Imperial Valley College
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Substantive Change Proposal

Diesel Farm Machinery and Heavy Equipment Technician Certificate

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To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
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A. Description of Change

Imperial Valley is a rural agrarian community with a population of approximately 180,000 people. Geographically, however, Imperial County is one of the largest counties in California. As the only community college in the region, Imperial Valley College bears the responsibility of providing educational and career opportunities to its residents some of which have to travel considerable distances to attend school.

As with most areas of the country, Imperial County has been severely impacted not only by the national and state fiscal crisis, but by a transformation of our local economy with a heavier emphasis on industrial development, particularly in the area of green energies and industrial technologies. The proposed Diesel Farm Machinery and Heavy Equipment Technician Certificate is consistent with this trend.

Career Technical education is one of the core educational purposes of community colleges in California. Imperial Valley College has a long history of providing a wide spectrum of career technical programs including auto technology, welding, construction trades, electrical technology, nursing, and other programs. The corner stone of all CTE programs are its advisory committees. Advisory committees are made up of industry representatives that annually review the performance of each program and certify that the curriculum is consistent with industry needs. The IVC Automotive Advisory Committee has unanimously approved the proposed Diesel Farm Machinery and Heavy Equipment Technician Certificate Program consisting of the following courses: **Auto 110** Engine Technology, **Auto 140** Diesel Engines Maintenance/Repair, **Auto 165** Preventive Maintenance and Inspection, **Auto 240** Diesel Engine Tune-up, **Auto 285** Alternative fuels, and **WE 201** Work Experience. All of the above consist of a total of a 22 unit certificate.

It is expected that the IVC Automotive Diesel Farm Machinery and Heavy Equipment Technician Certificate will expand and evolve in the future to develop additional courses based on industry needs. The advisory committee wanted program to also focus on
traditional agriculture farm equipment needs and prepare students to work with farm equipment and machinery companies. As such, it was suggested to add the new Diesel Farm Machinery and Heavy Equipment Technician Certificate Program to the existing Automotive Technology Program to give students more opportunities and to specialize on Diesel Heavy Equipment and Alternative Fuel Technology. An industrial Employment Readiness Work Experience class was added to the program by the advisory committee to include practical work experience to the program. Upon successful completion of this Diesel Program, students will be prepared to take the Automotive Service Excellence (ASE) Certification Exam in Diesel Engines (T2), Preventive Maintenance (T8), and Alternative Fuels (T6).

**Relationship with Mission Statement**

The mission of Imperial Valley College is to “foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the entire community”. The development of the Diesel Farm Machinery and Heavy Equipment Technician Certificate program is consistent with this mission of community colleges in California and particularly Imperial Valley College. Career Technical Education is a core purpose of community colleges in California and provides opportunities for students that may not be interested or suited for university studies. The program is also consistent with the philosophy of the Industrial Technology Department that promotes and embraces the development of jobs in high growth technology areas (See Attachment “A”).

**Rationale for Change**

BACKGROUND AND RATIONALE
Imperial Valley College was the recipient of a Workforce Investment Board grant to prepare diesel technicians in 2010. The program was very successful and well received by the community. Funding reductions did not allow for the program to continue as a grant program, but its success made it clear that job opportunities were available in this field in Imperial Valley. After conducting industry surveys and interviews, it was determined that this is an occupation in demand with the potential of high wages. State employment data through the Labor Market Information Division (LMID) also ratified this finding.

The appropriate industry data and curriculum was presented to the Automotive/Diesel Technology program Advisory Committee during their meeting on April, 26, 2012, which ratified the program curriculum and also approved the creation of the new Diesel Farm Machinery and Heavy Equipment Technician Certificate program (See attachment B). The Imperial Valley College Diesel Farm Machinery and Heavy Equipment Technician Certificate does not duplicate any other programs offered in our community.

The State Chancellor’s office also requires that all new CTE programs demonstrate a local need. As such, local labor market data was reviewed and demonstrated that in the Imperial Valley, the labor occupation of agriculture diesel mechanic is one of the highest job opportunities. According to the job projection, there were 70 positions during 2008 and expecting to have 130 positions for the 2018. See Attachment C for labor market information.

B. Description of Educational Program to be Offered

The program is designed to prepare students for employment in the diesel engine and farm equipment technology which consists of repair and maintenance of trucks, buses, construction equipment, ships, trains, generators, tractors, heavy equipment farm machinery.

The Heavy Equipment and Alternative Fuel Technology Certificate program will be offered during day, evening, and Saturday classes. Also, this program is planning to move to a new remodel location with new State-of-the-art facilities in the fall 2015
semester. The Diesel Program will be 22 units Certificate. The following is a short description of each course. Please refer to Attachment D for full course outlines of record.

**Course Descriptions**

**AUT 110 (4 Units)**
**Engine Technology**
Term Hours: 2 Lec, 6 Lab, 142 Hrs.
Letter Grade Only.

For the student with little or no internal combustion engine background. Design, construction and mechanical function of internal combustion engines including lubricating, cooling fuel and electrical systems; and an understanding of the basic sciences relevant to such topics as internal combustion and energy conversion.
(Same as AGET 33A)

**AUT 140 (5 Units)**
**Diesel Engine Maintenance and Repair**
Term Hours: 3 Lec, 6 Lab, 162 Hrs.
Letter Grade Only.

The Diesel Engine Maintenance and Repair offers both theoretical and hands-on training that relate to diesel equipment. This course explores the design, operation and proper maintenance of diesel engines.
Topics for study include: disassembly, cleaning, inspection, analysis, and engine assembly. Also included are cylinder head service, sleeve and piston service, advanced machining and measuring techniques and prepares students to pass Diesel Engine T2 ASE Certification Exam.

**AUT 165 (5 Units)**
**Diesel Preventive Maintenance and Inspection**
Term Hours: 3 Lec, 6 Lab, 162 Hrs.
Letter Grade Only.

The Diesel Preventive Maintenance and Inspection course trains students in: theory, design, operation, troubleshoot and maintenance of heavy duty truck and farm equipment. Upon successful completion of this course, the students are prepared to take Automotive Service Excellence (ASE) Certification Exams in Preventive Maintenance T8.
AUT 240 (3.0 Units)
Diesel Engine Tune-Up
Term Hours: 2 Lec, 3Lab, 90 Hrs.
Letter Grade Only.

This course prepares students to use the diesel tune-up and diagnostic equipment. Topics include: fuel systems, cooling systems, lubrication systems, compression testing, fuel pump and injection timing, troubleshooting procedures, alternators, regulators, and starting systems, and prepares students to pass the Diesel Engine Tune-Up A9 ASE Certification Exam.

AUT 285 (4.0 Units)
Alternative Fuels for Diesel Engine
Term Hours: 2 Lec, 4Lab, 108 Hrs.
Letter Grade Only.

This course provides an introduction to various alternative fuel technologies being used in heavy duty diesel engines and farm equipment. This course covers basic operation with ethanol, biodiesel, and compressed natural gas (CNG), as well as liquefied natural gas (LPG) combined with fuel cell technologies. In addition, this course prepares the student to pass the Alternative Fuel (FI) ASE Certification Exam.

WE 201 (1.0 Unit)
Employment Readiness
Term Hours: 18 Lec, 0 Lab, 18 Hrs.
Letter Grade Only or Credit/No Credit

A course that may be taken as a stand-alone or as a companion course related to WE 210 or WE 220. Skills development in the areas of job search, employer contact, résumé, writing, applications, and cover letter, interviewing techniques, appropriate dress, job-holding practices and on-sites learning objectives. A review of factors relating to or contributing to job success, including motivation, attitude, human relations, leadership, personal, as well as, group relationships, and behavior. May be repeated for a total of four units (CSU)

Total certificate program= 22 UNITS
All Faculty members will need to meet Title 5 educational requirements to teach in this discipline which includes an A. S. degree with six years of experience or a B.S. degree with two years of experience or equivalent of both and to be ASE (Automotive Service Excellence) certified in Diesel Engine (T2), Preventive Maintenance (T8), Diesel Engine Tune-up (A9), and Alternative Fuel (F1). Additionally, all instructors will be required to complete a minimum of 20 hours per year of professional development in the areas of teaching as required by the National Automotive Technicians Education Foundation.

C. Planning Process

The Diesel Farm Machinery and Heavy Equipment Technician Certificate Diesel program is designed to prepare students for employment positions in the field of diesel technology and alternative fuels.

The program and curriculum were developed by local industry representatives. Internally the program was reviewed by the college’s Curriculum Committee, Academic Senate, the Board of Trustees, and the State Chancellor’s Office (see Attachment F for institutional approvals.

The college is building a new Career Technical Education (CTE) building and will be subsequently remodeling the existing auto technology building including new laboratories. This program will be housed in the remodeled auto tech building and will be equipped with the latest instructional equipment as recommended by faculty and the advisory committee members.

The classroom will be equipped with modern technology such as video image projectors, computer software, and lab activities. In addition, several local farm equipment dealers and farmers have pledged to provide to support the Diesel Farm Machinery and Heavy Equipment Technician Certificate Program with instructional materials, student field trips, and heavy equipment donations for instruction.
Consistent with all CTE programs on campus, the new Diesel Farm Machinery and Heavy Equipment Technician Certificate program will have two advisory committee meetings annually. The fall semester will include a certification that the curriculum either maintains current with industry needs or recommendations where adjustments are made. Curriculum modifications will be processed through the Curriculum committee. The spring advisory meeting includes a performance review of the program in terms of success rates, employment, completions, and other performance data.

**Student Support**

Students in this program will have access to the full spectrum of student support and services available to all students including: Tutoring service, Diesel /Automotive sources, library support, counseling, financial aid, and disabled student services where applicable. Faculty will have administrative support through the Dean of Economic and Workforce Development and a Staff Secretary for the Department of Industrial Technology. Instructional support will be provided by a state-of-the-art laboratory being built for this program to open in the fall 2015 semester. Extensive outreach and input was done to the advisory committee and industry to ensure that the new building remodeled lab is equipped with the technology needed by local industry.

The proposed format of the program, as recommended by industry, will have a positive effect on the institution by producing students and graduates with the essential skills and experience to compete on the job market. The program will be institutionalized and funded out of a general fund which ensures its continuity. Consistent with all CTE programs, the program will subject to bi-annual evaluation of performance by the curriculum committee, the Academic Senate, and the Board of Trustees.

**D. Evidence of Institutional Support to Demonstrate the Continuance of Quality Standards**
This new Diesel Program will be taught by adjunct faculty but a new full-time faculty position will be requested through the traditional faculty prioritization process. The College’s Academic Senate undergoes a yearly faculty prioritization for new faculty. Positions are hired given budget limitations and institutional priorities. This new program will be integrated with the Automotive Technology Program.

It is unknown at this time how many faculty positions will be funded. Until a new faculty position is authorized, the program will be taught by adjunct faculty. All faculty will meet the minimum standards for hiring as specified by the California Community College system.

**Professional Development Workshops**

Professional development activities are also made available to all faculty including adjunct faculty.

The department maintains a membership in the California Automotive teachers Association and the Mobile Air Conditioning Society (MACS) and each year the full/part-time instructors attend the California Automotive Teachers Conference where they have an opportunity to exchange ideas with fellow automotive/diesel instructors.

The faculty attends at least one factory dealership workshop each year. General Motors, Ford, Honda, Toyota and others offer limited spaces to instructors for attendance workshops. These workshops are very beneficial as a way to strengthen the program with current industry trends and information.

**Program Funds**

The administrator for the program is the Dean of Economic and Workforce Development. His responsibilities include the administration of the Industrial Technology Department and Business. Clerical support is provided by a staff secretary to the Industrial Technology Department. In the fall 2015, the program is planning to move into its new remodel diesel lab. Equipment will be purchased from bond proceeds as new equipment. The college will be responsible for the maintenance and upkeep of the
program. Funds are allocated for adjunct faculty and instructional materials and office supplies through the general fund, and Perkins funds (See Attachment “E” – Program Funds).

In addition, most local farm equipment dealers and farmers are planning to provide support to the Diesel Program with instructional materials, student field trips, and heavy diesel equipment for instruction.

E. Evidence that the Institution has Received All Necessary Internal and External Approvals

The Diesel Program and Certificate have been approved by the College’s Curriculum Review Committee, the Academic Senate, the Board of Trustees, and the California Community College System Office.

F. Evidence that Each Eligibility Requirement Will Still Be Fulfilled

1. Authority

Imperial Valley College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Imperial Community College District. Imperial Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. This organization is recognized by the Commission on Postsecondary Accreditation and the U. S. Department of Education. The College is also accredited by the National Automotive Technicians Education Foundation, California Association of Alcohol and Drug Educators, California Board of Registered Nursing, California Board of Vocational Nurse and Psychiatric Examiners, Commission on Accreditation of Allied Health Education Programs, Commission on Peace Officers Standards and Training, California State Department of Education, and National Academy of Early Childhood Programs. (Imperial Valley College Catalog 2012-2013, Pg. 2; WASC/ACCJA Accreditation Certification).
2. Mission
The current mission statement is reviewed regularly, updated, and approved by the Board of Trustees. It is published in the General Catalog (Pg.8), Program Review and Planning documents, and on our college web site. The mission statement is considered a living document and defines the commitment of the College to achieving student learning. (Board Policy 1200 Board Resolution 12426)

3. Governing Board
A seven-member Board of Trustees is elected by district, and each Board member represents one of seven high school districts within the Imperial Community College District which governs Imperial Valley College. The board is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. The board members have no employment, family, or personal financial interest in the institution. A conflict of interest policy assures that any interests are disclosed and that they do not interfere with the impartiality of the governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Board Policies 2710; Administrative Procedures 2710) (Imperial Valley College Catalog 2012-2013, Pg. 5) (Board Members Profiles)

4. Chief Executive Officer
The Board selects and employs a chief executive officer through a broad-based hiring committee which screens and interviews candidates and recommends to the Board. The chief executive officer, whose primary responsibility is to the institution, possesses the authority to administer board policies. (Board Policy 2430; Administrative Procedures 2430; Resolution 12628; CEO Resume)

5. Administrative Capacity
Imperial Valley College: Diesel Technology Program

Imperial Valley College, in its policies and procedures, has always maintained that hiring of qualified staff with appropriate preparation and experience is of prime importance. The institution has sufficient staff to provide the administrative services necessary to support its mission and purpose. (See organizational charts) iii (Administrators’ Profiles) iv

6. Operational Status
Students are enrolled in a variety of courses that lead to certificates, associate degrees, and transfer.

The majority of courses are transferable and the curriculum is comprehensive. (See Background and Demographic data) (Imperial Valley College Fall 2011 Class Schedule, Pg. 3; Imperial Valley College 2011-2012 College Catalog, Pp. 6-7)v

7. Degrees
A significant number of educational offerings at Imperial Valley College are programs that lead to degrees. Imperial Valley College awarded 1,175 degrees and certificates to students completing programs of study during 2012-2013. (Chancellor’s Data Mart)

Students attending Fall 2013, indicated the following educational goals on their admissions applications:

<table>
<thead>
<tr>
<th>Obtain AA/AS and Trans to 4 yr</th>
<th>46.33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trans to 4 yr w/o AA/AS</td>
<td></td>
</tr>
<tr>
<td>4 year College for 4 year Coll Req</td>
<td></td>
</tr>
<tr>
<td>Obtain AA/AS w/o Transfer</td>
<td>13.50%</td>
</tr>
<tr>
<td>Obtain 2 yr Voc Degree w/o Trans</td>
<td></td>
</tr>
<tr>
<td>Earn Voc Cert w/o trans</td>
<td>17.12%</td>
</tr>
<tr>
<td>Career Interest and Goals</td>
<td></td>
</tr>
<tr>
<td>Prepare for new career/job skill</td>
<td></td>
</tr>
<tr>
<td>Advance in job/career</td>
<td></td>
</tr>
<tr>
<td>Maintain Cert/License</td>
<td></td>
</tr>
<tr>
<td>Ed Development</td>
<td>6.51%</td>
</tr>
</tbody>
</table>
8. Educational Programs

Imperial Valley College’s degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered. Every course outline contains course objectives that are achieved through class content, assignments, and activities. A regular and systematic assessment is being developed that will demonstrate that students who complete programs achieve these outcomes. (Imperial Valley College Catalog 2012-2013, Pg. 17, Pgs. 59-224; Course Outlines of Record - CurricuNet)

9. Academic Credit

IVC awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Academic credit is based on Title 5. Education, Section 6. California Community Colleges, Chapter 6. Curriculum, Subchapter 1. Programs, Courses and Classes, Article 1. Program, Course and Class Classification and Standards, Sections 55000-55202 (Imperial Valley College Catalog 2012-2013).

10. Student Learning Achievement

Every course outline of record (COR) currently includes learning objectives and student learning outcomes that are assessed by a variety of methods. The department faculty, department chairperson, and division dean assure that the course outline is followed regardless of the location or delivery system of the course. Review of course outlines also takes place through the Program Review and Planning process, the Curriculum Committee, and the articulation process. In addition, a systematic plan for continuous
program quality improvement to assess student learning outcomes for courses and programs and service areas has been developed by the College. (SLO Committee Minutes; Comprehensive Program Review) Board Action on Institutional Student Learning Outcomes, Resolution 13537).

11. General Education
Degree Programs are designed to incorporate a substantial component (30 – 35 units) of general education to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education, and is scrutinized for rigor and quality by the Curriculum Committee and the Academic Senate. (Imperial Valley College 2012-2013 College Catalog, Pp. 27-28; Course Outlines of Record)

12. Academic Freedom
The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community. The institution maintains an atmosphere in which intellectual freedom and independence exist. (Board Policy 4030; Administrative Procedures 4030; Imperial Valley College 2012-2013 College Catalog, Pg. 7)

13. Faculty
Imperial Valley College employs 143 full-time faculty and 173 part-time faculty (Fall 2013) who are qualified under state-mandated minimum qualifications to conduct the institution’s programs. Part-time faculty members also meet the state-mandated minimum qualifications. (Chancellor’s Data Mart) Faculty responsibilities are stated in the Board Policy Manual and in the Agreement between the Imperial Community
14. Student Services
Student services are comprehensive and accessible to all students. Student needs are met through services directed by the Vice President for Student Services. Imperial Valley College acknowledges the importance of providing appropriate student services and development programs to its diverse student populations in order to facilitate student success. A significant element of the College’s program development process is the anticipation of special needs of the target student population and the development of a plan to respond appropriately. These programs typically are designed based on applicable student development theory to include evaluation of program effectiveness. (See Background and Demographic Data) (Imperial Valley College 2012-2013 College Catalog, Pp 8-10; Imperial Valley College Fall 2013 Class Schedule, P. 68)

15. Admissions
Admission to IVC is governed by the laws of the State and such supplementary regulations as prescribed by the Board of Trustees. Every effort is made to ensure that access is facilitated in a fair and equitable manner. The admissions policies that have been adopted at Imperial Valley College are consistent with its mission and specify the qualifications of students appropriate for its programs. (Imperial Valley College 2012-2013 College Catalog, Pg. 13; Imperial Valley College Fall 2013 Class Schedule, Pg. 8; IVC Online Enrollment Application; Admissions Personnel Job Descriptions)

16. Information and Learning Resources
Imperial Valley College provides specific long-term access to sufficient information and learning resources and services to support its mission and all of its educational programs. Established budget procedures support the continuation of these information
and learning resources. (Imperial Valley College 2012-2013 College Catalog, pages 11-19) (Imperial Valley College Fall 2011 Class Schedule, Pg. 5)

17. Financial Resources
Financial planning supports institutional goals by reflecting the goals set in Program Review and Planning documents. The Planning and Budget Committee, which is a shared governance group, emphasizes that resource allocation be tied to the Program Review and Planning process. An annual budget is developed which reflects realistic assessments of resources available and accurate expenditure requirements. The District maintains adequate reserve levels for contingencies.

18. Financial Accountability
Every year, the District’s financial records are subjected to an independent audit by a certified public accountant. The audit covers all funds under the jurisdiction of the District, including such funds as Trust, and the Associated Student Body funds. The audit is certified and all exceptions are explained.

The audit firm employs as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. A copy of the budget and a copy of the audited financial statement are submitted to the Imperial County Office of Education and to the Chancellor’s Office. (District Budget Audit Information, which includes Financial Aid Audit Information)

19. Institutional Planning and Evaluation
Imperial Valley College develops an Educational Master Plan every three years. Program Review and the planning process is conducted every year, and the results are published in the Program Review and Planning documents. The planning cycle begins with a visioning process in the community and institutional goals are based on this broad based outreach effort. All members of the college community participate in this process which
documents intended improvements through stated institutional goals and objectives. Resource allocation is tied to the Program Review and Planning process. All areas of the college community assess progress toward achieving the stated goals and objectives through an annual assessment process. (Program Review and Planning Documents, SLO/PLO/SAO, Timeline, Matrix, and Templates.)

20. Public Information

Imperial Valley College publishes the following in the General Catalog:

- Official name, address(es), telephone number(s), and Web site address
- Educational mission
- Course, program, and degree offerings
- Academic calendar and program length
- Academic freedom statement
- Available financial aid
- Available learning resources
- Names and degrees of administrators and faculty
- Admissions requirements
- Student fees and other financial obligations
- Degree, certificates, graduation and transfer requirements
- Academic regulations, including academic honesty
- Nondiscrimination policy
- Acceptance of transfer credits policy
- Grievance and complaint procedures
- Sexual harassment policy
- Fee refund policy
- Other items relative to attending and withdrawing
- Up-to-date and precise public information is also published in the class schedule on the College Website.
• Students and the community are also kept informed of special projects and building programs through the visioning process and local print and media organizations.

• As of Fall 2011, all students were assigned an Imperial Valley College (imperial.edu) e-mail address and access to Live Outlook, by which the College and its staff can communicate directly to students.

(Imperial Valley College  2013-2014 College Catalog) (Board Policy 2340/2345; Administrative Procedures 2340/2345; News Clippings; Public Relations Plan) (Documentation regarding Live Outlook.)

21. Relations with the Accrediting Commission

The governing board provides assurance that the institution adheres to the eligibility requirements and accreditation standards and policies of the Commission. Imperial Community College District describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. (Board Policy 3200; Imperial Valley College Catalog 2012-2013, Page 7)

G. Evidence that each Accreditation Standard Will Still Be Fulfilled Specifically Related to the Change and that all Relevant Commission Policies are Addressed

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.
**Mission Statement:** Imperial Valley College’s mission statement clearly demonstrates the purpose of inclusivity across all levels of academic and career technical programs. Professional in trades are an essential component of our economy. Diesel Heavy Equipment and Alternative Fuel Technicians is the highest growth industry in Imperial Valley.

**Improving Institutional Effectiveness:** This program, consistent with all institutional CTE programs, is required to host two advisory committee meetings per year. At the fall meeting, the committee reviews curriculum needs. At the spring meeting, the committee reviews performance. The program is also subject to a bi-annual performance review pursuant to Ed Code, where completion and success rates are reviewed and placement rates, which provide a tangible benefit to students are also reviewed. Based on this information, the Board of Trustees must approve the continuation of the program or move towards discontinuance.

**Standard II: Student Learning Programs and Services**

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

**Instructional Programs**

The program has identified SLOs at the institutional levels and program levels. The collection of the SLO data to drive instructional progress will begin in 2014-2015 and will be used for improvement in core contents, objectives, and methodology. Advisory
committees are also essential components for instructional improvement to ensure that the curriculum is consistent with industry and business needs.

**Student Support Services:**

*The Spencer Library Media Center* is an integral part of the instructional goals of the College as described in its Mission Statement. Learning resources and tutoring, research instruction, and reference services are available to both students and faculty. The Library provides learning resources, research instruction, and reference services to all students. The librarians, the Library technicians, and other staff are scheduled to provide maximum availability for students and faculty.

*Library resources* consist of print, electronic, audiovisual, and microform resources. There are 65,411 books, 17,000 electronic books, 80 print periodical subscriptions, 27,427 electronic full-text periodicals, and 2108 units of the New York Times on microfilm, in addition to a growing collection of videos and DVDs. In the four fiscal years 2007-2010, the Library collected 4,230 books and other information resources, which represents a 6.4% increase in the size of the collection, not including electronic full-text periodicals. A complete inventory of the entire book collection was conducted in the summer of 2011. The Library’s Technical Processing Department is currently in the process of evaluating the results of that inventory. All resources may be located through the online catalog (OPAC).

The Library provides approximately sixty research computers, with Internet and database access, and one computer for students at the Circulation Desk dedicated to the catalog. Handicapped access is provided in the assistive technology lab in the Health Sciences Building. The library instruction room, Room 1502, currently provides twenty-two computers, a teaching computer, and an overhead projector.
The Study Skills Center was constructed as an addition to the Library (1500 building) in 1999/2000. The Study Skills Center has 32 tables and various group study and audiovisual viewing rooms. The Center also offers free tutoring and a series of study skills workshops every semester. Workshop topics range from time management and organizational skills to test taking techniques and library research skills, and varies by semester. (II C spring 11 classes tutored.xls) The Study Skills Center has adopted TutorTrac (II C http://www.tutortrac.com/ and Certificate of Authenticity), a web-based tutor and student log-in system, enabling the Center to keep accurate records of tutor and student time and to generate a variety of reports related to Center usage.

The Reading/Writing/Language Lab is housed in the 2600 Building. The Reading Lab has a Computer Lab with 42 student computers and two staff computers. The Reading Lab serves approximately 1200 developmental reading students every semester. The Writing Lab contains thirty-five student computers. The Lab is designed to help instructors across campus make greater use of our writing tutoring services. The Language Lab has two rooms containing a combined 66 computers: 64 for student use (including 1 DSP&S work station) and two for staff use. Language Lab computers are multimedia, offering digital audio and video, and internet access. Orientations are provided for all classes that use the lab as a classroom.

The Math Lab is housed in the 2500 building and offers a variety of services to students in lower math classes. Students may use the 46 computers (including one DSP&S work station) to work on homework assignments. Tutors are available to assist them, as well as to tutor students who come to the Lab individually for help with their various math classes. Teachers also use the Lab to conduct classes when the lesson requires access to a computer.
Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

*Human Resources:* The Human Resources office has facilitated a number of strategic, operational, and organizational changes aimed at increasing institutional effectiveness and planning processes. From the top down, the college has changed the way it looks at human capital needs. There is a more collective lens used to make personnel decisions and considerations for the Educational Master Plan. In fact, the staffing planning component of the Educational Master Planning Committee was seen as so critical to the district’s planning that a new shared governance committee (*Staffing Committee*) has been established. The committee affords the campus community a chance to provide input and make recommendations about staffing-related issues. The charge of the Staffing Committee includes four broad categories within its purview:

- Classification and Reclassification of District staff.
- Organizational Structure and Function.

Professional operational recommendations were received from a requested Financial Crisis and Management Assistance Team (FCMAT) visit. One of the key suggestions included the integration of an operational data store (ODS) to allow the compilation of a variety of “ready-made” human capital reports. Examples of reports include: evaluations listed by supervisor and dates; Department/Division staffing levels (by FTE); Staffing FTES to FTE ratios by division; Turnover; Salary information; Leave balances; etc. These easily accessed data reports will help the campus track staffing-related trends, forecasts
future human capital needs, and focus on alignment with other established institutional plans (Strategic Plan, Facilities Plan, Educational Master Plan, Technology Plan, etc.).

Technology Resources: Technology support for college-wide communications is on-going and evident in a wide variety of applications. The college web site is a continually changing and expanding source of information for employees, students, and community members. The self-service access to information, WEBSTAR, has become a primary source of information for students and faculty. Registration, class schedules, financial aid status, student account information, and student grades are accessible through the Web 24/7. In addition, instructors can print class rosters, post end-of-term grades, and create schedules, while students can add/drop classes, access transcripts, or pay fees online.

The Technology Planning Committee will be key to continued assurances that technology support does indeed meet the needs of all areas of the college. An active committee which meets regularly with a knowledgeable and involved membership is vital to the identification of college technology needs, the appropriate use of technology resources, and the on-going support of all aspects of student, staff and community access to the college’s information technology. The 2010-2015 Technology Plan will determine the growth and direction of technology at IVC over the next five years.

Physical Resources: Facilities and programs that support learning, teaching, and research through technology include online library services and student lab infrastructure. The Spencer Library Media Center offers an online catalog that is accessible to students from both on-campus and off-campus. In addition, students and faculty have access to multiple databases for searching periodicals and research related materials, a small computer/training lab, and OCLC, the inter-library loan system. The library and tutoring center also make use of technology through their automated student activity tracking program. The college supports a number of different student labs across campus
including the Math Lab, Language Lab, Business Labs, the Reading and Writing Lab, and a mobile computer lab with thirty stations for use in classrooms without computer access.

Financial Resources: The college has maintained short-term fiscal stability despite the State financial crisis of 2009-2011 with the assistance of a TRANS and reducing the college reserves to approximately 6%. The college does have a long-term fiscal stability issue due to the demands of the GASB 45 and the long-term State financial crisis.

Effort has gone into the program review process and has linked the process to the budget through an electronic automated system. Budget and Fiscal Planning Committee, a shared governance committee, continues to provide oversight and input into the budget planning process.

The college has reviewed all programs to optimize the resources available for student learning as evidenced by the state financial report CCFS 311, budgets, and services to students during the State fiscal crisis of 2009-2011. The audits and the Community Colleges Fiscal Services 311 Form indicate financial integrity in handling the finances of the college. Discussions have begun regarding budget allocation options as California and the College are faced with a new financial environment.

The college has implemented a program review process that addresses the needs of the entire campus in a systematic manner; program review is done in each department, results are shared with Educational Master Plan committee and Budget and Fiscal Planning Committee, and with commentary and recommendations forwarded to the Board of Trustees.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are
designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IVC utilizes a variety of processes to empower stakeholders to assist in the identification of core values, to help articulate goals and the tactics to achieve them, and to continually learn and improve. The creation of an environment that encourages innovation with the aim of improving pedagogic and support programs has been an important aspect in setting strategic perspective and in furthering institutional strategy via creation and implementation follow-up of specific policies and practices. As individuals within and without the institution come up with ideas to improve IVC, opportunities exist for participation in discussion, planning, and implementation. Though the college is a complex institution with diverse stakeholders who harbor sometimes competing and contentious viewpoints, evidence exists that the college provides for participatory governance as behooves a public college, particularly a community college.

IVC utilizes participatory governance to address its mission to enhance student learning. That is one of the primary missions of the institution. All of the above discussed processes are designed, ultimately, to tie into that mission. As the ideas regarding the enhancement of student learning move both vertically and horizontally through the organization, communication occurs. For example, if in a Division meeting, faculty discuss and determine that a change of prerequisites would improve student success, the matter is posed to Curriculum and Instruction for approval. The Academic Senate, through the sub-committee C&I, takes these matters under deliberation and makes recommendations to the Board. During the process, the Counseling Department has input and reaches to the students to advise them as to appropriate pathways to success through the curriculum set forth through the shared governance process. Similarly with issues such as enhancement of the physical plant of the school, an example would be
the new Science and Technology building, input and deliberation from the public helped determine the final decision. It is clear that the College has in place institutional mechanisms of shared governance that help advance the mission of enhanced student learning.
Endnotes

i IVC General Catalog 2012-2013 [http://www.imperial.edu/courses-and-programs/catalogs-and-schedules/]
ii Board Members Profiles [http://www.imperial.edu/about/college-governance/board-of-trustees/board-members/]
iv [http://accreditation.imperial.edu/docs/2013/Eligibility%20Requirements/07%20ER5%202012-2013%20General%20Catalog,%20p.%205%20-%20Administrator%20Profiles.pdf]
v IVC Schedule of Classes Fall 2013 [http://www.imperial.edu/students/printable-schedules/]
vi CurricuNet [http://www.curricunet.com/imperial/]
vii Board Policies [http://www.boarddocs.com/ca/caiccd/Board.nsf/Public]
viii IVC Schedule of Classes Fall 2013 [http://www.imperial.edu/students/printable-schedules/]
Attachment A

Industrial Technology Mission Statement
Industrial Technology Philosophy Objectives:

To ensure our philosophy, our focus is on the following overall objectives:

1. Provide training in careers for high market demand industries by remaining cognizant of current and future industry employment opportunities.

2. Provide excellent motivational and pragmatic training in a highly qualified and individualized training program.

3. Encourage students to excel as individuals by building a supportive growth environment.

4. Developing positive attitudes of respect towards work.
Attachment B

Advisory Committee Meeting Minutes
Imperial Valley College

Automotive Technology Program
Local Program Advisory Committee

UNADOPTED MINUTES
Thursday, April 26, 2012

BUSINESS/INDUSTRY REPRESENTATIVES

| Carlos Araiza, Gonzo Machine Shop | Jose Perez, J&D Auto Repair |
| Marco Aranda, O'Reilly Auto Parts | Miguel Perez, Rogers and Rogers Toyota |
| Taylor Coldwell, Rogers & Rogers Toyota | John Rahiotis, Car Quest Auto Parts |
| Daniel Lamas, D & L Automotive | Arturo Rodriguez, O'Reilly's Auto Parts |
| Alex Moralez, Schaeffer's Specialized Lubricant | Juan C. Trujillo, O'Reilly's Auto Parts |
| Jeff Watts, O'Reilly's Auto Parts |

IMPERIAL VALLEY COLLEGE REPRESENTATIVES

| Frances Arce-Gomez, Staff Secretary | Jose Plascencia, Counselor |
| Jose Lopez, ITEC Department Chair | Ricardo Pradis, Automotive Technology Instructor |
| Joe Espinoza, Student Employment Specialist | Patricia Robles, Administrative Secretary |
| David Martinez, Adjunct Instructor | Nancy Sanchez, Tool Room Technician |

I. MEETING CALLED TO ORDER BY ALEX MORALEZ AT 11:55 AM.

II. WELCOME
All in attendance were welcomed by Alex Moralez.

III. INTRODUCTIONS
Alex Moralez introduced himself and gave a brief history of the Automotive Advisory Committee. He stated that in the past the committee was very active and accomplished the following:

- Had a strong committee with up 52 members
- Attended board meetings when VATEA monies were going to other departments
- Bought a lot of materials
- Upgraded shop equipment

All committee members introduced themselves.

IV. APPROVAL OF DECEMBER 8, 2011 MINUTES
M/S/C Miguel Perez/John Rahiotis to approve minutes as submitted.
V. **DIESEL TECHNOLOGY CERTIFICATE**

Carlos Araiza is currently in the process of creating a Diesel Technology Certificate. He has written a first draft and wanted some feedback from the committee. They discussed the following:

- There is a high demand for diesel courses
- There are good employment opportunities in the diesel field
- Some industry employees are retiring and companies are in need of new employees
- Some diesel students have parents who are farmers
- Some companies are offering to take student volunteers
- The diesel program will increase enrollment
- There is a big demand for qualified mechanics
- There is a shortage of diesel mechanics
- Diesel trucks will need to be equipped with catalytic converters
- Old semi trucks will not be accepted in California

Mr. Araiza also asked the committee if it was a good idea to create a Diesel Technology Certificate.

M/S/C Greg Stevenson/Juan C. Trujillo to have Carlos Araiza create a Diesel Technology Certificate.

VI. **WIA PROGRAM SMOG TECHNICIAN**

Jose Lopez informed the committee that the WIA Smog Technician classes are currently in progress. The following was discussed:

- The students participating in the WIA Smog Program will earn 17 units of credits
- The students participating the WIA Smog Program have to complete 522 hrs of internship training
- The internship training hours will be completed by October 2012
- One smog machine was purchased with WIA funds

VII. **DISCUSSION AND APPROVAL OF 2012-2013 PERKINS REQUESTS ($22,100)**

M/S/C Miguel Perez/Arturo Rodriguez to approve Perkins funds be used to fund the following requests:

- Professional Development $4,000
- Student Fieldtrips $2,000
- Projectors $3,600
- Equipment, Testers, and Tools $10,000
- Media $2,500

VIII. **AUTOMOTIVE TECHNOLOGY PROGRAM STATUS (NATEF)**

The automotive faculty reported the following:

- The deficiencies in the NATEF report were addressed
- Each semester the automotive class schedule is flexible
- Courses are taught in the day, evening, and on weekends

IX. **GOOD OF THE ORDER**

The Automotive Service Excellence testing was discussed. The Automotive Program is no longer hosting the ASE testing. Due to the requirements being changed there is currently no space available for testing.

Daniel Llamas stated that electrical knowledge is needed for all automotive equipment.

Jose Plascencia informed the committee that Cal Grants for vocational educational students are available. Mr. Plascencia also stated that Cal Grant C is for vocational educational students.

Ricardo Pradis thanked the committee for taking the time to attend the meeting.
X. **NEXT MEETING**
The next meeting will be scheduled for fall 2012

X. **THE MEETING WAS ADJOURNED BY ALEX MORALEZ AT 12:50 PM**
Imperial Valley College

AUTOMOTIVE TECHNOLOGY
Local Program Advisory Committee

UNADOPTED MINUTES

WEDNESDAY, OCTOBER 3, 2012

Industrial Technology
Room 1101

BUSINESS/INDUSTRY REPRESENTATIVES PRESENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marco Aranda</td>
<td>O’Reilly Auto Parts</td>
</tr>
<tr>
<td>Ed Brown</td>
<td>Jordan/Central Implement Co.</td>
</tr>
<tr>
<td>George Caldwell</td>
<td>Rogers &amp; Rogers Toyota</td>
</tr>
<tr>
<td>Angel Castaneda</td>
<td>Napa Auto Parts</td>
</tr>
<tr>
<td>Taylor Codwell</td>
<td>Rogers &amp; Rogers Toyota</td>
</tr>
<tr>
<td>Jose Felix</td>
<td>Rogers &amp; Rogers Toyota</td>
</tr>
<tr>
<td>Abraham Guluarte</td>
<td>Consolidated Electrical Distributors</td>
</tr>
<tr>
<td>Marco Aranda</td>
<td>Jesus Lopez, Jesus Shop</td>
</tr>
<tr>
<td>Ed Brown</td>
<td>Rafael Martinez, Pep Boys</td>
</tr>
<tr>
<td>George Caldwell</td>
<td>Francisco Melendrez, O’Reilly Auto Parts</td>
</tr>
<tr>
<td>Angel Castaneda</td>
<td>Alex Morales, Schaeffer Oils (Chair)</td>
</tr>
<tr>
<td>Taylor Codwell</td>
<td>Jose Preciado, Rogers &amp; Rogers Toyota</td>
</tr>
<tr>
<td>Jose Felix</td>
<td>Dennis Sprang, Snap-on Tools</td>
</tr>
<tr>
<td>Abraham Guluarte</td>
<td>Brian Stranahan, Matco Tools</td>
</tr>
</tbody>
</table>

IMPERIAL VALLEY COLLEGE REPRESENTATIVES PRESENT

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos Araiza</td>
<td>Auto Tech Instructor</td>
</tr>
<tr>
<td>Ronnie Garrie</td>
<td>Auto Tech Instructor</td>
</tr>
<tr>
<td>Jorge Guluarte</td>
<td>Tool Room Technician</td>
</tr>
<tr>
<td>Jose Lopez</td>
<td>ITEC Department Chair</td>
</tr>
<tr>
<td>David Martinez</td>
<td>Auto Tech Instructor</td>
</tr>
<tr>
<td>Jim Pendley</td>
<td>Retired Instructor</td>
</tr>
<tr>
<td>Jose Perez</td>
<td>Auto Tech Instructor</td>
</tr>
<tr>
<td>Joe Espinoza</td>
<td>Student Employment Instructor</td>
</tr>
<tr>
<td>Ricardo Pradis</td>
<td>Auto Tech Instructor</td>
</tr>
<tr>
<td>Nancy Sanchez</td>
<td>Tool Room Technician</td>
</tr>
<tr>
<td>Patricia Robles</td>
<td>Administrative Secretary (Recorder)</td>
</tr>
<tr>
<td>Efrain Silva</td>
<td>Dean of Economic &amp; Workforce Development</td>
</tr>
<tr>
<td>Jose Velasquez</td>
<td>Building Construction Tech Instructor</td>
</tr>
</tbody>
</table>

I. Call to Order
The meeting was called to order by Alex Morales at 11:58 am.

II. Welcome
Alex Morales welcomed the new members.

III. Introductions
All members present introduced themselves.

IV. Approval of April 26, 2012 Minutes
M/S/C Marco Aranda/Alex Morales to approve the minutes of April 26, 2012 as presented.
V. Approval of Diesel Program (Carlos Araiza)

M/S/C Dennis Brown/Marco Aranda to approve the proposed Diesel Program as modified and with the opportunity for further changes.

Carlos Araiza gave an update on the new proposed Diesel Program Certificate Program.

HISTORY: Carlos Araiza reported that two years ago diesel classes were taught at IVC through a One Stop program. He was then able to begin obtaining industry contacts, such as dealers and farmers.

BUDGET: The program allowed for the purchase of some start-up equipment. Alex Morales liked that tools were provided to the students at the completion of the program; however, due to uncertainties with the budget, we are not sure if we would be able to do this. Efrain Silva said that if there were a new opportunity to apply for another Workforce Investment Act (WIA) training program grant in Diesel, that we would apply; however, he stated that WIA funding has been reduced significantly and he does not believe another such opportunity will arise soon.

CURRICULUM: Carlos Araiza said that the Diesel Program will include more than just repair; it will include familiarization with the entire system and how it works. Ed Brown would like to add a hydraulic component. Although replacing equipment has become more popular than repairing, students still need to know how to diagnose problems and fix them. Taylor Codwell would like to add an alternative fuels component.

Efrain Silva referred everyone to a handout that listed the required courses (22 units) and the course descriptions. General Ed courses are not required, since it will not be offered as a degree program. Jose Lopez said that students should be able to complete the program in as little as three semesters. Students will be required to complete an internship. Marco Aranda thinks the Employment Readiness course is extremely important.

Dennis Sprang said that some of the proposed course titles should align better with ASE certifications.

STUDENTS: Carlos Araiza reported that there is a high demand for diesel courses. Ed Brown added that some of these courses will be beneficial to current employees, companies could pay for their employees course fees. Students will range from beginners to intermediate to advanced. In the end, students should be finishing the program prepared to pass the ASE exam in this area. Dennis Sprang reminded everyone that students would be finishing as entry-level technicians, not as journeyman technicians, but if they work they can get service credit towards a journeyman technician program, so this is a great start for those that would like to continue past this program. It was mentioned that companies want the students to have basic knowledge and they like to train them further themselves.

TIMELINE: Jim Pendley asked for a timeline. Efrain Silva said that this advisory committee would have to approve the final proposed Diesel Technology program. Then it would go to the IVC Curriculum Committee, the IVC Academic Senate, the ICCD Board, the CA State Chancellor’s Office, and the Commission of Accreditation. The goal is to begin the program by fall 2013.
VI. Automotive Technology Program Update

New Certificates
*M/S/C Francisco Melendrez/Marco Aranda to proceed with changing the Automotive Technology certificate program to include the following certificates:

1. Engine Repair and Machinist
2. Brakes, Suspension, Steering and Wheel Alignment
3. Engine Performance and Drive Specialist
4. Automotive Transmissions
5. Electrical/Electronics and Air Conditioning

Program Update
Proposed Modifications to Automotive Program (Outline and Timeline)
Jose Lopez said that about 10-14 Auto Tech classes are offered per semester. He said that we have a flexible schedule, offering courses in the day, evening, and weekends.

Efrain Silva explained that the current program is too long (39 units). This has caused our completion rate to be very low. There is a proposal to break down the current Auto Tech Program into smaller programs. The revised program would offer several program options, each about 18 units. Jose Plascencia stated that the California State Chancellor’s Office has a requirement of the minimum number of units that a certificate program must have; therefore, we are unable to offer a certificate program with less than the requirement.

Dennis Brown thinks the certificate program breakdown is a good idea. However, he would like to keep the degree program as is. He also would like the titles of the programs to mirror the ASE titles.

NATEF Certification
Efrain Silva thanked the Automotive Technology faculty members for their assistance in getting IVC NATEF certified. He also thanked the staff that helped clean up the shop. Ricardo Pradis thanked the administration, faculty, counselors, and advisory committee for their assistance. Certificates were given to two of the NATEF evaluators, Rafael Martinez and Jesus Lopez.

ASE Exams
Efrain Silva reported that IVC is now an ASE test center and the 1st exam will be given today at 1pm. Students can go to the ASE website to register for an exam.

VII. Validation of Automotive Program Curriculum
Efrain Silva informed the members that this committee must approve the curriculum and/or make recommendations for revisions. Changes to the curriculum cannot go forward without this committee’s approval.

VIII. Industry Input

Automotive Collision Repair
Alex Morales would like to bring the Auto Body program back. Efrain Silva stated that due to the current budget situation, at this time we cannot bring it back.

IX. Good of the Order

New CTE Building
Efrain Silva said that construction has begun on the new CTE Building, which should be ready for use by fall 2014. After Welding moves to the new building, the current Welding area will be used for the new Diesel Technology program. The Auto Tech lab will also be remodeled.

X. Next Meeting
No discussion.

XI. Adjourn
The meeting was adjourned at 12:57 pm by Alex Morales.
Attachment C

Labor Market Information
LABOR MARKET INFORMATION AND ANALYSIS

In California the projection for diesel mechanics and diesel farm equipment mechanic is estimated at 22,100 and the projected 23,500 giving a total number of employment opening of 1400 with additional opening due to net replacement of 5,100 from 2008-2018 with a total annual job opening of 650 for diesel engine and for heavy equipment mechanic 900. The annual for this occupation is $47,935 with an hourly mean $22.51. These numbers were gathered for 2008-2018 (EDD). About the Imperial Valley, the labor occupation with fastest job % growth is the occupation on farm heavy equipment technician, from a projected year 2008-2018 with estimated employment of 70 and projected 130, with a 60 on demand, an estimated 85% more required (EDD).
Imperial County Profile

About this area:
Imperial County is located in the southeast corner of California. Surrounding counties include San Diego on the west and Riverside to the north. The Colorado River forms the eastern boundary of Imperial and the Arizona-California border. Imperial’s southern border is shared with Mexico. The major east-west thoroughfare is Interstate 8, which begins in San Diego and travels east to Arizona; state routes 78 and 111 also figure importantly in the county’s transportation system.

EMPLOYMENT AND WAGES

Unemployment Rate and Labor Force (Not Seasonally Adjusted)

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Labor Force</th>
<th>No. of Employed</th>
<th>No. of Unemployed</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imperial County</td>
<td>2013</td>
<td>May</td>
<td>78,800</td>
<td>59,300</td>
<td>17,500</td>
</tr>
</tbody>
</table>

More Areas Historical Data Get More Info (Data Library)

Employment by Industry (Not Seasonally Adjusted)

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Industry Title</th>
<th>No. of Employed</th>
<th>Unemployment Rate</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>May</td>
<td>Total Wage and Salary</td>
<td>58,300</td>
<td>29.100</td>
</tr>
<tr>
<td>2013</td>
<td>May</td>
<td>Total Nonfarm</td>
<td>47,200</td>
<td>42,600</td>
</tr>
<tr>
<td>2013</td>
<td>May</td>
<td>Service Providing</td>
<td>150</td>
<td>34.9</td>
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<tr>
<td>2013</td>
<td>May</td>
<td>Total Private</td>
<td>24,500</td>
<td>33.3</td>
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</table>

More Historical Data Get More Info (Data Library)

Occupations with Fastest Job Growth (% change)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Estimated Year - Projected Year</th>
<th>Employment Estimated</th>
<th>Employment Change Number</th>
<th>Employment Change Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobile Heavy Equipment Mechanics, Except Engines</td>
<td>2013-2014</td>
<td>70</td>
<td>130</td>
<td>60</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>2013-2014</td>
<td>300</td>
<td>440</td>
<td>140</td>
</tr>
<tr>
<td>Nursing, Psychiatry, and Home Health Aides</td>
<td>2013-2014</td>
<td>430</td>
<td>580</td>
<td>150</td>
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<tr>
<td>Purchasing Agents</td>
<td>2013-2014</td>
<td>60</td>
<td>80</td>
<td>20</td>
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<tr>
<td>Interviewers, Except Eligibility and Loan</td>
<td>2013-2014</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>

More Get More Info (Data Library)

Projections of Employment by Industry

High Wage Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Year</th>
<th>Time Period</th>
<th>Hourly Mean</th>
<th>25th</th>
<th>75th</th>
<th>90th</th>
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</thead>
<tbody>
<tr>
<td>Pharmacists</td>
<td>2012</td>
<td>1st Qtr</td>
<td>$79.58</td>
<td>$59.51</td>
<td>$95.86</td>
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<tr>
<td>Chief Executive</td>
<td>2012</td>
<td>1st Qtr</td>
<td>$76.70</td>
<td>$61.08</td>
<td>$98.28</td>
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<tr>
<td>Physicians and Surgeons, All Other</td>
<td>2012</td>
<td>1st Qtr</td>
<td>$73.93</td>
<td>$56.05</td>
<td>$78.98</td>
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<td>Dentists, General</td>
<td>2012</td>
<td>1st Qtr</td>
<td>$71.81</td>
<td>$43.84</td>
<td>$57.07</td>
<td></td>
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<tr>
<td>Software Developers, Applications</td>
<td>2012</td>
<td>1st Qtr</td>
<td>$66.42</td>
<td>$47.13</td>
<td>$57.82</td>
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More Get More Info (Data Library)

ECONOMIC INDICATORS

Building Permits (US Census Bureau)

<table>
<thead>
<tr>
<th>Type of Permit</th>
<th>Year</th>
<th>Time Period</th>
<th>No. of Permits</th>
<th>Total Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Family</td>
<td>2012</td>
<td>Annual</td>
<td>186</td>
<td>$4,237,703</td>
</tr>
<tr>
<td>Single Family</td>
<td>2012</td>
<td>Annual</td>
<td>211</td>
<td>$4,973,783</td>
</tr>
</tbody>
</table>

More Areas Historical Data

Consumer Price Index (US BLS & Calif. DIR)

<table>
<thead>
<tr>
<th>Area</th>
<th>Time Period</th>
<th>Consumer Price Index 2011</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>Annual</td>
<td>229.6</td>
<td>2.1</td>
</tr>
<tr>
<td>California</td>
<td>Annual</td>
<td>238.2</td>
<td>2.2</td>
</tr>
</tbody>
</table>

More Areas Historical Data Get More Info (Data Library)

7/18/2013
Median Price of Existing Homes Sold (DQnews)

<table>
<thead>
<tr>
<th>Year</th>
<th>Time Period</th>
<th>Type</th>
<th>Median Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Apr</td>
<td></td>
<td>$130,000</td>
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</tbody>
</table>

State Revenues by Source

<table>
<thead>
<tr>
<th>Tax Type Description</th>
<th>Year</th>
<th>Time Period</th>
<th>Tax Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholic Beverage Taxes and Fees</td>
<td>2011</td>
<td>Annual</td>
<td>$346,000,000</td>
</tr>
<tr>
<td>Bank and Corporation (income) Taxes</td>
<td>2011</td>
<td>Annual</td>
<td>$7,949,000,000</td>
</tr>
<tr>
<td>Cigarette Tax</td>
<td>2011</td>
<td>Annual</td>
<td>$895,077,000</td>
</tr>
<tr>
<td>Horse Racing (Parimutuel) License Fees</td>
<td>2011</td>
<td>Annual</td>
<td>$15,838,000</td>
</tr>
<tr>
<td>Estate, Inheritance and Gift Taxes</td>
<td>2011</td>
<td>Annual</td>
<td>$0</td>
</tr>
</tbody>
</table>

Taxable Sales (Calif. Board of Equalization)

<table>
<thead>
<tr>
<th>Year</th>
<th>Time Period</th>
<th>Sales Type Description</th>
<th>Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Annual</td>
<td>Retail</td>
<td>$2,181,800</td>
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</table>

POPULATION AND CENSUS DATA

Population

<table>
<thead>
<tr>
<th>Area</th>
<th>Year</th>
<th>Time Period</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td>Imperial County</td>
<td>2011</td>
<td>Annual</td>
<td>California Dept of Finance</td>
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</table>

Measures of Income

<table>
<thead>
<tr>
<th>Income Type</th>
<th>Year</th>
<th>Time Period</th>
<th>Income</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Capita Personal income - BEA</td>
<td>2011</td>
<td>Annual</td>
<td>$26,351</td>
<td>177,057</td>
</tr>
<tr>
<td>Total Personal income - BEA</td>
<td>2011</td>
<td>Annual</td>
<td>$56,010,684</td>
<td>177,057</td>
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</table>

County-to-County Commute Patterns (US Census Bureau)

<table>
<thead>
<tr>
<th>Year</th>
<th>Time Period</th>
<th>Area of Residence</th>
<th>Area of Work/Fees</th>
<th>Number of Workers</th>
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<tbody>
<tr>
<td>2000</td>
<td>Census</td>
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<td>Imperial County, CA</td>
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<tr>
<td>2000</td>
<td>Census</td>
<td>Yuma County, AZ</td>
<td>Imperial County, CA</td>
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<td>2000</td>
<td>Census</td>
<td>Imperial County, CA</td>
<td>Yuma County, AZ</td>
<td>796</td>
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<tr>
<td>2000</td>
<td>Census</td>
<td>San Diego County, CA</td>
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<td>2000</td>
<td>Census</td>
<td>Imperial County, CA</td>
<td>Riverside County, CA</td>
<td>699</td>
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</table>

JOB OPENINGS & TRAINING PROVIDERS

Job Openings from JobCentral National Labor Exchange

Training Providers in Area

Provider Name
- Imperial Valley Regional Occupational Program
- Union Truck Driving School
- Robert Morales Adult Education Center
- Central Union High School District, Adult
- Imperial Valley College

Provider Type
- Schools with Occupational Programs (ROP)
- Apprenticeship, Business, Career, & Tech Schools
- Schools with Occupational Programs (ROP)
- Schools with Occupational Programs (ROP)
- Community Colleges (two-year school)

Related Links
- View Employers By Occupation
- View Employers By Industry
- Local Area Comparisons
### Training Program Summary

**Agricultural Mechanics & Equipment/Machine Technology**

A program that prepares individuals to maintain and repair specialized farm, ranch, and agricultural business power equipment and vehicles. Includes instruction in the principles of diesel, combustion, electrical, steam, hydraulic, and mechanical systems and their application to the maintenance of terrestrial and airborne crop spraying equipment; tractors and hauling equipment; planting and harvesting equipment; cutting equipment; power sources and systems for siles, irrigation and pumping equipment; dairy, feeding and, shearing; operations; and processing systems.

### Training Providers for Agricultural Mechanics & Equipment/Machine Technology in California

<table>
<thead>
<tr>
<th>Provider Name</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modesto Junior College</td>
<td>Agricultural Mechanics &amp; Equipment/Machine Technology (NEW)</td>
</tr>
<tr>
<td>Amador County Regional Occupational Program</td>
<td>Agricultural Mechanics &amp; Equipment/Machine Technology (NEW)</td>
</tr>
<tr>
<td>Julian Union High School District</td>
<td>Agricultural Mechanics &amp; Equipment/Machine Technology (NEW)</td>
</tr>
<tr>
<td>Mountain Empire Unified School District</td>
<td>Agricultural Mechanics &amp; Equipment/Machine Technology (NEW)</td>
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<tr>
<td>San Diego County ROP Warner Unified School District</td>
<td>Agricultural Mechanics &amp; Equipment/Machine Technology (NEW)</td>
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</table>

### Occupations for Agricultural Mechanics & Equipment/Machine Technology in California

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Estimated Year - Projected Year</th>
<th>Employment Estimated and Projected</th>
<th>Employment Change</th>
<th>Minimum Educational Requirement</th>
<th>View Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aircraft Mechanics and Service Technicians</td>
<td>2010 - 2020</td>
<td>12,000</td>
<td>12,700</td>
<td>700</td>
<td>5.6 Post secondary vocational training</td>
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<tr>
<td>Farm Equipment Mechanics</td>
<td>2010 - 2020</td>
<td>3,300</td>
<td>3,600</td>
<td>300</td>
<td>9.1 Post secondary vocational training</td>
</tr>
<tr>
<td>Mobile Heavy Equipment Mechanics, Except Engines</td>
<td>2010 - 2020</td>
<td>13,500</td>
<td>15,300</td>
<td>1,800</td>
<td>13.3 Post secondary vocational training</td>
</tr>
</tbody>
</table>
Bus and Truck Mechanics and Diesel Engine Specialists in Imperial County

May also be called: Diesel Mechanics; Farm Equipment Engine Mechanics; Fleet Mechanics; Medium and Heavy Truck Mechanics; Tractor Trailer Mechanics.

What Would I Do?

Diesel-powered engines are more efficient and durable than their gasoline-burning counterparts. These powerful engines are standard in our nation’s trucks, locomotives, and buses and are becoming more prevalent in light vehicles, including passenger vehicles, pickups, and other work trucks.

Bus and Truck Mechanics and Diesel Engine Specialists repair and maintain heavy duty vehicles used in transportation and elsewhere. As bus fleets convert to technology for cleaner emissions, Mechanics must maintain engines running on alternate fuel, such as compressed natural gas, liquefied natural gas, or propane. Some work mostly on diesel engines or equipment such as farm machines, ships, locomotives, and compressors and pumps used in oil well drilling and irrigation. In construction, Mechanics work on equipment, such as cranes, power shovels, bulldozers, paving machines, earthmovers, and graders. Others repair diesel-powered passenger vehicles or vehicles powered by biodiesel, hybrid-electric, fuel cells, gasoline, or propane.

Mechanics’ duties vary with shop policy as well as the type of equipment they work on. In engine-building shops, some Mechanics repair and adjust engines to restore them to good working order. Others retrofit or replace engines and exhaust systems to reduce emissions to meet environmental regulations. Mechanics who work in garages or heavy equipment shops usually have more varied duties. They may work on engines, transmissions, differentials, chassis, brakes, steering gears, and front ends for both conventional and alternative fuel vehicles. They also work on motors, compressors, and hydraulic and electrical systems. They dismantle, clean, repair, retool, assemble, and test the equipment according to manufacturers’ manuals and specifications.

Tools and Technology

Mechanics work has become increasingly complex as vehicles are using alternative fuels and more electronic components. To perform their duties, Mechanics use a variety of tools, such as gauges; hand-held or laptop computers; electric, pneumatic, hydraulic, and computer-based diagnostic tools. They also use oscilloscopes, voltmeters, ammeters, chimmeters, frequency and special generators, and common hand tools like hammers. As technologies become more advanced in alternative fuel vehicles, additional tools and test equipment may be required.

Green Economy(1)

Bus and Truck Mechanics and Diesel Engine Specialists will play an important role in the emerging green economy. They will assist in reducing the environmental impacts of vehicle emissions while increasing fuel efficiency.

IMPORTANT TASKS AND RELATED SKILLS

Each task below is matched to a sample skill required to carry out the task.

<table>
<thead>
<tr>
<th>Task</th>
<th>Skill Used in this Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use hand tools such as screwdrivers, pliers, wrenches, pressure gauges, and precision instruments, as well as power tools such as pneumatic wrenches, lathes, welding equipment, and jacks and hoists.</td>
<td>Mechanical</td>
</tr>
<tr>
<td>Perform routine maintenance such as changing oil, checking batteries, and lubricating equipment and machinery.</td>
<td>Equipment Maintenance</td>
</tr>
<tr>
<td>Adjust and reline brakes, align wheels, tighten bolts and screws, and reassemble equipment.</td>
<td>Multilimb Coordination</td>
</tr>
<tr>
<td>Raise trucks, buses, and heavy parts or equipment using hydraulic jacks or hoists.</td>
<td>Manual Dexterity</td>
</tr>
<tr>
<td>Test drive trucks and buses to diagnose malfunctions or to ensure that they are working properly.</td>
<td>Troubleshooting</td>
</tr>
<tr>
<td>Inspect, test, and listen to defective equipment to diagnose malfunctions, using test instruments such as hand held computers, motor analyzers, chassis charts, and pressure gauges.</td>
<td>Equipment Selection</td>
</tr>
<tr>
<td>Examine and adjust protective guards, loose bolts, and specified safety devices.</td>
<td>Near Vision</td>
</tr>
<tr>
<td>Inspect and verify dimensions and clearances of parts to ensure conformance to factory specifications.</td>
<td>Visualization</td>
</tr>
<tr>
<td>Inspect, test, and listen to defective equipment to diagnose malfunctions, using test instruments such as hand held computers, motor analyzers, chassis charts, and pressure gauges.</td>
<td>Judgment and Decision Making</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Labor Occupational Information Network (O*NET)

Working Conditions

Bus and Truck Mechanics and Diesel Engine Specialists normally work in well-lit, ventilated shops that can be drafty, greasy, and noisy. Some Mechanics work outdoors in all kinds of weather and may need to travel to repair vehicles on the road. Mechanics may lift heavy parts and tools, handle greasy and dirty parts, and stand or lie in awkward positions while making repairs. They may work as a team or be assisted by an apprentice or helper when doing heavy work, such
FARM EQUIPMENT MECHANICS AND SERVICE TECHNICIANS: CALIFORNIA

Occupation Description
Diagnose, adjust, repair, or overhaul farm machinery and vehicles, such as tractors, harvesters, dairy equipment, and irrigation systems. Excludes "Bus and Truck Mechanics and Diesel Engine Specialists"

Career Video
View the career video: Farm Equipment Mechanics

Additional videos and more information available on CareerOneStop.

State and National Wages

<table>
<thead>
<tr>
<th>Location</th>
<th>Pay Period</th>
<th>19%</th>
<th>25%</th>
<th>Median</th>
<th>75%</th>
<th>90%</th>
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</thead>
<tbody>
<tr>
<td>United States</td>
<td>Hourly</td>
<td>$10.84</td>
<td>$13.45</td>
<td>$16.71</td>
<td>$20.40</td>
<td>$24.09</td>
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<tr>
<td>United States</td>
<td>Yearly</td>
<td>$22,500</td>
<td>$28,000</td>
<td>$34,600</td>
<td>$42,600</td>
<td>$50,100</td>
</tr>
<tr>
<td>California</td>
<td>Hourly</td>
<td>$11.08</td>
<td>$15.27</td>
<td>$19.20</td>
<td>$23.71</td>
<td>$27.92</td>
</tr>
<tr>
<td>California</td>
<td>Yearly</td>
<td>$23,000</td>
<td>$31,800</td>
<td>$39,000</td>
<td>$49,300</td>
<td>$58,100</td>
</tr>
</tbody>
</table>

Occupation Wages FAQs
Median Wage by Occupation Across States
Compare Wages by Occupation and Local Area
Compare Wages by Metropolitan Areas

State Data Source: California Occupational Wages

State and National Trends

<table>
<thead>
<tr>
<th>United States</th>
<th>Employment</th>
<th>Percent Change</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Equipment Mechanics and Service Technicians</td>
<td>32,000</td>
<td>37,300</td>
<td>+13%</td>
</tr>
</tbody>
</table>
Training Program Summary

Diesel Mechanics Technology/Technician

Diesel Mechanics Technology/Technician is a program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain diesel engines in vehicles such as automobiles, buses, ships, trucks, railroad locomotives, and construction equipment, as well as stationary diesel engines in electrical generators and related equipment.

Provider Name
Quality College Inc
West Hills College
Cathedral Valley Automotive & Machinist Joint Apprenticeshio Committee
College of the Redwoods
Bakersfield College
Stockdale High School
Citrus College
Harbor Occupational Center
Long Beach City College
Merced College
Golden West College
Cmc Automotive Training School, Inc.
American River College
American River College
Barstow Community College
Palomar College
San Diego Miramar College
San Diego County ROP SOCDEFCCS
Shasta College
Santa Rosa Junior College
San Bernardino County Regional Occupational Program
Kern High School District Regional Occupational Program
International Association of Machinists and Aerospace Workers, No. 2182
College of Alameda
Palomar Community College District
Central County Occupational Center - Metropolitan Education District

Program Name
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician
Diesel Mechanics Technology/Technician

Occupations for Diesel Mechanics Technology/Technician in California

| Occupation Title | Projected Estimated Year | Employment | Employment Change | Minimum Educational | View
|------------------|--------------------------|------------|-------------------|---------------------| insults
| Bus and Truck Mechanics | 2010 - 2020 | 19,000 | 21,000 | 2,000 | 15.3 Post secondary vocational training | View Video

The Employment Development Department is an equal opportunity employer/program.
Auxiliary aids and services are available upon request to individuals with disabilities.
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Attachment D

Courses Outlines of Record
DIVISION: Economic and Workforce Development

DATE: May 02, 2013

COURSE TITLE: Employment Readiness

COURSE NO.: WE 201

UNIT: 1

LEC HRS. 18.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:
A course that may be taken as a stand-alone or as a companion course related to WE 210 or WE 220. Skills development in the areas of job search, employer contact, résumé writing, applications and cover letter, interviewing techniques, appropriate dress, job-holding practices and on-site learning objectives. A review of factors relating to or contributing to job success, including motivation, attitude, human relations, leadership, personal, as well as, group relationships, and behavior. (CSU)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:
Letter Grade or Pass/No Pass

IV. STUDENT LEARNING OUTCOMES:
Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:
1. Identify and accomplish four on-the-job learning objectives for new or expanded learning. (ILO 1, 2, 3, 4)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":
Upon satisfactory course completion, the course, students will be able to:
1. Experience orientation, receive their job placement and establish individual job objectives.
2. Demonstrate an understanding of the requirements and expectations of private and public employers.
3. Demonstrate an understanding of the role of motivation on the workplace.
4. Demonstrate an understanding of how attitudes influence job performance.
5. Demonstrate knowledge of the importance of the importance of human relations in the workplace.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

<table>
<thead>
<tr>
<th>CORE CONTENT</th>
<th>APPROX. % OF COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job placement</td>
<td>20.00%</td>
</tr>
<tr>
<td>Requirements and expectations of private and</td>
<td>20.00%</td>
</tr>
<tr>
<td>public employers</td>
<td></td>
</tr>
<tr>
<td>Motivation in the workplace</td>
<td>20.00%</td>
</tr>
<tr>
<td>Job performance</td>
<td>20.00%</td>
</tr>
<tr>
<td>Human relations in the workplace</td>
<td>20.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

VIII. INSTRUCTIONAL METHODOLOGY:
Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:
Out-of-class:
1. Prepare and type an error-free resume. 2. Assemble an "Employment Preparation" portfolio.

Reading and Writing:
1. Read “Job Hunting Handbook” carefully and complete responses. 2. Write a three-paragraph autobiography.

X. TEXTBOOK(S) AND SUPPLEMENT(S):
Attachment E

Automotive Budget 2013-2014
## FYRODTL - Operational Ledger Detail Report

**FY/PRD:** 14 - 13  
**REV:** Y  
**BEN:** Y  
**FUND:** 11%  
**ORGN:** 334  
**ACCT:**  

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<tr>
<th>FUND</th>
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<th>ACCT</th>
<th>PROG</th>
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<tbody>
<tr>
<td>11001</td>
<td>334</td>
<td>1110</td>
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<td>Instruction Regular Salaries</td>
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<td>$0.00</td>
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<td>($1,694.34)</td>
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<td>11001</td>
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<td>6190</td>
<td>Non-teach Faculty Off Schedule COLA</td>
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<td>6190</td>
<td>Chair/Coordinator Salaries</td>
<td>$0.00</td>
<td>$14,572.65</td>
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<td>Adjunct Faculty Salaries</td>
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<tr>
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<td>3110</td>
<td>0900</td>
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<td>H&amp;W - Certificated Instructional</td>
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<td>334</td>
<td>3411</td>
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<td>H&amp;W - Certificated Noninstructional</td>
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<td>3510</td>
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<td>SUI - Certificated</td>
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<td>SUI - Certificated Non instruction</td>
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<td>$7.68</td>
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<td>($7.68)</td>
</tr>
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<td>11001</td>
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<td>3611</td>
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<td>Workers' Comp - Certificated Non in</td>
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</tr>
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<td>11001</td>
<td>334</td>
<td>4220</td>
<td>0900</td>
<td>Magazines, Periodicals, CD's</td>
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<tr>
<td>11001</td>
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<td>0900</td>
<td>Copying/Printing</td>
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<td>4460</td>
<td>0900</td>
<td>Office Supplies</td>
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<td>$42.12</td>
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<td>4465</td>
<td>0900</td>
<td>Auto Repair Parts</td>
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<td>Travel - Staff Conferences</td>
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**Automotive Tech**  

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### FYRODTL - Operational Ledger Detail Report

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| 11502| 334  | 4320 | 0900 | Instructional Supplies and Material    | $8,793.00 | $2,470.09  | $531.12 | $5,791.79 |

| 11502| 334  | 4320 | 0900 | Instructional Supplies and Material    | $8,793.00 | $2,470.09  | $531.12 | $5,791.79 |

| 11502| 334  | 4320 | 0900 | Instructional Supplies and Material    | $8,793.00 | $2,470.09  | $531.12 | $5,791.79 |

| 11502| 334  | 4320 | 0900 | Instructional Supplies and Material    | $8,793.00 | $2,470.09  | $531.12 | $5,791.79 |

| 11502| 334  | 4320 | 0900 | Instructional Supplies and Material    | $8,793.00 | $2,470.09  | $531.12 | $5,791.79 |

| 11502| 334  | 4320 | 0900 | Instructional Supplies and Material    | $8,793.00 | $2,470.09  | $531.12 | $5,791.79 |

| 11502| 334  | 4320 | 0900 | Instructional Supplies and Material    | $8,793.00 | $2,470.09  | $531.12 | $5,791.79 |

| 11502| 334  | 4320 | 0900 | Instructional Supplies and Material    | $8,793.00 | $2,470.09  | $531.12 | $5,791.79 |

| 11502| 334  | 4320 | 0900 | Instructional Supplies and Material    | $8,793.00 | $2,470.09  | $531.12 | $5,791.79 |

**Report Total**  

|        |        |        |        |                                      | $83,085.63 | $83,745.25 | $531.12 | -$1,190.74 |
Attachment F

Institution Approvals

- Curriculum Committee
- Academic Senate
- Board of Trustees
- California Community College Chancellor’s Office
I. Opening of the Meeting

A. Call to order

Michael Heumann called the regular meeting of the Imperial Valley College Curriculum Committee to order at 3:05 pm on Thursday, December 6, 2012.

B. Approval of the Minutes

1. Regular Meeting of November 15, 2012

M/S (Gilison/Aguirre) to approve the minutes of the November 15, 2012, regular meeting of the Curriculum Committee, as presented. The motion carried.

C. Student Learning Outcomes – Sydney Rice

We are at 100% SLO Identification for active courses. There have been changes in all departments; part time faculty are on board and working on SLO’s, revisions and assessments. PLO identification process is almost complete; 3 PLO’s are being identified for degrees and certificates; working on putting a link in the electronic catalog program pages to course CORs. The PLOs will be added to the major sheets hopefully by the next catalog printing. Training on assessments coming next semester; will be looking at identification and assessment terminology.

Efrain Silva – with the identification of PLOs the descriptions for apprenticeship programs were looked at and will undergo revision.

Sydney – this has been an opportunity to look at programs using the data to make revisions.

II. Action Items

A. Credit Courses

1. Revised Courses

   a. ENGL 226 – Introduction to Mythology (3)
b.  HUM 226 – Introduction to Mythology (3)

*M/S (Gilison/Drury)* to approve the revision of the textbooks for ENGL 226 and HUM 226, effective Spring 2013, as presented. The motion carried.

c.  MATH 081 – Beginning Algebra (4)
d.  MATH 091 – Intermediate Algebra (5)

*M/S (Aguirre/Gilison)* to approve the revision of the core content for MATH 081 and MATH 091, effective 2013-2014, as presented. The motion carried.

2.  New Courses

a.  AU T 140 – Diesel Engine Maintenance and Repair (5)
b.  AU T 165 – Diesel Preventive Maintenance and Inspection (5)
c.  AU T 285 – Alternative Fuels for Diesel Engine (4)

*M/S (Aguirre/Drury)* to approve the addition of AU T 140, AU T 165, and AU T 285, to the credit curriculum, effective 2013-2014, as presented. The motion carried.

B.  Degrees and Certificates

1.  Revised Degrees and Certificates

a.  Administration of Justice for Transfer Major Degree
b.  Administration of Justice Degree and Certificate
c.  Agricultural Business Management Degree and Certificate
d.  Agricultural Crop Science Certificate
e.  Agricultural Science Degree
f.  Alcohol and Drug Studies Degree and Certificate
g.  Anthropology Degree
h.  Art Degree
i.  Automotive Technology Degree and Certificate
j.  Behavioral Science Degree
k.  Building Construction Technology Degree and Certificate
l.  Building Construction Technology: Carpentry Specialization Certificate
m.  Building Construction Technology: Concrete Masonry Specialization Certificate
n.  Business Accounting Technician Degree and Certificate
o.  Business Administration for Transfer Degree
p.  Business Administration Degree
q.  Business Administrative Assistant Degree and Certificate
r.  Business Financial Services Degree and Certificate
s.  Business Management Degree and Certificate
t.  Business Marketing Degree and Certificate
u.  Business Office Technician Degree and Certificate
v.  Child Development Degree
w.  Child Development – Administration Specialization Certificate
x.  Child Development – Associate Teacher Certificate
y.  Child Development – Infant/Toddler Specialization Certificate
z.  Child Development – School Age Specialization Certificate
aa.  Cisco CCNA Discovery Degree and Certificate
ab.  Communication Studies for Transfer Degree
ac.  Communication Arts Degree
ad.  Computer Information Systems Degree
ae.  Computer Science Degree
af.  Court Services Specialist Certificate
ag. Dental Assistant Degree and Certificate  
ah. Early Childhood Education for Transfer Degree  
ai. Electrical Technology: Electrical Wiring Specialization Certificate  
aj. Electrical Technology: Electronics Specialization Certificate  
ak. Electrical Technology: Solar Energy Specialization Certificate  
al. Emergency Medical Services Degree and Certificate  
am. English for Transfer Degree  
an. English Degree  
ao. ESL Program  
ap. Fire Technology Degree and Certificate  
aq. Firefighter I Certificate  
ar. French Degree  
as. General Science Degree  
at. History Degree  
au. Human Relations Degree and Certificate  
av. Humanities Degree  
aw. Journalism Degree  
ax. Legal Assistant Degree and Certificate  
ay. Life Science Degree  
az. Mathematics for Transfer Degree  
ba. Mathematics Degree  
bb. Medical Assistant Certificate  
bc. Multimedia and Web Development Degree and Certificate  
dd. Music Degree  
de. Nursing – R.N. (Associate Degree)  
en. Nursing – V.N. (Vocational) Degree and Certificate  
eg. Pharmacy Technician Degree and Certificate  
bh. Physical Education Degree  
bj. Physical Science Degree  
bk. Psychology Degree  
bl. Social Science Degree  
bn. Spanish – Native Speaker Degree  
bm. Spanish – Non-Native Speaker Degree  
bo. Water Treatment Systems Technology Degree and Certificate

M/S (Gilison/Drury) to approve the addition of PLO’s to the above degrees and certificates a. thru bo., effective 2012-2013, as presented. The motion carried.

2. New Certificate

a. Diesel Farm Machinery and Heavy Equipment Technician Certificate

M/S (Aguirre/Drury) to approve the addition of the Diesel Farm Machinery and Heavy Equipment Technician Certificate to the credit programs, effective 2013-2014, as presented. The motion carried.

Daniel Gilison asked if the previously requested moratorium on new programs was lifted since the passing of Prop 30. Kathy clarified that even though Prop 30 passed we need to be careful with program creation going forward.

Leticia Pastrana asked how maintenance of the equipment for this certificate would be provided. Efrain stated that Perkins funding would be used to maintain the equipment.
III. Discussion Items

The letter from ACCJC included in the agenda packet was discussed. The commission stated that the request for DE programs were approved pending additional information on pedagogy training for faculty.

IV. Information Items

1. AAT/AST Degrees and C-ID (Memo) – Kathy Berry

Follow up from discussion at the last meeting (11/15/12) regarding the transfer degrees and C-ID.

Kathy reviewed important deadlines as noted below from the memo:

TIMELINE TO AMEND ACTIVE AA-T AND AS-T DEGREES
The initial set of AA-T and AS-T implementation instructions permitted community colleges to self-certify that courses listed by the college on the AA-T and AS-T TMC template aligned with the C-ID descriptor. It also permitted the use of course-to-course articulation with one California State University in lieu of an approved C-ID descriptor. In an effort to assure statewide articulation and to better align the implementation of AA-T and AS-T degrees, colleges are now required to adopt C-ID descriptors where applicable. Colleges may no longer use articulation in lieu of an approved C-ID descriptor. Articulation will only be permitted if no C-ID descriptor exists. Colleges will need to review and amend all active AA-T and AS-T degrees where “self-certification” of C-ID was used and where course-to-course articulation was used in lieu of a C-ID descriptor.

NEW AA-T AND AS-T DEGREE APPROVAL PROCESS
Effective January 1, 2013, all AA-T and AS-T proposals submitted to the Chancellor’s Office for review and approval must demonstrate that courses included in the degree have been submitted for C-ID numbers, where descriptors exist. The course’s C-ID number may be in pending or final status. Articulation may only be used for courses where no C-ID descriptor exists.

REPLACE SELF-CERTIFICATION WITH C-ID EXISTING AA-T AND AS-T DEGREES
By June 1, 2013, for any existing AA-T and AS-T degrees that included a self-certification that a course or courses matched a C-ID descriptor, colleges are required to submit those courses for C-ID approval where descriptors exist.

REPLACE ARTICULATION WITH AA-T AND AS-T WITH PENDING C-ID NUMBERS
By June 1, 2014, colleges must replace all course-to-course articulation used for all AA-T and AS-T degrees by showing that all course(s) have awarded pending or final C-ID status. Articulation may only be used where no C-ID descriptor is available. The Chancellor’s Office will begin deactivating all noncompliant AA-T and AS-T degrees beginning June 2014 that do not have approved C-ID numbers for courses where descriptors exist.

V. Other Items

None

VI. Next Regular Meeting: JANUARY 17, 2013, 3:05pm in the Board Room.

VII. The meeting adjourned at 3:22 p.m.
**Agenda Item Details**

**Meeting**  Feb 20, 2013 - Board of Trustees Regular Meeting, 6:00 P.M.

**Category**  9. ACADEMIC SERVICES

**Subject**  9.3 Resolution No. 15525: Major, Certificate, Course Additions and Deletions

**Type**  Action

WHEREAS, new programs, deleted programs and new courses within the programs have been approved by the Curriculum Committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations. All factors, taken as a whole, support the establishment and maintenance of the proposed instructional programs and courses.

BE IT RESOLVED that the Board approves the recommendation of the Curriculum Committee (12/06/12) and the Academic Senate (02/06/13), with the consent of the Superintendent/President, as follows:

**New Credit Courses**

AU T 140 – Diesel Engine Maintenance and Repair (5)

AU T 165 – Diesel Preventive Maintenance and Inspection (5)

AU T 285 – Alternative Fuels for Diesel Engine (4)

**New Certificate**

Diesel Farm Machinery and Heavy Equipment Technician Certificate

[22013 - Academic Services - Diesel Farm Machinery and Heavy Equipment Technician Program Narrative - 12-06-12.pdf (298 KB)]

**Motion & Voting**

Resolution No. 15525: Major, Certificate, Course Additions and Deletions

Motion by Rudy Cardenas, second by Louis Wong.

Final Resolution: Motion Carries

Yes: Juanita Salas, Rudy Cardenas, Jerry Hart, Karla Sigmond, Steve Taylor, Louis Wong

Not Present at Vote: Romualdo Medina
05/02/2013

ADMIN, IMPERIAL VALLEY
College CIO
IMPERIAL VALLEY

Dear Colleague:

In compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor, the California Community Colleges Chancellor’s Office Academic Affairs Division has reviewed and approved the following instructional program:

**CURRICULUM INVENTORY RECORD**

| College: 031 |
| Credit Status: Credit |
| Program Title: Diesel Farm Machinery and Heavy Equipment Technician |
| Program Award: Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units |
| Program Control Number: 31878 |
| TOP Code: 094700 |
| Program Goal(s): Career Technical Education (CTE) |

For a program to be recognized by the U.S. Department of Education, the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) must approve the program as a substantive change. Once a program is approved by the California Community Colleges Chancellor’s Office (CCCCO), colleges must follow the steps outlined in the ACCJC Manual (www.accjc.org). Please note: colleges are not eligible to collect state apportionment or federal support for granting this award without first receiving approval from the Chancellor’s Office and the ACCJC.

For questions regarding this review please submit your written inquiry to curriculum@cccoco.edu.

Sincerely,

Academic Affairs Division
California Community Colleges Chancellor’s Office