

IMPERIAL VALLEY COLLEGE
2017-18 Comprehensive Academic Program Review

ACADEMIC YEAR	2017-2018 (year info entered into SPOL)
PROGRAM	Verify the name of your program in SPOL
DESCRIPTION or PURPOSE of PROGRAM	Verify the descriptor in SPOL is accurate
DIVISION	Make sure SPOL has your program in the correct division
DEPARTMENT	
SUBMITTED BY:	

I. INSTITUTIONAL GOALS

A. Student Success	B. Teaching & Learning Effectiveness	C. Access & Growth	D. Community, Economic & Workforce Development	D. Organizational Effectiveness
<p>Our primary goal is to promote student success. We define success as students achieving their educational goals. This success is reflected in students' performance at Imperial Valley College as well as in their later achievements in education and the workplace. We also look at the intellectual skills that students develop while at Imperial Valley College, such as critical thinking and the ability and desire to engage in lifelong learning. Student success also measures the education of the whole person for engaging in an increasingly complex and interconnected world.</p>	<p>We are committed to providing the highest quality instructional programs in transfer, career technical education and general education, using the best current and emerging instructional methods and technologies. The college promotes flexible teaching and learning methods to support the success of its diverse student population.</p>	<p>As a community-based institution, Imperial Valley College strives to be responsive to the growing communities within the district. To meet the challenges of population growth, we pursue new delivery approaches to provide a high level of access to education. We also provide comprehensive support services to assure access by reducing or eliminating significant barriers and by promoting diversity. We are committed to ensuring that students from a wide variety of backgrounds have an equal chance to achieve their educational goals.</p>	<p>We seek to promote the health and economic vitality of the region. As a community resource, Imperial Valley College contributes to community life through partnerships, staff involvement in civic affairs, and programs that are open to the public. The college also supports economic development through its occupational programs and partnerships with business, labor, and industry.</p>	<p>Our organizational processes play a critical role in student success and overall institutional effectiveness. Imperial Valley College will continually improve its organizational processes in order to enhance its institutional effectiveness and ensure its fiscal accountability and integrity.</p>
<p>A1. Focusing on Educational Goal Achievement. A2. Coordinated Strategy to Address Full-Time Younger Students A3. Closing the Achievement Gap A4. Comprehensive Student Support Services A5. Student Assessment A6. Capacity to Address Changing Community Demographics A7. Campus and Community Engagement</p>	<p>B1. Distance Education B2. Enhanced Program Coordination and Development B3. Basic Skills Program</p>	<p>C1. Enrollment Management Plans C2. Student-Centered Enrollment Process</p>	<p>D1. Responsive Economic Development and Workforce Preparation Programs D2. Community Philanthropy & Resource Development</p>	<p>E1. Institutional Capacity for Diversity E2. Staffing E3. Business and Human Resource Process Streamlining E4. Participatory Decision Making E5. Promoting Health, Wellness and Safety E6. Professional Development E7. Internal Communications E8. External communications E9. Organizational Culture and Values E10. Sustainable Development Practices and Programs E11. Prudent Financial Management</p>

II. PROGRAM OBJECTIVES

A. PAST – EVALUATION OF OBJECTIVES FROM PREVIOUS PROGRAM REVIEW CYCLE

- **SPOL Planning Module:**

- Provide an assessment (status update) of each objective and task in year 2016-2017.
- Ensure each objective is labeled as “completed,” “closed,” or “partially completed-will complete next year,” for the 2016-17 year’.
- Assessment should address any impact on student achievement or program improvement

- **Additional information:**

- Objective/task steps to status update provided at the end of this document
- You may prefer to do data analysis in Sec. II.B (next page) first as it must be entered in a different module - Accreditation Module.

B. PRESENT – DATA ANALYSIS and PROGRAM HEALTH.

In the **SPOL Accreditation Module**, provide a narrative summarizing your analysis of all disaggregated data - **time** (day/eve/night), **gender, age, ethnicity, and distance education**. At the bottom of the narrative all graphs and/or trend data should be linked and/or uploaded as a file into SPOL.

- a. **Enrollment and Fill Rates** (Discuss the trends in the rates for each program by time, gender, age, ethnicity, DE/face-2-face)
 - **Enrollment:**
 - **Fill Rates:**
 - **Overall:**

- b. **Productivity** (What are the trends in productivity? ¹)
 - **Productivity:**
 - **Overall:**

- c. **Success and Retention:** (Discuss rates for each program by time, gender, age, DE/face-2-face) and identify gaps)
 - **Success:**
 - **Retention:**
 - **Overall:**

- d. **Success and Retention by ETHNICITY**
 - **Success:**
 - **Retention:**
 - **Overall:**

¹ (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be 100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

e. **Degrees and Certificates:** (Discuss the trends in the number of degrees and/or certificates awarded.)

f. **Program Changes**

- **Summarize changes:** Provide summary of any revisions, additions, deletions, or alternate delivery methods to courses/programs based on the last program review and include an analysis of the effect on student success in this program.

- **Evaluate Viability Overall:**
Discuss this program's viability based on:
 - # Program Completions or other measure of Student Success Rates
 - # FTES
 - Labor Market Information or employability
 - Quality of Outcomes based on community need, industry need, college need, etc
 - Contributions to Other Programs; e.g. Math 91, HIST 121, etc.

- Final statement should consider the above to identify if this program is projected to be:
 - strong or growing,
 - stable with little change,
 - declining or fluctuating trends, or
 - At-risk or mitigation plan needed.

Next, in the **SPOL Planning Module**, update the **2017-2018 Objectives** if applicable. For many of the 2017-18 objectives it is too soon to have accomplished the goal, but for some, e.g. new hires, the task may be completed already.

This section, II. B., should be used as a guide to develop FUTURE objectives and 'Enhanced Requests' for budgeted funds.

C. FUTURE Program Objectives

Please make sure you have “SMART” PROGRAM OBJECTIVES (Specific, Measurable, Attainable, Relevant, Time-Limited)

In the **SPOL Planning Module**, provide one goal for the each planning year.

- Future objectives should be related to program improvement, growth, unmet needs or other issues from Section II. B.
- Each goal must address at least one of the institutional goals.
- Make sure your objective is not dependent on a budget enhancement request.
- Any supportive documentation or URL links can be uploaded in SPOL.

2018-19 PROGRAM OBJECTIVE(S)		INSTITUTIONAL GOAL(S) (Select 1 primary goal)
Identify 2018-19 Objective:		<input type="checkbox"/> 1 Mission & Effectiveness (primary?) <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2 Student Learning Outcomes (primary?) <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> 3 Resources (primary?) <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> 4 Leadership & Governance (primary?) <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
Objective Description:		
Task(s) one or more tasks to complete this objective/goal		
A.		
Timeline/Target Date for Completion:		
B.		
Timeline/Target Date for Completion:		
C.		
Timeline/Target Date for Completion:		
How will this objective be measured?		
How will the completion of tasks identified improve student/program success?		
Who are the responsible parties and assigned user(s)?		
Please fill the section below only if your tasks require a budget enhancement request – if you have more than one task requiring a resource request, please copy and paste the sections below.		
Identify Task:		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing <input type="checkbox"/> Administrative		
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$
Timeline/Target Date for Completion:		
Expense Type (mark all that apply)	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring <input type="checkbox"/> Legally Mandated	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$
If you have more objectives, please replicate the sections above and number your objectives.		

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