Doc. R1.13.10)*** Imperial Valley College has had three students complete and receive a Court Services Specialist Certificate.

Computer Science
An associate degree program in Computer Science at Imperial Valley College is vital to the local community in order to supply both the growing labor needs as well as support the bachelor degree program in Computer Science at IVC's Title V partner institution, San Diego State University- East campus. The local labor needs for individuals trained in technology has been documented by the results of surveying over 70 businesses and public agencies associated with computer technology, showing overwhelming support for the development of a Computer Science associate degree program at Imperial Valley College with the majority of respondents indicating that they would be in a position to hire individuals with an associate's degree. The associate degree program in Computer Science will also play a vital role in meeting the future labor demands of the Silicon Border Project. The Silicon Border Project involves a consortium of national and global technology partners who are developing a 10,000 acre, high-technology industrial park, on the U.S.-Mexico Border seven miles south of the Imperial Valley College campus. The result of the Silicon Boarder Project will be the creation of an estimated 100,000 new technology related jobs in Imperial Valley. In addition to providing a trained work force, this program is a necessary building block to the bachelor degree program offered at San Diego State University- East campus just a few miles away from the Imperial Valley College campus. A Title V 2+2 cooperative grant was awarded to Imperial Valley College and San Diego State University-East in order to develop programs that would enable local students to earn both an associate and a bachelor degree in Computer Science locally. The associate degree program is designed so that students intending to earn a bachelor's degree in Computer Science at SDSU-East can seamlessly transfer into the university program. Upon entering the bachelor degree program at SDSU-East, students only need to complete the upper division courses remaining for their degree.

The Associate of Science degree in Computer Science prepares students for entry level technology positions in various public and private industries as well as for transfer to four-year institutions for continued study in Computer Science. The Imperial Valley College Computer Science degree program fulfills most of the lower division requirements for Computer Science majors at four-year-institutions. The core courses in the program offer instruction in Java and Assembly Language programming. Computer programmers and software engineers create, operate, maintain, and apply software applications that are necessary in most professional disciplines. Individuals with degrees in Computer Science are in high demand in most professional disciplines in both the public and private sectors. Many employers require a baccalaureate degree, but entry-level opportunities exist with an associate's degree, especially within the local community.

The Computer Science associate degree program was approved by the Chancellor's Office. ***(See Doc. R1.13.11)***

History
The History Associate of Arts degree program grew from a desire to meet a specific demand of current and prospective students. It was also approved by the Chancellor's Office. Study in the field of history provides important training for historians and educators, but also provides key skills necessary in a wide variety of possible careers. As a transfer program it was designed to thoroughly prepare a student to excel in a history bachelor's degree program and to maximize the number of potential transfer institutions for which a student would be prepared. Also, the program was designed to support the college's developing institutional student learning outcomes. All courses in the history department require mastery of specific course content, experience in information retrieval and analysis, practice in different communication skills, and critical thinking. ***(See Doc. R1.13.12)***

The History associates degree was approved by the Chancellor's office in April 2008 and was first offered in the 2008-2009 academic year catalog. The first student to graduate with her A.A. degree in History did so in spring 2009. The A.A. degree in history requires students to complete the survey sequences in United States History (History 120 and 121) and in World History (History 100 and 101). Students must complete three from among twelve history department elective courses and then must complete the capstone course History 280 – Research Methods in History. The elective courses are being offered on a one or two year rotating schedule while the capstone will be offered each spring semester. Since the survey sequences also meet General Education requirements this scheduling pattern allows incoming college prepared students to potentially complete the program in two years.

During the spring 2009 semester we offered the capstone course for the program for the first time. Nine students enrolled and seven of them successfully completed the course, five of the seven with a grade of A. Based on information voluntarily provided by the students, of the seven students who completed the course, six transferred to four-year universities for the fall 2009 semester and a sixth will be starting at the university in January 2010. (The seventh student is currently stopping-out of college due to ill health.) Of these six, four stated that they plan to pursue a bachelor's degree in history, while a fifth identified that he plans to pursue a pre-law program. All six indicated that they are considering advanced education beyond the bachelor's degree.

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

Articulation
Articulation agreements with six local area high schools for ten Imperial Valley College (IVC) courses were established effective with the 2009-2010 academic year. All of the articulations were developed with the IVC and high school/ROP faculty through curriculum review and meetings with open discussion on concern on the scope and content of the courses offered at the high school/ROP programs and of what is expected of the student through the credit-by-examination process to award college credit. Credit-by-examination means that a high school/ROP student has demonstrated proficiency in college-level studies by satisfactorily passing an exam approved or conducted by an IVC discipline faculty member, and that the student will receive college credit for the comparable community college course named in the articulation agreement. This process, over the 2008-2009 academic year, has fostered the development of strong, positive relationships between the high school/ROP and IVC faculty through the opportunities to meet, confer, and develop the articulation agreements. Refining and continued expansion of transfer and career technical education articulations will take place during the 2009-2010 academic year.

The California Community Colleges Chancellor's Office reports, Transfer Center Annual Report and Articulation Addendum, for the 2008-2009 academic year, statistical information is as follows:

- Student contacts on-campus (counseling appointments, classroom visits, university representative contacts, workshops, etc.): 3,263
- Student contacts outside/off-campus: 8,160

- ASSIST and Articulation agreements: 17 UC & CSU articulations with 1,452 majors.
- UC TAGS: 17

Approximately 11,423 students were provided with services from the Transfer Center and Articulation Services faculty and staff. Activities and services included one-to-one academic and personal counseling, articulation meetings, workshops, College & University Day, Higher Education Weeks I and II, and classroom visits from July 1, 2008 – June 30, 2009. ***(See Doc. R1.13.13)***

Continued objectives for the future:

1. Continue reviewing and enhancing the Transfer Services resources at IVC
2. Expand the Articulation services to students (i.e., private university agreements on website)
3. Continue promoting Transfer and Articulation Services activities and events to all departments at IVC
4. Participate in committees and shared governance to support and promote Transfer and Articulation Services

Imperial Valley College will continue to collaborate with local schools to strengthen and align curricula for student success. Career pathways in technical education will be identified to promote and enhance interest and coordination with high schools. Imperial Valley College will continue to host an annual career fair as well as participate in other local and regional technical career fairs. The Transfer Center will continue to offer a wide range of services to facilitate and promote transfer to universities.

Cal-PASS
The college is utilizing Cal-PASS this year, which is an initiative that collects, analyzes and shares student data in order to track performance and improve success. English and mathematics instructors are involved in the project this year, but there are plans to expand the project to additional subject areas. Cal-PASS is a simple and very practical approach that helps educators understand student performance, improve instruction, and increase student success. Through the Cal-PASS project, instructors hope to learn answers to questions such as: 1) How do students do when they leave IVC? 2) Were they well prepared? 3) Are adjustments in curriculum necessary to improve their preparation? 4) How many got degrees? 5) What did they get degrees in? 6) How long did it take? ***(See Doc. R1.13.14)***

The college has also been working with Imperial County Office of Education on a grant proposal that will continue the Cal-PASS project county wide over a 10-year period. The proposal includes institutionalizing Cal-PASS and hiring a regional coordinator for local educational institutions. **(*See Doc. R1.13.15)***

Education and Workforce Development
IVC faculty and administrators participated in the Education and Workforce Conference on September 9, 2008, at the Barbara Worth Convention Center, Holtville, CA. The event featured panels of business leaders and educators, including IVC staff, who discussed the existing link between business and education and how to better prepare the workforce for emerging industries. The event was sponsored by Imperial Valley Economic Development Corporation (IVEDC), Workforce Development Board, and the P-16 Council, and it is the first -- but not the last -- of its kind in Imperial Valley. The theme of the conference was "Breaking Down Barriers -- Merging Resources.

The conference brought stakeholders together to discuss how to enhance educational attainment in the Imperial Valley so that the local workforce is prepared for the kinds of jobs that will be generated as well as how stakeholders can work in collaboration to ensure students are prepared for emerging industries. The discussions enhanced educators understanding of the needs of workforce development. It also opened communication to ensure that those in workforce development and those in industry are communicating their needs to schools. The discussions also enhanced knowledge of resources that exist

in Imperial Valley to promote educational attainment, whether it is through a four-year degree, two-year degree, or vocational education. ***(See Doc. R1.13.16)***

Imperial Valley College has continued to improve the link between business and education. IVC and IVEDC are collaborating on a National Science Foundation Grant. ***(See Doc. R1.13.17)*** IVC and the Workforce Development Board together are applying for a Clean Energy Grant. ***(See Doc. R1.13.8)*** In addition, representatives from the college serve on the Workforce Development Board and on the P-16 Council.

Imperial Valley College will continue to strengthen the relationship between training and instruction with workforce needs. Our participation in economic and workforce boards such as the Imperial County Workforce Development Board, the Imperial Valley EDC, the Small Business Development Center, and other community efforts will remain strong and participatory. Five new programs will start in 2009-2010 in response to local industry needs. Programs in renewable energy will continue to expand. Imperial Valley College will also be a member of Project SOL (Sharing Our Light). This effort is spearheaded by our Congressman to establish a strategic renewable energy plan for Imperial County and prepare our workforce to take advantage of the opportunities that will come to the area in renewable energy.

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

Objectives for Goal 3:

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

Some major highlights of progress the college has made include:

1. Implemented a non-smoking policy ***(See Doc. R1.13.18)***
2. Implemented on-site emergency training for staff ***(See Doc. R1.13.19)***
3. Installed surveillance cameras in parking lots
4. Complied with Clery Act via electronic communications to all users ***(See Doc. R1.13.20)***
5. Contracted with Alert-U emergency notification ***(See Doc. R1.13.21)***
6. Completed installation and preliminary testing of the Shoretel phone /PA system
7. Designed campus safety brochure ***(See Doc. R1.13.22)***
8. Implemented a Safety Minute Newsletter ***(See Doc. R1.13.23)***
9. Improved parking lot lighting and walkways
10. Implemented an Employee Assistance Program ***(See Doc. R1.13.24)***
11. Hired a Director of Evening College ***(See Doc. R1.13.25)***

The college has also implemented the Mental Health Services (MHS) program. The mission of the MHS program at IVC is to provide mental health support to students and staff. This will be accomplished through direct service to students, crisis intervention, faculty support, and campus education and awareness. ***(See Doc. R1.13.26)***

There are also plans to hire a Director of Campus Safety and Security; however, the position was put on hold with the hiring freeze. ***(See Doc. R1.13.27)*** Discussions are ongoing with the IVC Director of Peace Officers Safety Training (POST) Discussions are ongoing as to how to move us forward in the most cost efficient manner.

The college began a contract for services, on August 1, 2009, with OptumHealth to provide current employees with an Employee Assistance Program.

On August 14, 2009, IVC staff participated in a in a county wide workshop on campus violence. It was designed to heighten awareness and to develop methods to prevent of campus violence. IVC staff joined educators and public safety personnel from Imperial County.

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

In April 2009, a draft of a proposed model for a resource allocation plan was presented to the Budget and Planning Committee by the Vice President for Business Services. The purpose of the draft was to present the committee with a resource allocation model that would provide basic guidelines for the allocation of financial resources for the college to preserve fiscal integrity while upholding its core principles and educational objectives. All campus constituencies must agree in order to implement this type of plan.

The resource allocation model is only for the distribution of general fund unrestricted revenue. Other sources of funding shall be allocated through a separate resource allocation model and shall be consistent with the specific regulations of such funds. A key element of the allocation methodology is the "bucket" concept. The purpose of the "bucket" concept is to equitably allocate available revenues to employees and the operational elements of the college. ***(See Doc. R1.13.28)***

In August, faculty and classified representatives accompanied the Vice President for Business Services to Los Rios Community College to discuss the processes Los Rios used to implement their resource allocation plan, the problems encountered in the implementation, and the strength and weaknesses of using this type of budgeting plan. Before October, there will be visits to two additional colleges to gather information that will help our College in the decision to implement such a plan. ***(See Doc. R1.13.29)***

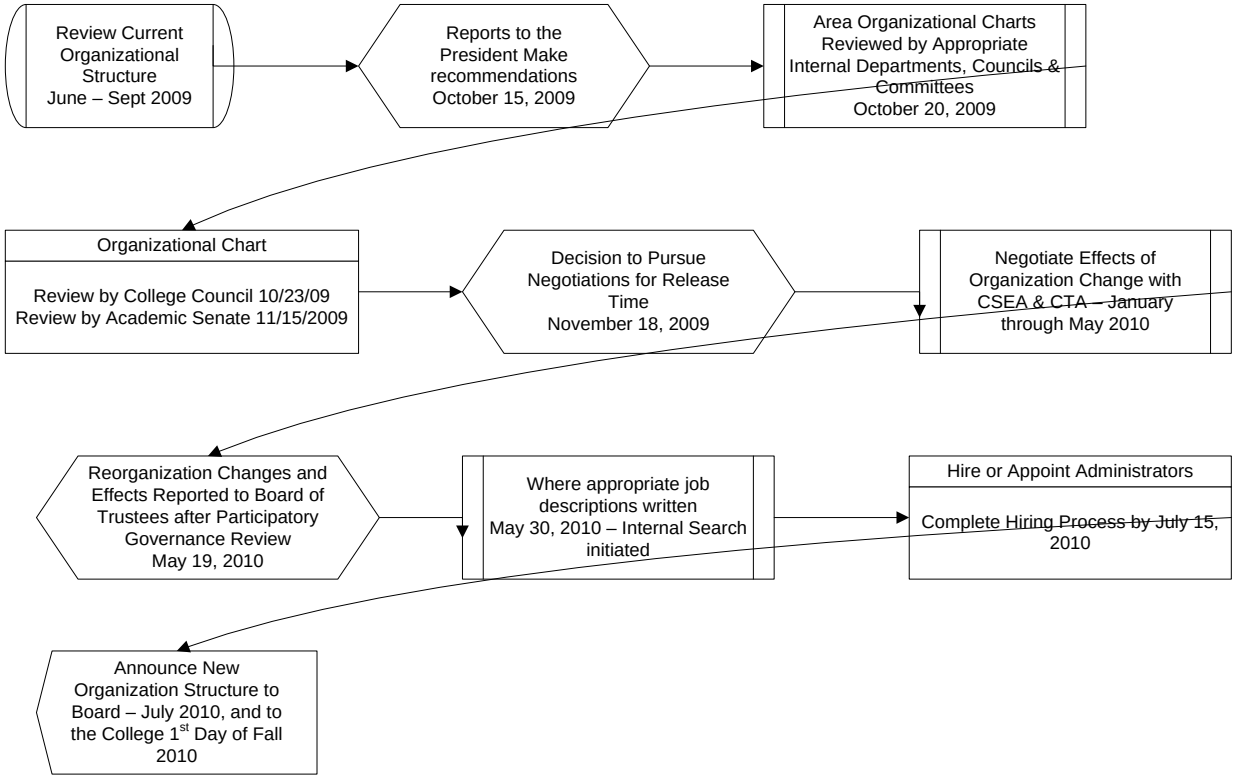
Obj. 3.3 Implement processes to review and improve the college's organizational structure and operating procedures

An organizational structure change from a small college alignment that relied heavily on faculty release time to a division dean structure was initiated by the Superintendent/President and the Vice Presidents in September of 2008. The reason for the organizational structure change was two-fold: 1) Imperial Valley College had grown from a small college to a middle size college and the organizational structure was deemed inadequate to serve a larger college, and 2) the reliance on release time for faculty resulted in costly, inefficient use of college financial resources. Evaluations and reviews in the academic services and student services areas could no longer be effectively processed by the appropriate Vice President. Business services and processes were insufficient and in many cases non-existent. In the fall of 2008 the first changes in organization structure was completed. The Information Technology and Services Department was separated from the Library and Learning Resources and reported to the Superintendent/ President. In the Program Review for the 2009–2010 fiscal year the Business Services Office eliminated some positions and created new positions in the Campus Safety and Purchasing. The President's Office completed the creation of a Communications and Marketing Department that was fully implemented by the end of September 2009. In late spring and early summer the Institutional Research Office was given the additional responsibilities of District Planning and Grants Administration. Academic Affairs and Student Services developed their organizational charts throughout the 2008-09 academic year and, after receiving Executive Council endorsement initiated a participatory review in October of 2009. A timeline for review by the governance body and negotiations of the effects of the organization change is found in *Diagram A*.

In the spring semester 2009 through September 2009, formal and informal discussions and assessments took place with the Division Chairpersons, Student Services Council, and Business Services Departments. The College is in process of phasing in these new organizational structures. Academic Services has begun the discussion on realignment of divisions and functions to improve organizational efficiency. It is anticipated that reorganization of all campus areas will be complete by 2010.

Corresponding to a change in organization structure was a review of organizational operating procedures. The growth of the Imperial Community College District necessitated the movement from the informal to the formal. New procedures for inventorying and purchasing are currently being established. Work orders have been reviewed and reconstituted. Hours of operations and convenience of office locations are also being reviewed to permit more direct "one-stop" services to students, employees, and the community. Professional development and minimal competencies of clerical and other functions is underway. While process improvement is continuous, IVC has also been introduced to reengineering where a process might need to be completely changed. The College is in the process of establishing a culture of continuous improvement of services, educational programs, and business processes is underway.

Diagram A



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

A new Greening Committee was formed in 2008-2009 as a shared governance standing committee. The charge of this committee is to identify and recommend to the College Council specific actions and strategic plans the college community can pursue to move the college towards greater environmental sustainability in its operations, teaching and service/outreach functions. The committee is charged with collaborating with on-campus and off-campus groups to implement these actions and plans and sustain them over time. Finally, the committee is charged with reporting to the campus community on the state of the college's "greening" efforts and on future plans for increased environmental sustainability. ***(See Doc. R1.13.30)***

In addition, for the summer of 2009, the college piloted a program to schedule a four day workweek which allowed for the campus to be completely "shut-down" for three day weekends. The two major outcomes of the four day workweek were 1) considerable conservation of electricity and 2) reduction of the combined carbon footprint of employees not having to drive to campus.

With the appointment of the Dean of Instruction for Renewable Energy in August of 2009, Imperial Valley College joined a select group of colleges that has placed a high priority on implementing the principles of energy conservation and energy efficiency. Its efforts are fundamental to the renewable, sustainable, and alternative energy industry sectors. This position will help consolidate activities associated with the college becoming more energy efficient and the educational and training activities related to the preparation of individuals for employment in the ever increasing local energy industries of geothermal, solar, bio-fuels, and wind.

For the past year, the college has been working with a major solar energy provider to build on campus a scaled model plant which will produce electricity for the college's consumption while making the facility available for training of technicians for the solar energy industry. Again, this will reduce the college's dependence on the grid and will provide an extremely valuable teaching resource for our related programs and a priceless learning opportunity for our students.

At no cost to the college and with the support, donations, and contributions from our local renewable and sustainable energy industry partners and the California Community College Advanced Transportation Technology Initiative Centers (ATTEi), on February 6, 2009 Imperial Valley College hosted its first *Alternative and Sustainable Energy Summit*. The agenda for the eight hour summit included presentations by experts in alternative and sustainable energy, solar energy, geothermal energy, Leadership in Energy and Environmental Design (LEED), and wind energy. Again, the purpose for this summit was to raise the level of awareness related to "energy" and to advance the activities and accomplishments the college is engaged in to reduce its "energy liability" and to promote educational and training opportunities within the career pathways leading to employment in the "energy Industries." ***(See Doc. R1.13.31)***

Finally, the new 2700 building which will be completed this fall, and this new construction as well as all other new campus construction and modernization will be Leadership in Energy and Environment Design (LEED) certified. The LEED Green Building Rating System, developed by the U.S. Green Building Council (USGBC), provides a suite of standards for environmentally sustainable construction.

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

The 2009-2011 Technology Plan contains an evaluation of the goals set forward in Imperial Valley College's Technology Master Plan for 2008-2009. Additionally, it contains technology goals that emerged from the 2008-2009 division and department program reviews.

Based on the evaluation of the 2008-2009 Technology Master Plan, it was determined that the technological goals originally outlined in that document focus too much attention on the administrative uses of technology at the college and not enough on the instructional needs of the students, faculty, and staff. Expanded training in computer and Web applications, wireless access across campus, and network and server security and stability were seen by the Educational Master Plan Committee and by the program review process to be central to the college's future success, and they are central to the goals set forward in this document.

Additionally, it was determined that a clearer evaluation process needs to be established to ensure not only that essential goals are met but that those goals effectively serve the campus community. Goal #1, for example, is to establish a wireless network across campus. The evaluation, which will be conducted by the Distance Education Committee, will assess not only whether that network is installed but how effectively it meets the need for which it was designed: namely, to enable students and staff safe and secure access to the Internet from any point on campus. The assigned evaluators, in conjunction with the campus technology leads and the Educational Master Plan Committee, will develop the documents used to do the evaluation of each goal.

A consensus has emerged that the technological committee structure on campus needs to be evaluated. Currently, the Technology Planning Committee (TPC) focuses largely on administrative technology needs. Instructional needs are not a priority for this committee. A recommendation was made that the Technology Planning Committee's focus be redirected to both administrative and instructional technology needs and that two sub-committees should be established under the TPC, one for Administrative Technology and one for Instructional Technology, to better advise the TPC in all areas of technology. ***(See Progress Report Doc. R1.4)***

To improve the college's technological infrastructure, a 38 million dollar Broadband Grant is being developed in collaboration with the Imperial County Office of Education which will provide the funds to install fiber optic and wireless networks county wide. ***(See Doc. R1.13.32)***

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

With the nearing completion of the 2700 building and the renovation of the parking lots, we are now focusing on facility needs elsewhere on campus. There has been a great deal of discussion regarding the direction to take with the remaining bond funds. The 400 building modernization, to convert current science labs into "smart" classrooms, was approved for matching funds by the state, but there are no funds available until new State bonds are approved. There are also plans to modernize the 200, 300, and 800 buildings that will depend on State matching funds. All new construction and remodeling will improve the college's energy efficiency while improving the educational capabilities of the campus. A new 10 Year Facilities Plan was developed in 2008-2009 which outlines the college's long-term vision. ***(See Progress Report Doc. R1.3)***

In addition, inspections of classrooms, labs and storage areas, as well as instructor, division and department offices, and other instructional areas were conducted in late August. General problems were identified and recommendations made. A master list will be developed for standardizing modernization based on these findings. ***(See Doc. R1.13.33)***

ASSESSMENT OF 2008-2009 EDUCATIONAL MASTER PLAN GOALS AND OBJECTIVES

EVIDENCE DOCUMENTS

Doc. R2.1*	SLO Identification Form; Now and Later Plan ***(See Progress Report Doc. R2.1)***
Doc. R2.3*	IVC Outcomes Newsletter ***(See Progress Report Doc. R2.3)***
Doc. TA.6*	January 72009 SLO Workshop Sign-in Sheets and Evaluations ***(See Progress Report Doc. TA.6)***
Doc. TA.6*	August 20, 2009 SLO Workshop Sign-in Sheets ***(See Progress Report Doc. TA.6)***
Doc. R2.6*	IVC Program Grid ***(See Progress Report Doc. R2.6)***
Doc. R2.7*	Strive for Five Form ***(See Progress Report Doc. R2.7)***
Doc. R2.8*	Three-Year Timeline for Student Services, Three-Year-Timeline for Instruction ***(See Progress Report Doc. R2.8)***
Doc. TA.11/R2.5*	SLO Plan and Data ***(See Progress Report Doc. TA.11/R2.5)***
Doc. R1.13.1	Basic Skills Committee Minutes, 3/4/09, 4/7/09, 9/2/09
Doc. R1.13.2	Basic Skills Committee Minutes, 10/30/07, 11/8/07
Doc. R1.13.3	2009-2010 General Catalog; C & I Committee Minutes, 2/26/09, 3/19/09
Doc. R1.13.4	Title V Grant (Project ACCESO)
Doc. R1.13.5	Title V 2 + 2 Grant Abstract
Doc. R1.13.6	C & I Committee Minutes, 3/30/06, 5/18/06, 8/31/06; Articulation Documents
Doc. R1.13.7	Title V 2 + 2 Year 2 and Year 3 APR and Year 4 IMT
Doc. R1.13.8	Clean Energy Grant
Doc. R1.13.9	Application for Approval – New Credit Program, Multimedia and Web Development Associate of Science and Certificate of Achievement (Form CCC-501; C & I Committee Minutes, 4/9/09

**Progress Report Evidence Document*

Doc. R1.13.10	Application for Approval – New Credit Program, Court Services Specialist Certificate of Achievement (Form CCC-501); C & I Committee Minutes, 11/6/08
Doc. R1.13.11	Application for Approval – New Credit Program, Computer Science Associate of Science (Form CCC-501); C & I Committee Minutes, 11/5/07
Doc. R1.13.12	Application for Approval – New Credit Program, History Associate of Arts (Form CCC-501); C & I Committee Minutes, 1/15/09
Doc. R1.13.13	Transfer Center Reports
Doc. R1.13.14	Basic Skills Committee Minutes, 4/24/08, 5/28/08, 12/3/08, 3/4/09
Doc. R1.13.15	Cal-PASS Memorandum of Understanding
Doc. R1.13.16	Breaking Down Barriers – Merging Resources Conference Brochure
Doc. R1.13.17	NSF Grant Committee Minutes
Doc. R1.13.8	Clean Energy Grant
Doc. R1.13.18	College Council Minutes, 12/17/08
Doc. R1.13.19	National Campus Safety Awareness Day Flyer
Doc. R1.13.20	Security Information Bulletins
Doc. R1.13.21	Waterfall AlertU Services Agreement
Doc. R1.13.22	Campus Crime Statistics Brochure
Doc. R1.13.23	Safety Minute Newsletter
Doc. R1.13.24	Employee Assistance Program
Doc. R1.13.25	Director of Evening College Job Description
Doc. R1.13.26	Mental Health Services Proposal
Doc. R1.13.27	Director of Campus Safety and Security Job Description
Doc. R1.13.28	Financial Resource Allocation Model
Doc. R1.13.29	Budget & Fiscal Planning Committee Minutes, 8/26/09
Doc. R1.13.30	College Council Minutes, 3/23/09

**Progress Report Evidence Document*

Doc. R1.13.31	Alternative & Sustainable Energy Seminar Flyer
Doc. R1.4*	Technology Plan ***(See Progress Report Doc. R1.4)***
Doc. R1.13.32	Executive Summary of Project for BIP and BTOP (Broadband Grant)
Doc. R1.3*	Facilities Plan ***(See Progress Report Doc. R1.3)***
Doc. R1.13.33	Instructional Council Minutes, 8/13/09; Findings and Recommendations – Room Inspections of 8/19/09

**Progress Report Evidence Document*