

IMPERIAL COMMUNITY COLLEGE DISTRICT



EDUCATIONAL MASTER PLAN

2008 - 2009

IMPERIAL COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

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INTRODUCTION

Imperial Valley Community College District has embarked upon a new planning process. This inclusive process, involving all campus constituents, is designed to allow the District to keep pace with the teaching and learning demands of the Information Age. The Information Age demands a change in the planning paradigm. No longer can an institution of higher learning focus only on the teaching franchise that concentrates exclusively on teaching and awarding of course credits and degrees. Such an institution must also add the learning franchise to the teaching franchise. The learning franchise provides access to the learning systems demanded by the Information Age. As information, knowledge bases, scholarly exchange networks, Web 2.0 strategies, blogging, news exchanges, and other mechanisms for delivery of learning become prominent, Imperial Valley College must develop planning strategies that allow it to keep pace with the learning franchise demands of the current century. It is also imperative that the college develop programs and services to keep pace with the workforce demands and economic developments needs of the 21st century. It is to address these 21st century needs that Imperial Valley College and its campus constituents have embarked upon a planning process that will be reviewed and updated annually while being completely overhauled every six years.

The impetus of this new sustainable planning process adopted by the Board of trustees, the administration, the faculty, and the staff of Imperial Valley College was the opportunity which presented itself in the form of an accreditation warning status from the Western Association of Schools and Colleges. In a letter dated January 31, 2008, the Accrediting Commission for Community and Junior Colleges, of the Western Association of Schools and Colleges, issued the aforementioned warning and made recommendations based on "deficiencies noted" by the accrediting team which assessed Imperial Valley College in the fall of 2007. Most notably in the recommendations was the following: "The team recommends the college take action to incorporate program review and comprehensive master planning. . .with systematic planning and budgeting processes to effectively align college resources with priority college goals." Through the spring and summer of 2008, a wide cross section of the IVC family came together in a cooperative spirit to do what was necessary to satisfy this recommendation and most importantly to design a planning process that will drive course and program development and budget allocation. This new sustainable effort will allow the District to better serve our students and the greater community.

The new planning process was initiated in late spring and early fall of 2008. The process began by bringing constituent groups together in informal discussions followed by formal participatory governance meetings, to assess the planning processes of the college, and to determine the strengths, weaknesses, opportunities, and threats facing Imperial Valley College in the coming years. Those involved in the process began by examining the elemental levels of the state of the then current planning process and by striving to determine what planning processes would serve to provide resources to meet the priority goals of the college. The review of the planning process at that point in time revealed a variety of planning processes, but with no systemized planning method. Consequently, some plans were actualized while others failed to produce results. The review of the planning processes further discovered that resources are not allocated for priority projects because they had been appropriated without reference to the planning process. This resulted in what has been referred to as a yo-yo or roller coaster effect. Some of the time things were done well; other times they were not. Some division and department projects were funded and others were not. The rationale for funding one project over another was unclear. The allocation and planning processes were further complicated when the District would find itself in a reactive mode due to statewide or local economic crises.

The discovery process resulted in a new planning process that began by generating an environmental scan, conducting a student survey, creating program reviews by various departments, taking part in SWOT (Strength/Weakness/Opportunity/Threat) exercises. All of these planning activities are being incorporated into the new planning process with more systematic methodology and more definite timelines. The new planning process is clarified on the pages that follow.

The Educational Master Plan explained on the following pages is an interim plan designed to create a bridge between the way planning was previously done at IVC and the new sustainable and inclusive planning process. The Educational Master Plan being launched in the fall semester is a pilot incorporating new procedures based on data crucial to generating effective program reviews, and including the best elements of participatory governance in order to create workable and worthy prioritized goals for the college. The planning process includes the incorporation of all necessary resources needed to meet prioritized goals. This pilot Educational Master Plan will be assessed so that the planning process is refined as the college leadership and constituent representatives continue to act on ideas for “systematic and sustainable planning.” The goal of this new process is to include continuous quality review of the planning process and implementation.

The planning process on the pages that follow begins with the mission, purpose, values, and goals of the district, followed by the institutional Student Learning Outcomes. The mission, purpose, values, goals, and student learning outcomes focus on the student learning franchise including expectations from the learning process at Imperial Valley College. The second section is a summary of the systematic Master Planning Process (including the role of the program review process, a timeline for implementation, and charts and explanations of how the process works and the alignment of the committees involved directly or indirectly in the process). Consideration of state regulations and codes as they pertain to the planning process are mentioned in the third section. The fourth section explains the procedure for evaluating the planning process after it has been activated so that the college generates “continuous quality improvement.” The fifth section includes the goals and objectives for the master plan, as determined by the current representatives of the constituent groups participating in the development of the new planning process. The goals and objectives of the planning process are followed by the results of the extensive environmental scan, the evaluation of the state-of-the-college found in the SWOT exercise, and a narrative summary of the aforementioned student survey.

This review of the Educational Master Plan process concludes with narrative summaries of departmental and division program reviews. These summaries are “Phase One” of the new planning process and will be completed annually as a major component of all future college plans. As the planning process develops, Phase Two Program reviews will be more thorough and complex and will be completed by each department and division every three years on a staggered basis.

College Mission, Purpose, Values, Goals, and Institutional Student Learning Outcomes

Mission

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

The mission statement was developed during the 2001-2002 academic year through the joint efforts of Imperial Valley College (IVC) representatives from all college employee groups and with input from business, industry, government, and the community at large. The mission statement was adopted by The Imperial Community College District (ICCD) Board of Trustees on May 22, 2002 and serves to define IVC, its purpose within the postsecondary education arena, its place in workforce and economic development, and its contribution to the structure and makeup of our community. The mission statement has been embraced by the college community and has come to serve as the foundation that defines and identifies its commitment to student achievement. From the mission statement, Institutional Student Learning Outcomes were developed by the college community and were adopted by the ICCD Board of Trustees on May 16, 2006. These SLO's--Communication Skills, Critical Thinking Skills, Personal Responsibility, Information Literacy, and Global Awareness--mirror our mission statement and serve as the vehicle for implementation.

Purpose

The purpose of Imperial Valley College is to serve as a provider of postsecondary academic and career technical education at the lower division level. The College provides for Associate Degrees and Certificates, Transfer education, Basic Skills and English proficiency, Economic and Workforce Development, Non-Credit Education, and Lifelong Learning opportunities. In addition, the College provides opportunities for the Imperial Valley community to participate in community projects and the arts, such as drama productions.

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

Values

The core values of Imperial Valley College are:

All people should have the opportunity to reach their full educational potential.

An educated citizenry is the basis for democracy.

A College should embrace diversity in all its forms.

A College should strive for innovation and creativity.

All people have the right to access quality higher education.

All people should have access to lifelong learning

Imperial Valley College Goals

The three overriding goals of Imperial Valley College are:

To increase student success;

To increase student retention;

To increase institutional effectiveness.

Imperial Valley College Student Learning Outcomes

As a result of their educational experience at Imperial Valley College, graduates will demonstrate:

- *Communication Skills*
- *Critical Thinking Skills*
- *Personal Responsibility*
- *Information Literacy*
- *Global Awareness*

THE MASTER PLANNING PROCESS

In order to complete a district-wide educational master plan, the college has undertaken a two-phase review process. Phase I requires an annual review of program goals and objectives, student learning outcomes, technology, staffing and other resource needs. All needs identified in Phase I must be justified, based on data analysis and must include budgetary estimates. Phase II consists of an in depth review of external and internal trend data, course curricula and goals, objectives and strategies. The comprehensive reviews will be completed every three (3) years on a staggered basis. Each year one-third of all departments shall complete Phase II of the review process, so that all departments will have reviewed their programs every three years. This comprehensive program review requires analysis of assessed progress based on various forms of evidence, and a review and revision as needed of program objectives.

Both the annual and comprehensive program reviews will be completed by each department and/or division each fall and will be reviewed by a newly formed Educational Master Planning Committee (EMPC) each January. Program reviews and annual resource need/evaluation reports will serve as the basis for the Educational Master Plan (EMP). The EMP will be submitted to the Superintendent/President in March and approved by the Board of Trustees in April. The educational Master Plan is incorporated into the District's Strategic Plan.

The Role of the Program Review Process

Program reviews begin at the program level and incorporate information from both internal data, such as program data, and external data, such as community input. Using the strategies and goals and objectives from the Institutional Planning Goals, an Administrative Services Program Review Summary, a Student Services Program Review Summary, an Academic Services Program Review Summary, and an Institutional Services (President's Office) Program Review Summary are generated and provided to the Educational Master Plan and Program Review Steering Committee. The Educational Master Plan and Program Review Steering Committee, while being guided by IVC's mission and the desire for improvement, set goals which are prioritized. These goals are divided into subsets: The Facilities Plan, the Fiscal Plan, the Technology Plan, and the Staffing Plan. This goal setting and prioritization is assessed and updated annually. The goals and priorities are then disseminated to the Strategic Planning Committee, which makes recommendations as to how and in what sequence those goals and priorities can be addressed within the constraints of available resources. All recommendations of this committee are submitted to the Superintendent/President for his or her consideration. After responding to the planning committees, the Academic Senate, and the College Council, the Superintendent/President presents his or her recommendations to the Board of Trustees for approval.

Annual Planning Timeline

The following timeline shows the deadlines for comprehensive master planning at Imperial Valley College:

October

- Research data delivered to Programs/Departments scheduled to complete Comprehensive (Phase II) Program Review

November

- Programs/Departments develop Comprehensive Program Review
- Annual (Phase I) Program Review completed by all Programs/Departments

December

- Programs/Departments develop Comprehensive Program Review
- Area Vice Presidents review Annual Program Review and submit to Educational Master Plan Committee (EMPC)

January

- Comprehensive Program Review Submitted to EMPC
- Educational Master Plan developed/updated

February

- Educational Master Plan submitted to Strategic Planning Committee
- Technology and Facilities Plan reviewed and updated based on input from EMPC
- Strategic Plan reviewed and updated based on input from EMPC
- Budget and Fiscal Planning Committee sets budget parameters (state budget restraints, etc.)

March

- Educational Master Plan submitted to Board of Trustees for adoption
- Strategic Plan submitted to Superintendent/President by Strategic Planning Committee
- Budget development begins

April

- Strategic Plan submitted to Board of Trustees for adoption

May

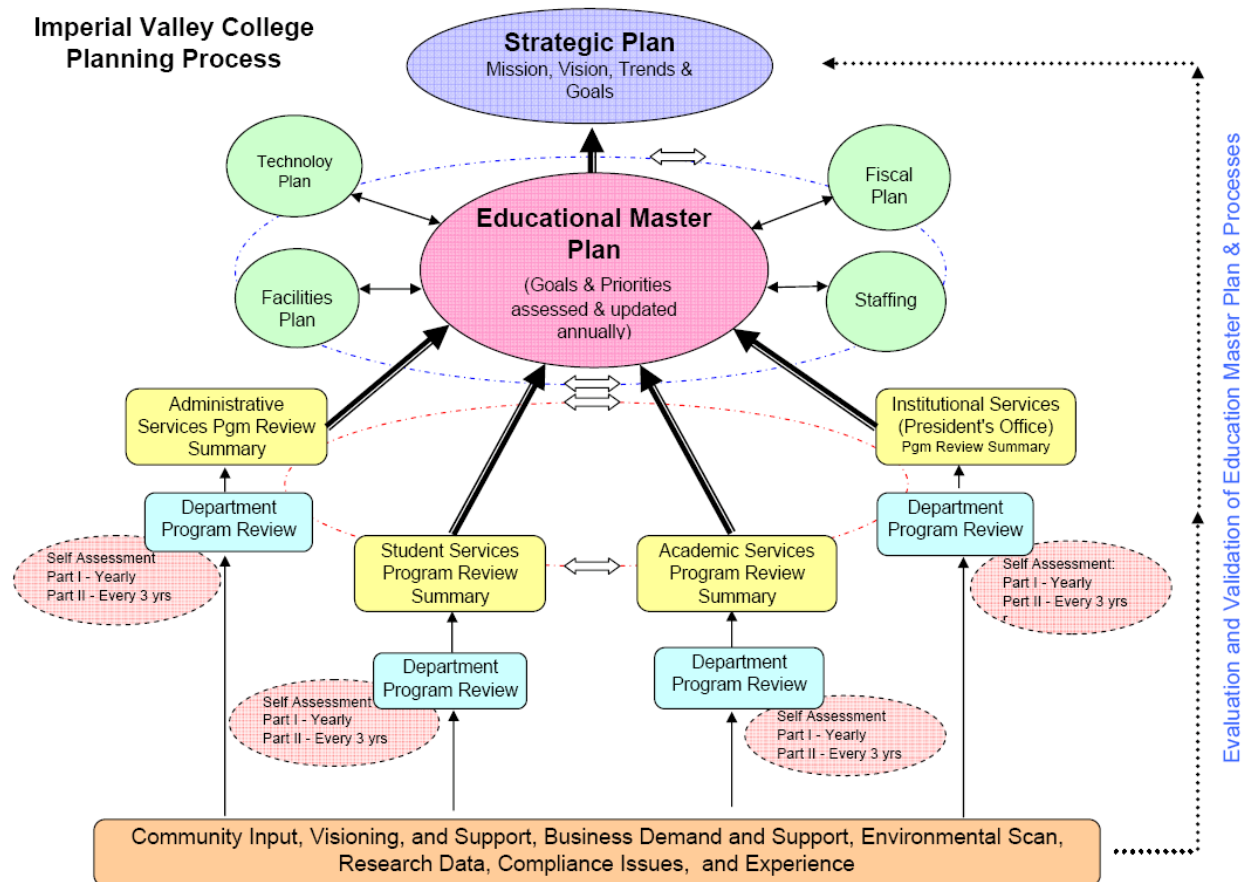
- Budget adopted by Budget and Fiscal Planning Committee

June

- Tentative budget approved by Board of Trustees

Integrating Educational Master Plan and Strategic Planning

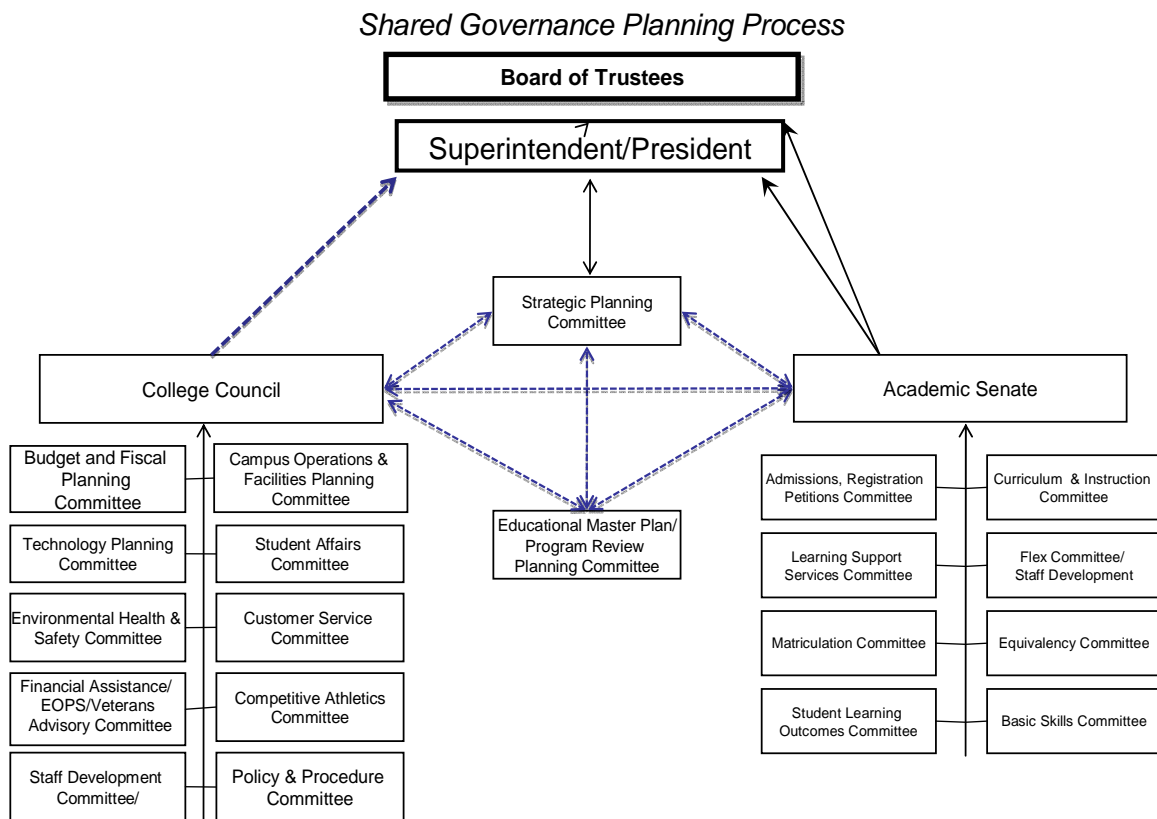
The graph below depicts the integration of the Educational Master Plan with the Facilities Plan, the Technology Plan, the Fiscal Plan, and the Staffing Plan. It also reflects the integration of the Educational Master Plan with the District's Strategic Plan.



The Strategic Plan will address how the District can best implement the planned improvements based on the institutional resources, required and desired timeframes, and final recommendations and strategies of the Educational Master Plan, all in line with the District's mission and vision. This will be accomplished through the IVC Planning Process (see IVC Planning Process diagram above) that starts with community input, environmental scan, and review of research data, which in turn are linked to the Educational Master Plan that is developed from program reviews that include student learning outcomes and input regarding the fiscal, technical, staffing, and facilities planning processes. The Strategic Plan is formally submitted every six (6) years to the Superintendent/President, corresponding with the college accreditation cycle. The Plan is reviewed and updated annually.

The strategic planning process is carried out by the Strategic Planning Committee, whose overarching goal is to ensure that the integrity of the planning process is maintained. The specific goal of the Strategic Planning Committee is to find the means to meet the short and long term prioritized goals of the District as determined by the comprehensive master planning

process. This goal will be achieved by assessing the stated priorities and the college resources (fiscal, personnel, technological, and so on) for achieving those priorities. The Strategic Planning Committee will submit recommendations and planned strategies to the Superintendent/President. The chart below shows the IVC committees and their organization involved in the shared governance process, specifically as that applies to the overall planning process.



Solid line – reporting process
Dotted Line – Information sharing

Created: September 12, 2008

State Regulations and Codes

The Educational Master Plan takes several laws and regulations into consideration, which have great influence on long term planning. Such laws and regulations include the 75% / 25% full-time/part-time ratio of faculty; the 50% law which requires that 50% of the operating costs be spent for instruction; enrollment caps which limit growth of the district; collective bargaining which determines various working condition issues; graduation requirements; prerequisite regulations; requirements for categorical programs.

Evaluation of Educational Master Plan and Process

The Educational Master Planning Process at Imperial Valley College begins with community input, visioning, business demand and support, environmental scans, research data, compliance issues, and experience. Those involved in this step should be asked the following questions:

- Was the information and data acquired using clear, reliable methods?
- Were the sources of the information and data appropriate? reliable? adequate?
- Are there any suggestions for improvement of any aspect of this part of the process?

Those taking part in Phase I of the Program Review Process should also respond to the following questions:

- Was the information and data supplied useful? adequate? clear? relevant?
- Was the data provided in a timely manner?
- Were the forms used for the process appropriate for the task?
- Were the forms used for the process workable or manageable?
- Was the timeline for completion of your task workable?
- Are there any suggestions for improvement of any aspect of these elements?

Those taking part in Phase II of the Program Review Process should also respond to the following questions:

- Was the data provided in a timely manner?
- Was the timeline for completion of your task workable?
- Are there any suggestions for improvement of any aspect of these elements?

Those taking part in creating the Program Review Summaries (Academic Services/Business Services/ Institutional Services /Student Services) should also respond to the following questions:

- Were the Program Reviews provided useful? workable? adequate? accurate?
- Was the timeline for completion of your task workable?
- Are there any suggestions for improvement of any aspect of this part of the process?

The members of the Educational Master Plan Committee should also answer the following questions:

- Were the Program Reviews provided useful? workable? adequate? accurate?
- Was the timeline for completion of your task workable?
- Are there any suggestions for improvement of any aspect of this part of the process?

The members of the Strategic Planning Committee should also be asked the following questions:

- Was the Educational Master Plan Report workable? adequate? clear? relevant?
- Was the timeline for completion of your task workable?

- Are there any suggestions for improvement of any aspect of this part of the process?

The Superintendent/President should also be asked the following questions:

- Was the Strategic Planning Report workable? adequate? clear? relevant?
- Was the timeline for completion of your task workable?
- Are there any suggestions for improvement of any aspect of this part of the process?

This evaluation step should be undertaken by those involved in each phase of the overall process immediately upon completion of that step. Therefore, one of the duties of each of those taking part in any particular phase is to complete an evaluation report, based on the questions pertinent to that phase, followed by a formal committee meeting to assess those reports and to determine what, if any, changes should be made to improve the process as a whole.

An Environmental Scan of Imperial County

An environmental scan of the community served by Imperial Community College District is presented over the next several pages of the Plan. This data will be used to help with the Program Reviews, both Phase I and Phase II.

Introduction

Imperial County is a rural agricultural area with a predominantly Hispanic population (78%). A unique characteristic of the area is the contrast of the small rural community (pop. 170,000) on the USA side adjacent to the large (pop. 1,000,000 plus) metropolitan city on the Mexican side. The dynamics of this relationship create both opportunities and challenges for the residents of Imperial Valley as well as for Imperial Valley College. Additionally, the increasing globalization of the economy dictates the importance of the need for both the college and local organizations to re-evaluate their current perspectives in order to adequately prepare the local population for the increasingly competitive job markets locally, nationally, and internationally.

It is equally important to have a thorough and complete understanding of the local conditions and forces that are the starting points for the students' development, education, and future success. This environmental scan provides an initial study of the current local trends as a means of strengthening the strategic planning of the institution. This report evaluates the existing economic, demographic, and educational environments as, and it provides a self-analysis through a SWOT (Strengths, Weakness, Opportunities, and Threats) study.

Environment

Imperial County has been undergoing a transformation from an economy with an agricultural base to one with a more diversified structure. This is a new look at the economic uses of the basic infrastructure: labor, water, and unused land available in Imperial County. For the first time, agricultural related occupations are not the primary source of labor in Imperial Valley (refer to local employment data). These new economic opportunities have encouraged the local businesses, political figures, and educational institutions to confront the need for technological expertise, an awareness of the effects of outside influences on the Imperial Valley, and the importance of collaboration for future success. This new philosophy creates opportunities for Imperial Valley College through re-evaluation of its core and ancillary services to meet present and future local and regional needs.

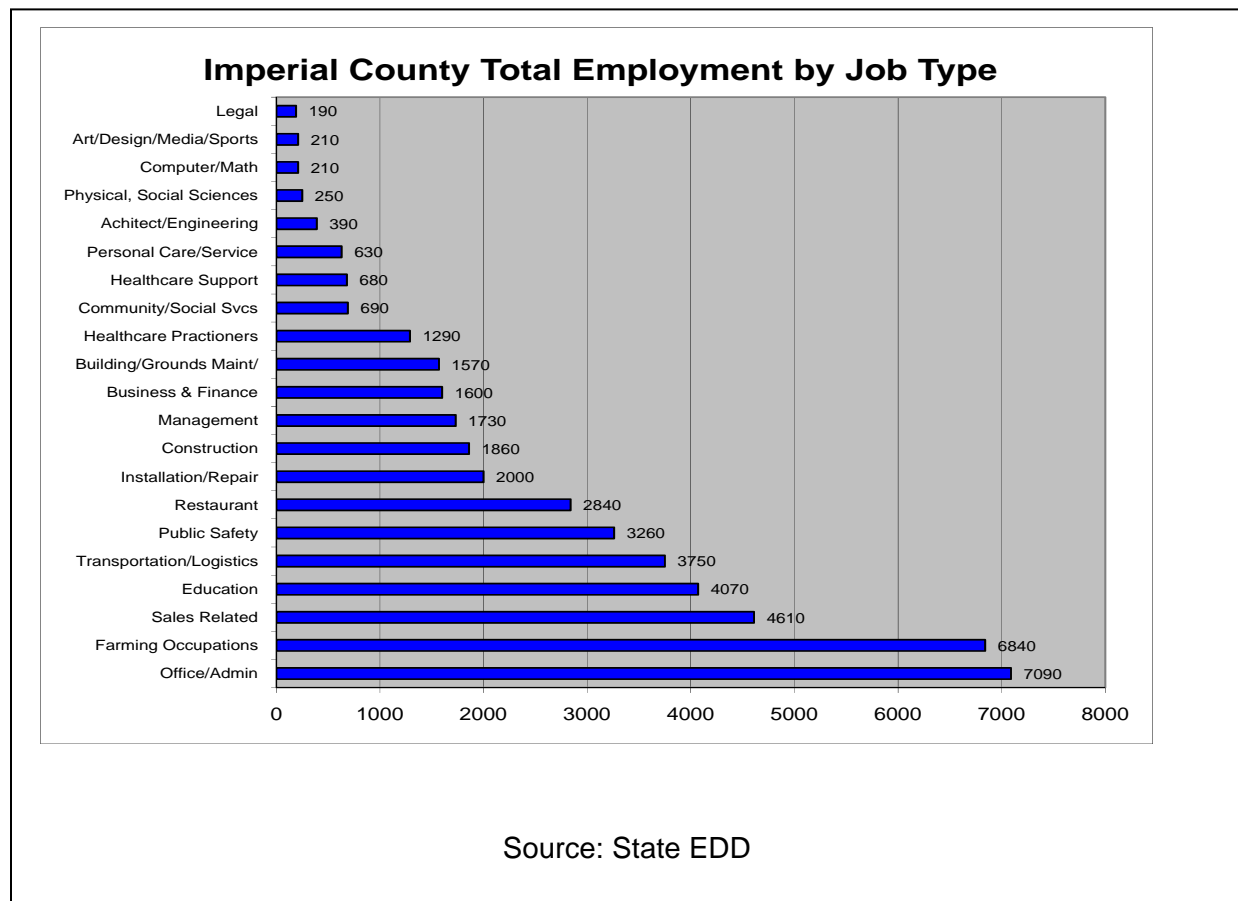
There are three primary resources for this report.

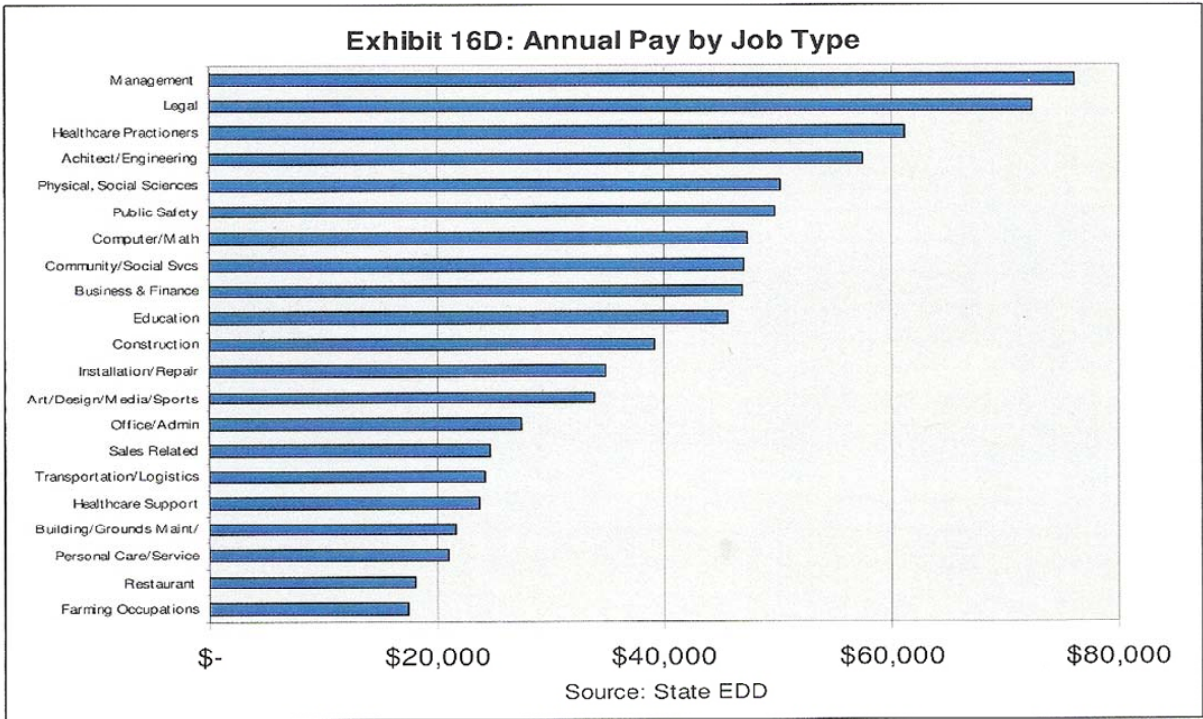
1. Local and State labor market information from the Employment Development Department.
2. The 2007 Economic Development Strategic Plan completed by the Imperial County Economic Development Corporation.
3. The 2007 Imperial Valley College Environmental Scan completed by Madrid Consulting.

Although agriculture remains a dominant economic force, the 2007 Economic Development Strategic Plan identified the region's growth industries, retail opportunities, and quality of life initiatives that will make the region prosper with a more diverse economy. Although Imperial County still ranks low when considering state wide key economic indicators such as income levels, employment opportunities, and educational attainment, the County's strategic study describes the local economy as being in "renaissance" given the economic growth of the County.

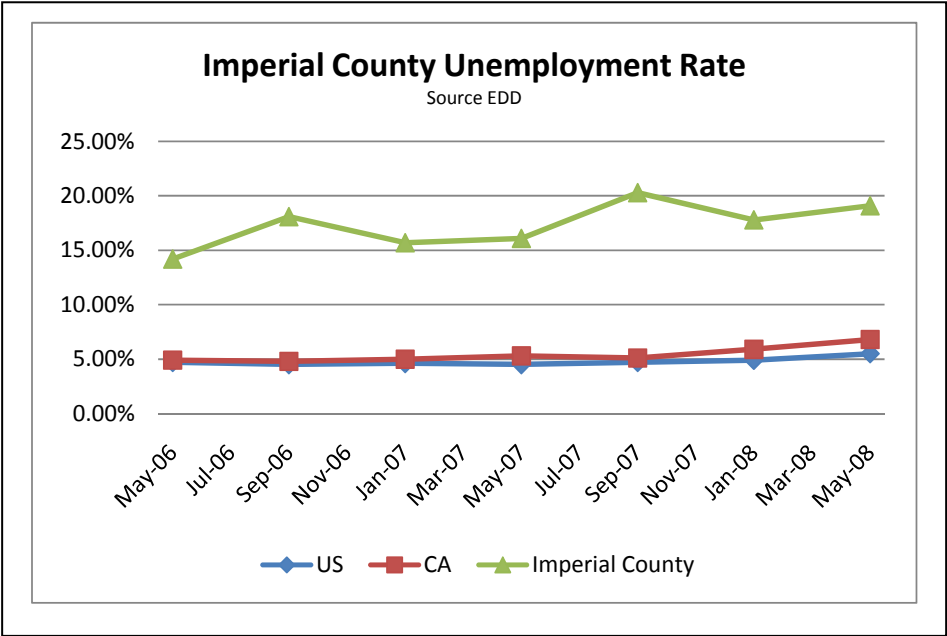
Economy

Imperial County remains an agricultural region with one-third of the jobs in agriculture. However, these positions are also categorized as among the lowest paid in the County.





Imperial County has also seen a significant growth in retail opportunities driven by an expansion in national and local stores opening within three shopping malls. These jobs, however, are also characterized by low wages, limited benefits, and part-time hours. These local economic realities combined with the state of Federal and State budget shortfalls are responsible for a steady climb in the unemployment rate which is almost three times the state and national average.



Growth Industries

The California Employment Development Department (EDD) designates the following occupations as the fastest job growth occupations in the area:

Occupation	Job Growth
• Carpenter	55.6%
• Pharmacist	45%
• Cement Masons & Concrete Finishers	44.4%
• Heating/Air Conditioning & Refrigerant Workers	40%
• Detective and Criminal Investigations	37%

Given the nature and timing of the EDD data, it is estimated that the optimistic projection for construction related positions is driven by housing construction trends that were prevalent in 2004 both in Imperial County and across the state. The construction of new housing units has decreased significantly and this trend will impact the EDD projection. The housing market is not expected to improve soon due to an increasingly large number of foreclosures that increases the availability of housing supply as well as driving real estate prices down.

Another study by the Imperial County Economic Development Corporation evaluated new industry opportunities not yet present in our county but feasible given the availability of basic infrastructure and unique labor opportunities. The study also looked at the quality of life initiatives that are necessary to attract new industries and workers.

Growth Opportunities

1. Food Processing

The report identifies the need for the leaders of the region to seize the opportunity to bring additional food processing to Imperial County. The availability of locally grown food crops, combined with available labor, abundance of water and electricity, and access to major consumption markets, provides an ideal opportunity for the region.

2. Energy Generation

Overall growth in California and throughout the Southwest United States is creating additional demand for energy. Further, there is increased consumer and regulatory awareness of the need for “greener” energy. Imperial County has an opportunity to expand geothermal generation as well as become the center for solar power creation. At this point in time, Sterling Energy Systems Inc. is in the process of obtaining permits to create the as-yet largest solar

energy plant in the world. Construction is expected to begin in 2009 and will generate about 700 construction jobs and 150 permanent positions.

Imperial Valley College is offering its first Solar Energy System course (EWIR 150) and will be developing a credit certificate program in alternative energy.

3. Distribution/Warehousing/Transportation

Imperial County has seen limited economic development benefit as a result of the growth of the Maquiladora industry and NAFTA. Our Mexican neighbors to the South (Mexicali) have positioned themselves as a global competitor housing dozens of multi-national corporations that create an estimated 75,000 jobs. Additionally ground has been broken on a new 10,000 acre industrial development project known as the "Silicon Border" project. This project includes the industrial development of 10,000 acres in Mexicali and will become among the largest high-tech manufacturing areas in the world and will create over 100,000 jobs. The residual impact for Imperial County from this project will be in housing, retail, trucking, logistics, manufacturing, and transportation.

Imperial County needs to become more than just a "pass through" of NAFTA related projects and should look to develop distribution hubs and more direct NAFTA benefits. The Imperial County is attempting to position itself to take advantage of these opportunities through three major projects:

- a. The designation of a new Empowerment Zone in Imperial County which provides financial and relocation incentives for new industry in Imperial County.
- b. The implementation of the Imperial Valley Foreign Trade Zone which was created to expedite and encourage foreign commerce in the United States.
- c. The completion of the Hwy 111 corridor that will improve the transportation infrastructure for the County.

4. Inbound Call Centers

The digital and technology revolution has increased the importance of customer support centers. There is the availability of land and labor positions in Imperial County for prime development in this industry.

5. Specialized Manufacturing/Assembly

One segment of growth for Imperial County will be specialized manufacturing and assembly. The types of these companies that will prosper will be ones that are either homegrown or are very small (usually with less than 25 employees) ones that relocate to the region.

6. Tourism

Tourism in Imperial County appears to be an economic resource that is under utilized. Potential tourism industry for Imperial County is that of Indian Gaming. Imperial County is home to two Indian casinos, although neither one is close to the major population centers in Imperial Valley. Paradise Casino, located on the eastern border of the County (50 miles away) is undergoing a major expansion to include a large casino, hotel accommodations, and entertainment venues. Red Earth Casino is located on the north edge of the county also about 50 miles away from the County's population centers. Although these casinos provide some jobs to locals, the primary labor force for these casinos comes from neighboring counties.

Plans are underway for a new gaming casino in Calexico that will be in close proximity to the city of Mexicali with a population of well over a million people. This casino is expected to be the largest gaming casino in California with 4,000 jobs to be created.

Imperial County also receives a high number of winter visitors from northwestern United States and from western Canada. These seasonal tourists increase the need for jobs in food service, retail shops, and health and entertainment facilities. Additionally, Imperial County receives thousands of visitors to its sand dune recreational areas year-round, though mostly in fall, winter, and spring. Such recreational areas are located in a variety of areas in the county. These tourists increase the need for jobs in the food service industry, in the vehicular service industry, and in health facilities.

7. Applied Biotechnology

Imperial County should explore alignment with the San Diego Region to host some applied biotechnology industries. The ability for these companies to utilize inexpensive land to create the facilities and the availability of both water and energy provide a competitive advantage. To this end, Imperial County is working with San Diego through a "Mega-Regional Grant" to create action and marketing plans for regional business attraction, specifically for bio technology.

Quality of Life

Along with new industries and economic growth, quality of life is an important criterion that is included in relocation/expansion decisions. Quality of life is defined as the aspects of life which enhance where people "live, work, and play." Noted within the IVEDC plan, the most important aspects of quality of life in the Imperial Valley that are important for economic growth include:

1. Bi-National Culture – the influence of two different countries' cultures. The Imperial-Mexicali Valleys not only share an international border, but also have the major city of Mexicali, the capital of Baja Norte, Mexico, which is easily accessible to residents of the Imperial Valley. Further, the freedom that many (from both sides of the border) have to spend time in each country adds to the flavor of the overall region. Local government is discussing the economic impact of the excessive wait times to cross into the United States and measures for mitigation. Both of the existing ports of entry have planned expansion plans, and a new port of entry is planned in connection with the Silicon Border project.

2. Small Town Atmosphere – knowing one’s neighbors and working within a community that has a reputation for taking care of itself.
3. Blue-Collar Work Ethic – Imperial County’s agriculture based economy, lends itself to strong work ethics and values.

The IVEDC plan also noted items that are needed to enhance the quality of life in Imperial County. These include the following:

1. Executive or Move-Up Housing
2. Performing Arts Center/Theatre
3. Increased Medical Facilities and Specialists
4. Entertainment
5. Formal/Fine Dining Restaurants
6. Local and Regional Park(s)
7. Golf Courses
8. Facilities and Activities for Active Adults

Population

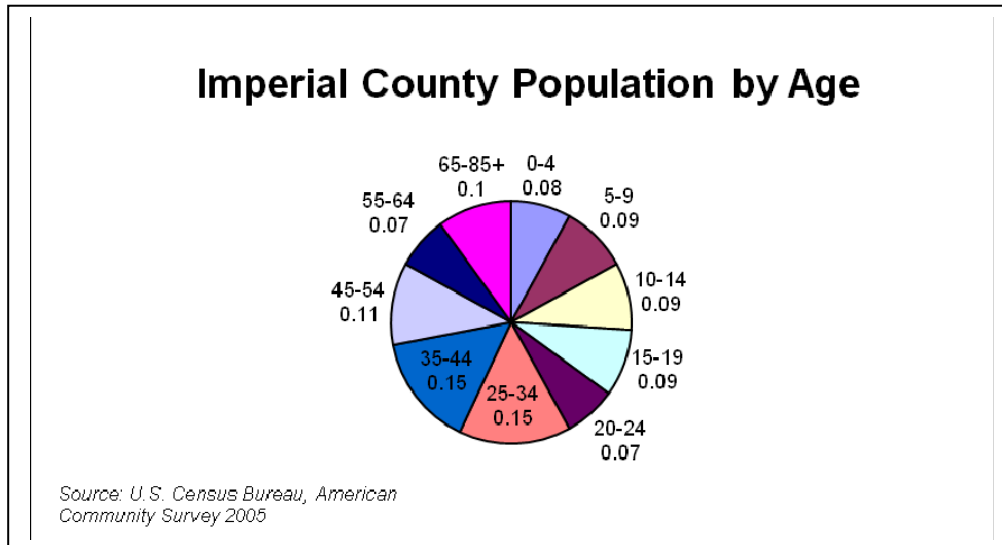
Imperial County has seen a population growth of 10.3% from 2000-07. The largest population centers remain El Centro, Calexico, and Brawley. Growth projection for 2012 is 6.92% which will make the County surpass 175,000 residents by 2012.

Population Growth - 2000-2007 and 2007-2012

City	2000 Population	% Pop Growth 2000-2007	2007 Population	% Pop Growth 2007-2012	2012 Population
Calexico City	27759	44.68	40,163	22.18	49,071
Imperial City	10113	34.08	13,560	18.98	16,134
Westmorland City	2444	14.89	2,808	10.51	3,103
Calipatria City	9316	10.11	10,258	6.34	10,908
El Centro City	45327	8.85	49,339	8.02	53,295
Heber CDP	3571	7.98	3,856	7.05	4,128
Brawley City	23241	5.25	24,462	6.15	25,966
Holtville City	8005	-0.66	7,952	2.34	8,138
Niland	1067	-2.62	1,039	-8.57	950
Ocotillo CDP	441	-5.44	417	1.68	424
Winterhaven	4203	-11.09	3,737	-2.97	3,626
Totals	135,487	106	157,591	72	175,743
Average		9.64		6.52	

Source: Claritas, Inc.

Imperial County remains a very young county with an average age of 36. 57% of Imperial County residents are under the age of 34.



Population by land area

The population for Imperial County is concentrated within three major population centers: El Centro, Calexico, and Brawley. The student population for Imperial Valley College closely resembles the distribution for Imperial County.

Population by Land Area			
Base Comparative Data			
City	Population	Households	Student Headcount
Brawley City	24,462	7,425	1,138
Calexico City	40,163	10,207	2,631
Calipatria City	10,258	1,882	164
El Centro City	49,339	14,597	2,717
Heber CDP	3,856	872	272
Holtville City	7,952	2,304	431
Imperial City	13,560	4,056	777
Niland	1,039	566	33
Ocotillo CDP	417	144	2
Westmorland City	2,808	846	84
Winterhaven	3,737	1,382	3
Totals	157,591	44,281	8,252

Source: Madrid Consultina

Although the general population for Imperial County residents is relatively young, the aging of the population must be considered relative to the development of programs for older adults including the development of non-credit courses.

Population by Age: 50+ and Selected Age Groups - 2007

City	Population	Households	Student Headcount	Selected Age Groups										Median Age
				50 - 54	55 - 59	60 - 64	65 - 74	75 - 84	16+	18+	21+	65+		
Brawley City	24,462	7,425	1,138	1,415	1,194	860	1,217	912	17,390	16,407	15,269	2,494	30	
Calexico City	40,163	10,207	2,631	2,376	1,869	1,311	2,099	1,669	28,686	26,956	24,802	4,230	30	
Calipatria City	10,258	1,882	164	487	393	257	381	273	8,637	8,399	7,945	738	33	
El Centro City	49,339	14,597	2,717	2,894	2,360	1,734	2,418	1,704	35,500	33,591	30,986	4,761	30	
Heber City	3,856	872	272	189	163	127	187	132	2,785	2,619	2,385	350	29	
Holtville City	7,952	2,304	431	530	419	278	448	374	5,768	5,462	5,094	997	32	
Imperial City	13,560	4,056	777	842	634	440	571	335	9,581	9,049	8,494	1,014	31	
Niland	1,039	566	33	38	51	100	297	236	940	925	912	583	67	
Ocotillo CDP	417	144	2	21	25	24	42	36	346	339	324	86	37	
Westmorland City	2,808	846	84	161	130	103	142	122	1,987	1,879	1,727	297	29	
Winterhaven	3,737	1,382	3	181	231	214	339	232	2,729	2,597	2,418	649	34	
Totals	157,591	44,281	8,252	9,134	7,469	5,448	8,141	6,025	114,349	108,223	100,356	16,199	35	
Average														

Source: Claritas, Inc.

Population by Education Attainment

Population by Education Attainment, Age 25+

City	Population	Households	Student Headcount	High School				Degrees				
				Less than 9th Grade	Some Diploma High (Includes School Equivalency)	Some College, No Degree	Associate's	Bachelor's	Master's	Prof. School	Doctorate	
El Centro City	49,339	14,597	2,717	6,045	4,227	5,354	6,026	2,189	2,289	933	450	128
Calexico City	40,163	10,207	2,631	7,868	3,695	3,707	3,883	1,074	1,405	410	281	42
Brawley City	24,462	7,425	1,138	3,446	2,480	2,612	2,938	855	1,026	257	130	52
Imperial City	13,560	4,056	777	820	864	1,753	2,140	737	821	376	122	30
Calipatria City	10,258	1,882	164	1,239	1,443	2,532	1,287	221	141	31	17	0
Holtville City	7,952	2,304	431	1,122	693	840	1,142	312	348	105	47	8
Winterhaven	3,737	1,382	3	416	502	695	452	71	43	24	6	3
Heber CDP	3,856	872	272	782	440	393	298	94	87	18	5	1
Westmorland City	2,808	846	84	543	354	279	239	70	45	15	4	0
Niland	1,039	566	33	102	176	299	173	17	76	37	7	7
Ocotillo CDP	417	144	2	13	57	114	54	14	26	6	1	0
Total	157,591	44,281	8,252	22,396	14,931	18,578	18,632	5,654	6,307	2,212	1,070	271
Percent												

As the following chart shows, the number of adult residents with less than a high school diploma is 52% of the overall adult population. This low educational attainment creates an opportunity and a responsibility for Imperial Valley College to continue to provide basic skills education and opportunities for this underserved group.

Population by Language Spoken at Home-2007

City	Population	Households	Student Headcount	Language Spoken at Home				
				English	Asian/ Pac Isle	Indo/ European	Spanish	Other Languages
Brawley City	24,462	7,425	1,138	7,553	149	113	14,070	74
Calexico City	40,163	10,207	2,631	2,100	703	80	33,524	14
Calipatria City	10,258	1,882	164	5,506	95	20	4,057	5
El Centro City	49,339	14,597	2,717	13,349	950	376	29,817	29
Heber City	3,856	872	272	377	26	5	3,801	3
Holtville City	7,952	2,304	431	2,492	64	25	4,614	24
Imperial City	13,560	4,056	777	6,104	179	79	5,794	0
Niland	1,039	566	33	893	0	37	50	24
Ocotillo CDP	417	144	2	252	112	2	124	1
Westmorland City	2,808	846	84	0	0	0	1,860	2
Winterhaven	3,737	1,382	3	2,220	24	13	850	247
Total	157,591	44,281	8,252	40,846	2,302	750	98,561	423
<i>Percent of Study Area</i>								

Source: Claritas, Inc.

The following graph identifies the diversity of the region with a breakdown of language spoken at home.

This report highlights the predominance of Spanish being spoken at home with some communities being primarily Spanish speaking. It is evident that Imperial Valley College must continue to expand and strengthen its ESL program to adequately serve the needs of its residents.

Health

The shortage of health care professionals across the nation has been documented and discussed in many local, state, and federal reports. Imperial Valley College will continue to develop and review programs to maximize opportunities for local residents and to satisfy industry needs. Imperial Valley College's health programs currently include Registered Nurse (RN), Licensed Vocational Nurse (LVN), and Certified Nurse Assistant (CNA). The college is taking advantage of the lack of any local programs preparing students as dental assistants by exploring the feasibility of developing new programs including a dental assistant program.

Summary

This environmental scan is limited in scope to the general demographic, economic, and educational environments within the college district. Each environment creates a set of challenges and opportunities for Imperial Valley College to consider in the development of the master plan.

SWOT

On the eleventh of July 2008, a Strengths/Weaknesses/Opportunities/Threats workshop was held by the Accreditation Steering Committee along with the Brain Trust consultants. The following four sections are summaries of the various strengths of, weaknesses of, opportunities for, and threats to the Imperial Community College District as identified by the members of the Accreditation Steering Committee in attendance on that day.

Strengths

The involvement of many IVC stakeholders in the shared governance process was seen as a strength by many in the group. Also cited as a strong point was the recent change in administration, especially the Superintendent/President, with fresh attitudes and with open minds. The fact that IVC has a virtual monopoly on lower division post-high school education for the Valley (in essence, the only lower division college in the Imperial Valley) and that we are a single college district were also looked upon as strengths. Community support and community partnerships were spoken of as additional strengths of the college. Some referred to the fact that IVC is a major educator of the local work force as a strength as were the good programs that we have to offer to our students. Finally, the loyalty of the employees to the mission of the college was spoken of as a definite strength for us to build upon.

Weaknesses

The weaknesses identified began with reference to lack of integrated communication and was followed by needs for training in technology and such areas as Student Learning Outcomes. Others identified problems getting (reliable) data as a particular weakness. Several of the participants cited technology problems, particularly in their classrooms, as being problematic. A lack of respect between constituencies, such as faculty and staff or administration and faculty, was also seen as a weakness. Some felt that there is a need for greater accountability for all areas of the campus. Faculty who do not participate in the shared governance process were also referred to as a weakness by some of the participants. Additionally, a tendency to see the college operations as a "victim of the past" (prior leadership instability), was brought up when discussing weaknesses. Unstable funding, both due to local or recent District decisions and at the state level, were said to be college weaknesses. Finally, the tendency for decisions to be made in a reactive rather than in a proactive mode was discussed under the heading of weaknesses.

Opportunities

In the general discussion of opportunities for the District, the first situation referred to was the new, receptive, leadership. The college's current involvement in online education and the growth it has and can continue to provide was listed as an opportunity to take advantage of. The location of the college, as a single-campus district in a small-town, rural atmosphere, was also seen as an opportunity. Conversely, so was the recent growth of the Imperial Valley's population. The fact that IVC has a number of in-house experts in a variety of fields was seen as a positive in terms of opportunities. Various financing strategies which could be employed to provide solid financial status for the college were pointed to as good opportunities; these included future bonds, grant funding, and funding from the IVC foundation. The possibility of providing education for the alternative energy fields on the horizon in the Imperial Valley was listed as a definite opportunity to be pursued. IVC's partnerships and potential partnerships

within the community and with local and international businesses were also discussed as good opportunities for the college.

Threats

The threats discussed included the current financial crisis at the state level. Others referred to growth caps in funding which could be much less than the actual growth of the college, leading to financial difficulties in terms of meeting the needs of the community. The public perception of bond spending was also seen as a potential threat to the District. Rising energy costs and the recent housing slump, with its potential for enrollment decline, were all discussed as possible threats. Staff turnover, especially due to a high number of retirees, was considered to be another possible threat, as was the aging facilities of the campus itself. Also seen as a threat to the college, and of extreme importance to the participants, was the current accreditation standing.

Student Survey 2008

At the close of the Spring 2008 semester, Imperial Valley College (IVC) surveyed students in a variety of classes (including day and evening classes, face-to-face and on-line classes, and classes from a variety of disciplines). A total of 648 students were surveyed (though a large majority of the questions responded to indicate that 647 students answered the question and one student skipped the question). In addition to two questions asking for comments regarding instruction and services at IVC, a total of sixty-five questions were asked.

Of the students taking the survey, 60.95% were female and 39.1% were male. This compares to 59.8% of the total population of IVC students who are female and 39.1% of the total IVC population who are male. Thus, in terms of gender, the survey sample is an extremely strong cross-section of the IVC population.

28.7% of those surveyed fell into the 18-19 age range; 44.5% fell into the 20-24 age bracket; 9.6% fell into the 25-29 age bracket; and 15.8% fell into the 30-49 age bracket, with statistically small percentages falling into the under 18 and over 50 age brackets. The overall population of IVC students ranges from 19.2% for ages 18-19; 40.9% for ages 20-24; 14.2% for ages 25-29; 21.4% for ages 30-49; and statistically small percentages under 18 or over 50. While the survey sample is fairly high for those aged 18-19 and somewhat low for those aged 25-29, the sample as a whole matches up favorably to the composite age ranges of the college.

The largest ethnicity of those taking the survey was Hispanic at 82.2%. American Native comprised 0.3%; Asian comprised 1.1%; Black comprised 2.8%; White comprised 9.3%; and Other comprised 4.3%. The percentages of ethnicity of the entire student population of IVC has Hispanics as the largest group at 85.9%; with American Native comprising 0.4%; Asian comprising 1.9%; Black comprising 1.3%; White comprising 7.0% and Other comprising 3.5%. Thus, the ethnic groups that comprised the survey sample have a strong correlation to the ethnic groups comprising the student population of IVC.

74.7% of the survey respondents were single, with 68.0% having no dependents and 15.3% having one dependent. 32.5% of those surveyed did not work in addition to being students. 15.8% worked 1-10 hours per week; 16.7% worked 11-20 hours per week; 13.3% worked 21-30 hours per week; and 19.8% worked more than 30 hours per week.

A total of 90 students answered the question regarding disability. The survey did not indicate whether or not students identifying disabilities identified only one each or some more than one. A number of those who responded indicated that they did not have a disability. Approximately 8.5% of the total number of students surveyed indicated that they had one or more disabilities.

60.1% of those surveyed were receiving financial aid.

Of those surveyed, the highest percentage (33.5%) have attended IVC for three to four semesters. 84.5% have not taken ESL classes. 67.1% came from backgrounds in which neither the parents or grandparents had graduated from college. And 60.3% identified Spanish as the primary language spoken in the home. 38.5% identified English as the primary language. Other languages identified as primary languages in the home included Chinese and Korean.

80.2% of the respondents indicated that they drive alone as their main method of transportation to the college (including external campuses). 61.4% did not need other services to make it easier for them to get to college. 11.8% identified ride sharing and 13.0% identified more frequent bus routes as two ways in which it would become easier for them to make it to the college. All of the communities in the Imperial Valley were identified as communities that would benefit from increased bus service, with the three largest communities (Calexico, El Centro, and Brawley) receiving the highest number of responses. As the main campus of IVC is an isolated, rural campus, the accessibility of the campus is of significant importance.

The majority of those surveyed (71.3%) responded that they live within a fifteen mile radius of the campus, and 68.5% identified the main campus as the most convenient campus for them to attend when asked to select two choices of campuses as convenient to attend. 14.8% selected online classes as one of those two choices.

When identifying all sources of information about the college, respondents identified several significant sources including with 79.8% of the respondents citing counselors as a significant source of information; 75.3% citing other students, friends, or family as a source; 62.6% citing the internet as a source; 43.7% citing the college catalog as a source ; 42.5% citing the class schedule as a source; and 32.5% citing college instructors as a source.

88.4% of respondents claimed to have a computer at home.

58.6% of those surveyed chose two days per week (M/W and/or T/Th) as the class schedule pattern which they preferred. 30% preferred four days per week. 15.9% preferred online classes.

51.3% preferred morning classes (7:30-11:55a.m.). 84.5% claimed that they are always (14.5%), nearly always (24.1%), or usually (45.9%) able to get courses on the days and times which they prefer. 15.5% claimed that they are seldom (13.6%) or never (1.9%) able to get the courses they need on the days or hours that work for them. Those indicating that they were

seldom or never able to get their preferred course times indicated most often (40.9%) that mornings were most consistently the problematic times.

In terms of educational goals, 58.1% of the respondents indicated that they intend to obtain a bachelors degree after completing an associates degree. 9.3% indicated that they intend to earn a bachelors degree without earning an associates degree, and 9.7% intend to obtain an associates degree only. All other responses were statistically minimal.

The highest percentage of units currently enrolled in was twelve to eighteen (47.1%) with six-and-one-half to eleven-and-one-half units currently enrolled in being taken by 29.8% of the respondents. the number of units completed with a grade of "C" or higher ranged from zero (4.8%) to above sixty (20.2%).

56.7% of those surveyed identified one to two hours of study time for a three hour per week class. 24.3% identified three to four hours per week for a three unit class, while 12.2% identified more than four hours for such a class. 85.0% stated that they prefer in person instruction; 3.9% stated that they prefer online instruction, and 11.1% had no preference. 43.9% plan on leaving the Imperial Valley after completing their education at IVC; 26.4% do not plan to leave the valley, and 29.7% were uncertain as to whether or not they would leave the valley.

56.5% agree that IVC has a clear and published mission that identifies its educational goals. 16.5% strongly agree, and 20.6% were undecided.

83.6% either strongly agreed (25.5%) or agreed (58.1%) that their IVC education has contributed to their ability to succeed in their educational and career goals by improving their communication skills. 82.7% either strongly agreed (22.6%) or agreed (60.1%) that their IVC education has had the same effect on their critical thinking skills. 80.6% either strongly agreed (20.9%) or agreed (59.7%) that their information literacy skills have improved as a result of their IVC education. In response to the effect of their IVC education on improving their global awareness, 69.6% either strongly agreed (17.5) or agreed (52.1%). 73.8% either strongly agreed (19.9%) or agreed (53.9%) that IVC offers a variety of general educational courses to meet their needs and interests. 80.9% either strongly agreed (24.6%) or agreed (56.3%) that their IVC class have helped them to achieve their educational and/or career goals. 61.0% indicated that they either strongly agreed (15.3%) or agreed (45.7%) that their lab and studio classes have helped them. (17.2% indicated that such classes were not applicable to them at this time.) 80.4% indicated that they either strongly agreed (23.5%) or agreed (56.9%) that they can apply what they are learning in courses at IVC to their everyday lives.

88.1% either strongly agreed (32.3%) or agreed (55.8%) that their instructors are highly skilled and come to classes well prepared. 83.8% either strongly agreed (28.3%) or agreed (55.5%) that their instructors grade fairly. 88.6% either strongly agreed (37.7%) or agreed (50.9%) that their instructors are willing to listen and respond to students' questions and concerns. 87.7% either strongly agreed (37.1%) or agreed (50.6%) that their instructors keep office hours and appointments.

In response to whether or not classrooms meet the students' educational needs and are well

maintained, 83.0% either strongly agreed (24.6%) or agreed (58.4%). In response to whether or not the IVC campus(es) is (are) positive and supportive educational environment(s), 84.5% either strongly agreed (25.0%) or agreed (59.5%).

A series of questions were asked regarding a wide range of services available at IVC. These questions focused on the knowledge level of the staff, the helpfulness and courteousness of the staff, the appropriateness of wait time for service from the staff, whether or not the location of the service was satisfactory, and whether or not the service was helpful in meeting the students' educational and/or career goals. The service areas in question were the library, tutoring, the Reading/Writing Lab, the Language Lab, Computer labs, Extended campuses, Distance Education/Online Courses, Workforce Development/Job Placement, Counseling Registration/Admission/Records, the Assessment Center, Disabled Student (DSPS) Services, EOPS/CARE/Calworks/Student Support Services, Financial Aid, the Bursar's (Payment) Office, the Transfer Center, Veteran's Affairs, Parking Services, Health Services, Campus Security, Childcare, and the Bookstore. Additionally, in regard to the location of the service and the wait time for service, the Cafeteria was included in the list of services in question. The respondents were asked to rate each service as "Excellent," "Above Average," "Average," "Below Average," "Extremely Poor," or "N/A" (Not Applicable) or they were to answer the question regarding the service as "Strongly Agree," "Agree," "Undecided," "Disagree," "Strongly Disagree," or "N/A". In most cases, the services were ranked either "Excellent" and "Above Average" or "Strongly Agree" and "Agree" by more than 50.0% of the respondents. The exceptions included the services which a fairly high percentage (20.0+%) of the respondents selected "N/A" as their response. The percentage of responses which were "Below Average" and "Extremely Poor" or "Disagree" and "Strongly Disagree" were almost always less than ten percent. Notable exceptions included knowledge of the Parking Services (12.4% "Below Average"; 13.3% "Extremely Poor") and the helpfulness and courteousness of the Parking Services (8.5% "Below Average" and 9.7% "Extremely Poor"). Additionally, with the exception of the Library, Counseling, Registration/Admissions/Records, the Bookstore, and the Cafeteria, all services received percentages of ten percent or greater in the "Strongly Disagree" to the question regarding the appropriateness of wait time for service. Finally, eleven of the services received greater than ten percent of the respondents selecting "Strongly Disagree" in response to the question regarding the helpfulness of the service in meeting the students' educational and/or career goals.

Given a range of time for use of these services from 8:00am to 8:00 p.m, a minimum of 26.0% of respondents identified the 6:00 p.m to 8:00 p.m time slot as convenient while a maximum of 57.3% of respondents identified the 10:00 a.m. to 12:00 noon time slot as convenient.

75.0% of those surveyed either strongly agreed (26.6%) or agreed (48.4%) that the Library book collection and data base services are adequate.

57.3% of the respondents either strongly agreed (24.7%) or agreed (32.65) that IVC should add a requirement for work experience, field experience, or a service project to all majors and certificates.

75.7% of the respondents either strongly agreed (40.5%) or agreed (35.2%) that IVC should offer a student exchange program with a college in another country.

79.6% of those surveyed either strongly agreed (25.8%) or agreed (53.8%) that the buildings, roads, and lawns at IVC are well maintained.

50.1% of those taking the survey either strongly agreed (13.8%) or agreed (36.3%) (with 19.2% undecided) that safety procedures had been identified for them so that they knew what to do during natural disasters or other emergency situations. 95.1% of the respondents feel safe walking around the campus. 82.7% feel safe walking in the parking lot.

45.0% either strongly agreed (11.3%) or agreed (33.7%) that the student government is effective in representing students. 41.1% of the respondents were undecided on that issue. In response to attendance at student activities organized at IVC, 3.6% always do; 5.7% have done so frequently; 28.0% have done so occasionally; 28.4% rarely do so; and 34.3% never have.

In response to questions regarding the Winter session at IVC, survey respondents stated that their reasons for attending Winter session were mostly to meet requirements for graduation, transfer, a major, or a certificate (58.9%). Other reasons included career advancement (35.5%); self interest (23.6%); and to repeat a failed class (17.2%). 21.2% of the respondents had not attended Winter session. In response to a question asking whether or not Winter session classes should meet five days per week for five weeks, 43.6% of those surveyed responded that such an option was workable for them. The balance of the respondents cited reasons for not attending such a session with reasons ranging from "Too many days per week" to "Too fast paced for the information being presented" and "Conflicts with other life responsibilities." For those taking classes during the Winter session, 46.4% took three-and-one-half units to six units; 41.1% took more than three units; and 12.5% took more than six units. Forty-two of the respondents skipped this question, however. For those who have taken classes during Summer session, 46.9% of the respondents took three-and-one-half units to six units; 35.2% took up to three units; and 17.9% took more than six units. Forty-three of the respondents skipped this question. 84.7% of those surveyed responded that Winter sessions should be continued.

GOALS AND OBJECTIVES

During the Spring 2008 semester, the Vice President for Academic Services and the Division chairs met to discuss and to develop goals and objectives and to generate strategies for meeting those goals and objectives. The following goals and objectives were used as referents for the IVC Program Reviews completed for the 2008-2009 academic year.

Academic Services Goals:

GOAL ONE: Student Success. Enable students' success through demonstrated competency of identified Student Learning Outcomes and attainment of their educational goals, including degrees and certificates, transfer and basic skills.

Objective 1:1 Student Learning Outcomes

Strategies:

- a) Identify Student Learning Outcomes in courses
 - a. Identify authentic assessment measures for each outcome within a course
 - b. Develop and implement a timeline and method of measuring Student Learning Outcomes at the course level.
- b) Review majors and/or certificates for inclusion of Student Learning Outcomes
 - a. Identify and validate evaluation methods for all majors and/or certificates

Objective 1:2 Successful course completion and degree/certificate attainment

Strategies:

- a) Increase successful overall course completion
- b) Increase successful course completion in transfer programs
- c) Increase successful course completion in career-technical education

Objective 1:3 Student Transfer Success

- a) Monitor annual overall student transfers
- b) Monitor annual transfers to San Diego State – IVC
- c) Monitor annual transfers to CSU
- d) Monitor annual transfers to UC

GOAL TWO: Student Retention. Develop and implement strategies to improve student retention

Objective 2:1 Respond to students' diverse learning needs and demands

- a) Increase the percentage of students who enroll in basic skills courses and subsequently complete a sequential course successfully at least one level above their prior basic skills courses
- b) Increase the completion rate percentage of students enrolled in transfer level general education courses
- c) Increase the percentage of students who enroll in career-technical courses and complete a sequential course at least one level above their prior course, or complete their certificate

Objective 2:2 (Staff Development) Develop and implement staff development activities for faculty and staff to improve student retention and success

- a) Work with the Academic Senate, division chairs, deans and faculty to determine staff development needs related to student retention and success
- b) Convene staff development activities and workshops on student success and retention strategies.

Business Services Goals

GOAL ONE: Efficient business practices. Review current business practices in relationship to meeting the needs of the college and community, and what role it plays in helping students to master the four college-wide competencies

Objective 3:1 Complete implementation of Banner finance modules

Strategies:

- a) Implementation of Fixed Assets Program
- b) Implementation of mock payroll and position control
- c) Implementation of report writing modules

Objective 3:2 Improve financial monitoring

Strategies:

- a) Institute quarterly reports to Vice Presidents and Deans

Objective 3:3 Restructure the Planning & Budget Committee

Strategies:

- a) Refine mission to improve planning activities
- b) Integrate goals in planning and budget process

Student Services

GOAL ONE: Student success. Enable students to succeed through demonstrated competency of identified Student learning Outcomes and attainment of their educational goals, including degrees and certificates, transfer, and basic skills.

Objective 1:1 Student Learning Outcomes

Strategies:

- c) Identify Student Learning Outcomes in Student Services
 - a. Identify authentic assessment measures for each outcome within Student Services
 - b. Develop and implement a timeline and method of measuring Student Learning Outcomes within Student Services.

Objective 1:2 Successful course completion and degree/certificate attainment

Strategies:

- a) Increase successful overall course completion
- b) Increase successful course completion in transfer programs
- c) Increase successful course completion in career-technical education

Objective 1:3 Student Transfer Success

- a) Monitor annual overall student transfers

GOAL TWO: Student retention: Develop and implement strategies to improve student retention through use of student service programs and services.

Objective 2:1 Develop and implement strategies to improve student retention

- a) Increase the percentage of students who enroll in basic skills courses and subsequently complete a sequential course successfully at least one level above their prior basic skills courses
- b) Increase the completion rate percentage of students enrolled in transfer level general education courses
- c) Increase the percentage of students who enroll in career-technical courses and complete a sequential course at least one level above their prior course, or complete their certificate

Objective 2:2 (Staff Development) Develop and implement staff development activities for faculty and staff to improve student retention and success

- c) Identify staff development needs related to student retention and success
- d) Increase staff development opportunities focused on student success and retention strategies.

President's Office Goals

GOAL ONE: Institutional effectiveness. Review current practices, facilities, and staff in relationship to meeting the needs of the college and community

PHASE I ANNUAL PROGRAM REVIEWS

The following are narrative summaries of Program Reviews completed for the 2008 -2009 academic year:

Superintendent/President

The Office of the Superintendent/President includes the Board of Trustees, Public Relations, Human Resources, and Information Systems.

Staff/Facilities/Technology Needs

The President's Office identified the need for a part-time Public Relations/Government Relations Officer due to the growth of the college and the need to keep the public informed regarding the many facets of the college. Additionally, modifications are needed for office space for the President's staff and its work and storage needs. A remodeled or new Board Room is necessary in order to meet the college's needs, and new recording equipment for the Board Room was identified as necessary.

Academic Services

Academic Services instructional support areas include the offices of the Vice President for Academic Services and the Dean of Instruction, Distance Education (Project ACCESO), Extended Campuses, Applied Science, and Library and Learning Services.

Faculty/Staff Needs

The Office of the Vice President for Academic Services identified a need for an assistant to the Dean of Instruction to act primarily as a curriculum specialist and curriculum database maintainer, but also to support the new and expanding role of the Dean. The need for consulting experts to work with the instruction office to provide advice regarding accreditation processes was also identified. Library and Learning Services requested one additional reference librarian to meet minimum service for information literacy instruction and reference assistance. There is an ongoing need for cross-training departmental faculty and staff in technology related to learning services and virtual library services. Project ACCESO, which is funded by a United States Department of Education Title V grant, will provide funds for faculty and staff for only one more year requiring a transitional funding plan be developed and implemented prior to the 2009 - 2010 year to meet the growing course demands of distance education.

Facilities Needs

All instructional support areas identified needs to expand or remodel facilities. As a short term solution, the Office of the Vice President for Academic Services refurbished office support areas and made them more ergonomic during the summer of 2008. Ultimately, relocation of instruction offices, away from Admission and Registration, will be needed to provide the level of service

required for faculty, adjunct staff, and students. Library and Learning Services requested a detailed analysis, over the course of two to three years, of the functionality and space allocations within the Library. Even though distance education occurs off campus, Project ACCESO identified the need for access to on-campus and extended campus computer labs to support both students and faculty. In addition, the maintenance of such computer labs must be included in the transition plan as Project ACCESO ends. The extended campus site in Brawley will require major infrastructure changes within the next year.

Technology Needs

Over the next year, the Office for the Vice President of Academic Services will be instrumental in implementing CurricUNET – a very robust curriculum software. The instructional office will also be focusing on the implementation of a home grown enrollment management program to address the scheduling and course development processes. The Distance Education external streaming service for faculty-created videos will need to be hosted by the District by year 2009. Project ACCESO will also be funding the implementation of DegreeWorks, a much needed online degree audit program and online room scheduling software. Although the Extended Campus did not identify any specific technology needs, maintenance of existing systems and access is crucial. As the demand for a secure virtual library has grown, the Library and Learning Services have requested a move toward more electronic formats for databases, research assistance, resources or subscriptions, and other media materials versus print titles as well as quantification of data on the use of tutoring, library circulation, and library gate counts.

In order to be compliant with the Federal Rehabilitative Act, Section 508, which requires academic entities make electronic and information technology accessible to people with disabilities, including any videos created and streamed as well as other online course material, all instructional support areas as well as instructional divisions will need to maintain and update any such media in such ways as to be accessible to people with disabilities.

Student Learning Outcomes (SLO's)

Instructional support areas will work with the SLO Coordinator during 2008 - 2009 to develop and implement an identification and assessment process.

Instructional Divisions

Instructional divisions include the divisions of English; Business; Humanities; Behavioral Science and Social Science; Science, Mathematics and Engineering; Exercise Science, Wellness and Sport; Nursing Education and Health Technologies, and the departments of Child, Family, and Consumer Science; and Industrial Technology.

Faculty/Staff Needs

Most divisions identified the need for new faculty to address increased student demand. Two additional full-time math instructors and an additional full-time chemistry instructor were listed as needed in the Science, Mathematics, and Engineering Division. The Behavioral Science and

Social Science Division identified the need for a full-time administration of justice instructor, a full-time political science instructor, and a full-time psychology instructor. The Nursing Division reported its need for one faculty member to be reallocated from a categorically-funded position to a full-time position, one additional faculty member to increase student access to simulation training, and two faculty members if the LVN to RN transition program is resumed as a distinct program in the next fiscal year. Although they requested no new positions, the English Division listed their need to have money remain in the budget for the full-time reading instructor replacement position that they were unable to fill this past year. Industrial Technology also underscored its ongoing need for a full-time electrical wiring position in Industrial Technology, explaining that the position was approved two years ago but has been “frozen” in the hiring process. This position is needed not only to meet program needs, but also to comply with the Economic Development and Workforce Development requirements for state certification (AB-1087 under Division of Apprenticeship Standards).

With respect to part-time instructors, the Humanities Division listed its need for philosophy adjuncts, and the Business Division described its plan to reclassify an existing position to include 40% teaching responsibility in computer information systems. One adjunct faculty was requested for the Nursing Learning Center, and ten additional adjunct instructors were requested to address the mandated student to instructor ratios in all healthcare programs. Industrial Technology reported the need for numerous adjunct instructors to successfully meet the needs of its students and stay current with the increasing demand for sustainable buildings and alternative energy sources. Adjunct instructors were also needed in the building construction technology, HVAC (heating, ventilation, and air conditioning), auto technology, and electronics technology programs.

In terms of non-faculty staff, the Exercise Science, Wellness and Sport Division reported its need for two fitness center aides (one full-time and one part-time aide) to run the fitness center on a schedule that would allow students to log their required lab hours. Fire Science defined the need for a full-time program coordinator to seek the approval/certification as an Office State Fire Marshall regional fire training center and to expand course offerings. The Fall 2008 fill rate for Fire Science was 80% with an historical retention and completion rate of 89%. Job vacancy is estimated to be 1,450 job openings annually between 2002 and 2012 as reported by the State of California Employment Development Department, and Imperial County has an encroaching need due to retirement and lack of a local officer training site. The Nursing Division reported that educational consultants are necessary to address the drop in first-time pass rates on the state licensing exam and the effect of doubling census in the last three years.

Facilities Needs

Most divisions identified a great need to modify their existing facilities. The Behavioral Science and Social Science Division described plans to enlarge classrooms in order to accommodate more students. It also listed a need to replace damaged and antiquated instructional materials. The Humanities Division reported that the 300 building is in need of major renovations and that a grant has been submitted to the state to fund most of the modernization. The Humanities program review also stated that its art building (1300) is neither functional nor safe. It listed the

need for roof repair, an air filtration system, room dividers, proper lighting, new classrooms, and enclosed spaces to protect equipment. The Child, Family, and Consumer Science Division reported that its classrooms need sinks built to supply water for science, math, art, and cooking activities. The Business Division described its need to repair and remodel classrooms (801, 803, 804, 810, 906, and 913), to enlarge a few of those classrooms (801 and 803), and to combine two classrooms (912 and 913) to create an adequate computer lab. The Exercise Science, Wellness and Sport Division reported that the fitness center needs its floor replaced, lockers installed, and its electrical system repaired and upgraded. It also needs outdoor lighting installed in all its facilities. Both the Humanities and Business Divisions reported that the locks on the doors in the 300, 800, and 900 buildings require repair, because the doors cannot be opened or locked at certain times during the day.

Nursing and Health Technologies is comprised of multiple programs: Medical Assistant, Certified Nurse Aide, Home Health Aide, Pharmacy Technician, Licensed Vocational Nurse, Registered Nurse, Emergency Medical Technician, Paramedic, and Fire Science. The Division identified a shortage of laboratory space given that students from all programs utilize the two clinical simulation labs and the two skills labs six days a week and there are mandated lab bed-to-student ratios for some programs. Fire Station simulation is currently conducted off campus, but will require on-campus, virtual simulation, or other alternatives as IVC pursues the regional training center certification. Climate controlled storage is required due to the high tech equipment and supplies within the Nursing and Health Technologies programs, and there is an identified need for faculty office space.

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

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

In addition to modifications to existing facilities, several divisions also needed new facilities. The Business Division identified a need for a new classroom in order to address their expanding networking and computer repair programs. The Behavioral Science and Social Science Division described the need for new desks that can accommodate students of varying sizes, new office furniture to replace broken and decrepit furniture, and an accessible storage space to house instructional materials that are used frequently. The Child, Family, and Consumer Science Division conveyed its need for classrooms, since the division's only classroom is

housed in a portable building that is scheduled to be removed from campus. The Industrial Technology Division discussed the potential need for new spaces to be built to house the auto collision and water treatment programs since they are no longer included in the Measure L building plans.

Technology Needs

Technology needs fall into three categories: Smart classrooms, equipment upgrades, and new equipment. The Humanities Division reported needing to repair and create smart classrooms in the 300 and 1300 buildings. They also listed a need for webcams and laptops for online classes in sign language and Spanish. The Child, Family, and Consumer Science Division reported its need to upgrade existing computers as well as to purchase two new laptops for classroom use. The Industrial Technology division reported needing I-CAR (Inter-Industry Conference on Auto Collision Repair) support software in order for its auto collision/industrial technology program to remain in compliance with I-CAR. Within the Nursing and Health Technologies Division, there are two high tech simulation labs, each with two or more human simulators of varying simulated chronological age. Simulation has become an accepted and expected technology for up to 25% of clinical rotation time. Fire Science virtual simulation technology will also need to be explored as IVC moves toward the proposed certified fire training center. Maintenance of high tech equipment and ongoing faculty development is crucial.

Each of the programs in the Nursing and Health Technologies Division has State regulated requirements for instructors, mandated and unique ratios specific to the ratio of instructors to students in a clinical rotation site, and some have ratios specific to the number of students to skills or simulation beds. Maintaining a sufficient number of approved clinical sites can become a compliance issue when any of those sites are sanctioned due to industry regulations. Programs within the Nursing and Health Technologies Division are required to submit annual reports; the proposed regional fire training center will require an additional self-report and possible facility visit every five years. Other ongoing accreditation survey cycles include: RN one-day survey in 2009; EMTP accreditation in 2010; VN accreditation in 2011; and a RN full site accreditation in spring 2013.

Student Learning Outcomes (SLO's)

Program reviews listed progress on SLO's in terms of a ratio in three areas: SLO identification completed, assessment tool implemented, and data summary and evaluation report completed. All divisions reported plans to implement assessment tools in the Fall of 2008, and complete data summary and evaluation afterwards. As of the end of Spring 2008, the results were as follows: The Humanities Division identified SLO's in 3 of 109 courses, the English Division identified SLO's in 5 of 46 courses, and the Business Division identified SLO's in 17 of 41 courses. The Nursing and Health Technologies Division has defined objectives for each course, but each is not specifically aligned with Imperial Community College District's SLO's. By the end of fall of 2008, the SLO's will be completed with at least one SLO per course. As most programs (EMT, Paramedic, CNA, LVN, RN, Pharmacy Technician, and Medical Assistant)

have an ultimate certification/licensing state test indicating entry-level competency, these will weigh heavy on the Programmatic SLO's.

The Science, Mathematics, and Engineering Division has not identified SLO's in any of its 85 courses. The divisions not listed (Behavioral Science and Social Science; Exercise Science, Wellness and Sport; and Child, Family, and Consumer Science, and Industrial Tech) did not complete the SLO section of the program review.

Student Services

The Vice President for Student Services directs and oversees the delivery of the many support services provided to IVC students through the Student Services area. Organizationally, this area includes Admissions and Records, Counseling and Matriculation, Financial Aid, Student Affairs, and Transfer Center. Additionally, a significant number of federal and state categorically funded programs augment the scope of services available, including Board of Governors Financial Assistance Program (BFAP), CalWORKs, Cooperative Agencies Resources for Education (CARE), Disabled Student Programs and Services (DSP&S), Extended Opportunities Programs and Services (EOPS), and Federal Trio (Student Support Services, Talent Search & Upward Bound).

Faculty/Staff Needs

The Admissions and Records Office has been undergoing a broad scale re-organization which began with the reclassification of several positions last year and will continue with changes to the managerial structure. With the retirement of the current Associate Dean of Admissions and Records in August of 2009, the department Program Review calls for a new Classified Manager position to function as the registrar and office manager.

The Counseling/Matriculation review found the need for additional adjunct counselors as increased enrollment has lead to an unmet demand for academic advising services.

Disabled Student Programs and Services face an on-going dilemma over the shortage of qualified sign language interpreters, which can become an issue of compliance with Section 504 of the Rehabilitation Act as well as the Americans with Disabilities Act if the college is unable to provide appropriate accommodations to students.

Facilities

The Student Services area made 2 requests for new facilities: a new Student Center and a dedicated Financial Aid Computer Lab. The program review summary for the Student Affairs department pointed to the need for an expanded, modern, and more accessible facility for student activities. The current facility is over 45 years old and totally inadequate to the needs of the current student population.

The Financial Aid Department has been conducting weekly workshops to assist students with the completion of the on-line FAFSA for over 2 years however a lack of dedicated computer lab space has caused severe lapses in the delivery of this service. Review of the data indicated that a dedicated lab space would better serve the students and future students of IVC.

Technology Needs

The Student Services area has been diligent in maintaining its technology edge through the implementation of such tools as Xtender, SARS, E-SARS, and the long awaited Degree Works. As a result, no immediate technology needs were identified. However, funding for two on-going requests was noted by Counseling and Admissions & Records. Counseling requested an additional \$10,000 to fund increased usage of a newly approved computerized assessment instrument while Admissions and Records requested an additional \$15,445.77 for new equipment related to their office reorganization plans for 2008-09.

Student Learning Outcomes

Most of the Student Services departments/programs are in the early stages of SLO development and/or assessment, however five programs have identified at least one SLO and two have assessment tools identified. The Financial Aid Office and the Board of Governor's Financial Assistance Program have identified individual SLO's and have implemented assessment tools but as yet have no data collected nor have they completed an evaluation report, both of which are scheduled activities for the end of the 2008-09 academic year.

CalWORKs, EOPS, and CARE have identified their individual program SLOs but as yet have not designed their assessment tool (a student survey) nor have they collected the data necessary for the end of year evaluation report. Both of these activities are schedule for this academic year.

Business Services

Business Services includes the Office of the Vice President for Business Services, Maintenance & Operations, Parking, Purchasing, and Security. Business Services also oversees the contracts for the bookstore and the cafeteria.

Staff/Facilities/Technology Needs

Business Services identified several staffing needs, including an on-campus police force (as opposed to security guards) which would oversee campus security and parking; a Director of Purchasing to manage a centralized purchasing system; two grounds maintenance workers and four custodians due to campus growth, specifically the addition of a 70,000 square foot building; and one part-time pool cleaner. Various building modifications were identified including modification to the current lift station in the water treatment plant to handle future growth; modification to an existing structure to create a blueprint room for review of building layout when needed; and a new metal warehouse building to handle the storage needs due to the school's growth.

The Program Review needs were prioritized prior to adoption of the final budget. Although the college is facing fiscal challenges due to the state budget, funds were allocated for the following priorities:

- Staff Development/training
 - Student Learning Outcome Assessment

- Basic Skills Instruction
- Business Process Training (Banner Training)
- Strategic Planning Development

- Staffing Priorities
 - Safety/Law Enforcement Officer
 - Admissions and Registration Director
 - Director of Research
 - Part-Time Public Relations Officer

- Technology Priorities
 - Replace/Update Phone System
 - Provide Distance Education Support
 - Continue the Computer Replacement Program

- Facilities Priorities
 - Upgrade existing transportation system, including entrances and exits of campus and traffic flow, bus terminal area

 - Begin modernization of existing classrooms

 - Complete construction on Science building

CONCLUSION

The interim Educational Master Plan presented in this document is admittedly an incomplete one. The exigencies which the Imperial Community College District faced in the Spring of 2007 and the Fall of 2008 are the contributing factors to this incompleteness. First, the college needed to respond to the recommendations of the accreditation team, most notably the recommendation regarding the college's need to create a more effective strategic planning process. Furthermore, the college was transitioning from an interim Superintendent/President to the new Superintendent/President who began his tenure at IVC in April of 2008. Because the recommendation prescribed changes in the strategic planning process and because that process is instrumental in the development of Educational Master Plans, the college was making changes while attempting to implement those changes before said changes had yet been approved by the Board of Trustees. Nonetheless, what has been done has been fruitful in that it facilitates our ability to see what works and where improvements are needed in the new strategic planning process, which has been approved at the time of this writing.

We now recognize a need for greater unification of goals, objectives, strategies, and data when generating Program Reviews. We also see a need for greater participation from stakeholders in all areas of the college in establishing the goals, objectives, and strategies to be used. Additionally, we realize the necessity of using as much internal as well as external data and information when writing Program Reviews. With the imminent creation of the Educational Master Plan Committee and the Strategic Planning Committee, we will need to be vigilant in making certain that the Program Reviews are used and used wisely in determining the priorities of the college and in making the most efficacious decisions in how and when to meet those priorities. Finally, it is apparent that we will need to create a process for who will conduct the evaluations of the planning process as a whole and how the results of the evaluations will be used and used wisely.