



*2015-2021*



Imperial Valley College



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The Strategic Educational Master Plan was developed with input from all constituencies throughout the Imperial Valley College community. In addition, key data from multiple sources informed the plan strategies and future directions. Those data can be found in the Key Issues for planning section.

Over the past several months, staff, faculty, and students across the District provided input in a number of ways. Student, faculty, and staff were able to provide feedback through the following activities:

#### Strategic Educational Master Planning Committee (SEMPC)

The Strategic Educational Master Planning Committee (SEMPC) is composed of members of the President's Cabinet, Academic Senate and College Council representatives, classified staff, Division Deans and Department Chairs, student government representative, and a representative from the Board of Trustees. The SEMPC meets regularly throughout the year to provide input and oversight for the planning process. The SEMPC provides clear oversight of the process in addition to providing input on the development of the plan at each step in the process. In fall 2015, the SEMPC created the Strategic Educational Master Plan Task Force to review the draft of the plan and provide input in the development of the plan.

#### College Leadership Sessions

The draft Strategic Educational Master Plan was presented to all college leadership bodies during the fall 2015 semester. This included the Academic Senate and College Council, as well as the Administrative Council, Instructional Council, Student Services Council, and the Associated Student Government. Participants discussed the direction of the District in light of the current fiscal challenges and the issues that they believed the plan should address.

#### Planning Forum

A planning forum held in October of 2015 engaged college students, staff, faculty, administrators and Trustees. The forum included a presentation of the results of an environmental scan called *Key Issues for Planning*

The updated strategic plan integrates current data from multiple sources, including a comprehensive environmental scan, surveys of current students, prospective students, and the community in general, as well as focus group feedback from all communities in Imperial County during the 2013 Visioning process.

### Environmental Scan

The environmental scan of the Imperial Valley College service area, *Key Issues for Planning*, provided information about demographic trends, social and economic directions, and educa

Valley College. The surveys were prepared in English and in Spanish to improve access for our bilingual community. Over 500 surveys were completed, both on-line and on paper. The results indicated an overall favorable opinion of the college, with major issues reported to be in the area of courses offered and the ability of students to complete their degrees in a timely fashion.

## Program Plans

Several standing committees have been delegated

Staffing levels and requests for new or replacement positions; and  
Budget requests with a justification for any increases noted.

The implementation of Strategic Planning Online (SPOL) combined with the Enrollment Management Plan allows for adequate distribution of resources to support development, maintenance, and enhancement of the college's numerous programs and services. Budget requests that contain the necessary elements for funding are forwarded to the appropriate standing committee for prioritization. Prioritized needs are then forwarded to the Budget and Fiscal Planning Committee for overall college prioritization, and then on to the President's Cabinet for decisions as to inclusion in the next year's budget.

The next stage of the planning process is implementation. Once the reviews have been completed and goals and objectives have been assessed, action is taken in response to the findings. Goals may be modified or services may be added. The assessment/evaluations are used to improve the College's student learning and support services.

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The *Key Issues for Planning* section summarizes major issues and trends affecting district-wide planning for the Imperial Community College District. As part of the strategic planning process, it is critical to identify those issues – social, political, and economic – that will potentially have major effects on our institution so that the District can better prepare itself to address these challenges and align itself with a changing environment. The first section of the report covers those mega trends that are expected to have the greatest impact on our District, while the second section provides important data on demographic changes, enrollment projections, and job projections in the area. The third section summarizes institutional data on student demography and student success measures at Imperial Valley College.

Key Issues for Planning draws upon a large body of research and data including many of the District's own research reports and institutional effectiveness data; state and national research studies; and data provided by organizations and government agencies including the U.S. Department of Labor, Employment Development Department, California Department of Finance, and the U.S. Census Bureau, to name a few.

#### 1. A Rising Demand for Accountability and Performance:

There is a growing call for increased accountability from all of higher education. It is fueled by a wide variety of issues including the increased cost to attend colleges and universities; widely



reported data showing the United States is no longer a leader in educational attainment and has fallen behind many other countries in the number of citizens who hold a bachelor's degree; and an increased perception by pundits and the general public alike that higher education may not offer the value it once did.

Community colleges are perhaps under the greatest scrutiny as they enroll the vast majority of students in higher education, including the majority of low income and ethnically diverse students. This has led governments, foundations and think tanks to focus on improved student performance at the community college level as a way to increase degree attainment nationally.

The demand for more accountability and results is coming from every quarter: the Obama administration has set a goal of 5 million more community college graduates by 2020; a group of state governors have announced they intend to focus on higher education accountability as a primary agenda for their states; accrediting agencies are focusing more on accountability measures; and the Lumina Foundation has announced it is going to move away from research grants in order to focus on state policy and sponsoring bills that will foster student success in higher education.



These students could well have different educational aspirations and different expectations of what a college education should provide. They will be more employment oriented. And, while they are likely to be equally, if not more, academically motivated compared to students of the past decade, they will likely be less prepared academically, with many coming from first-generation households in which English is a second language.

**Our Data:**

During the last five years, the number of high school graduates has fluctuated between 2,206 and 2,193. There does not appear to be a growing trend in this area.

**Discussion:**

While it would seem that the group of students coming our way over the next ten years would be immediately drawn to the types of programs and services offered at Imperial Valley College, this is not a given. These students will be drawn by cost but they will also be heavily influenced by time to completion of their educational goals. This again raises the question of how we can help students to complete their goals more quickly. Because we are entering a time of limited growth in high school graduates, there will be more competition for them among all higher education institutions, public and private. What can we do to compete effectively? What are we going to do to increase student success when there are ever more students unprepared for college level work?

4. Increasing Competition in the Educational Market Place:

The educational market place is becoming crowded and students have more options than ever before. Prestigious colleges and universities are offering online/hybrid courses and programs to students in far-flung places around the globe. Meanwhile, the number of for-profit educational institutions located in Imperial County has increased in the past decade. Most of these are offering the same high demand programs in business, accounting, health. Meanwhile, thaaTBThdo

completion for the many students seeking career skills and a job? How can we enhance and track job placement services? How can the new transfer bill help to increase transfers?

#### 5. An Aging Work Force:

Increasing numbers of the Baby Boom Generation will reach retirement age in the coming decade, with the first wave turning age 65 in 2011. The U.S. Census Bureau defines this generation as those who were born between 1946 and 1964. During this time period, 76 million American children were born. Due to the Great Recession of 2008, some Baby Boomers have placed their retirements on hold, but with an improved economy, it is expected that higher

education will be faced with m.12 746.o3(on 0 0 1atr-3(on wi7(ti)-3(re)b )4(duc)4(a)4(ti)-3(on wia)4(xatr-p3(dr

Change is so pervasive and so accelerated that the U.S. Department of Labor estimates that today's learner will have worked in 10 to 14 jobs by the age of 38. Today, 25% of workers have been in their jobs for less than one year; and a full 50% have been in their jobs for less than five years.

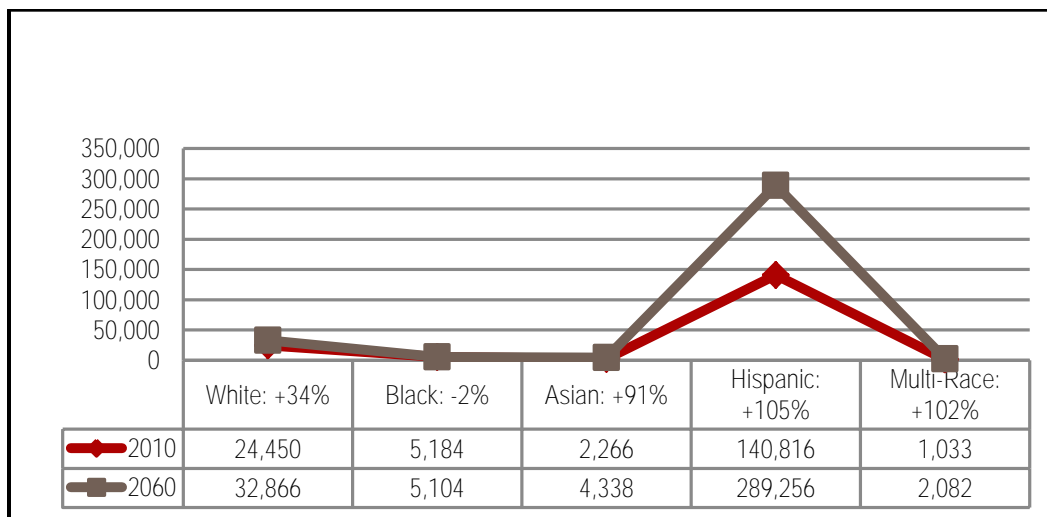
Businesses and institutions which are not nimble enough to manage this high rate of change risk catastrophic failure. We only need look at the newspaper industry for example. Ten years ago few imagined that so many newspapers in the country would disappear. But since 2008, due to the loss of classified advertising to online sites such as Craigslist, 166 newspapers have shut down and 24,500 jobs have been lost in the industry.

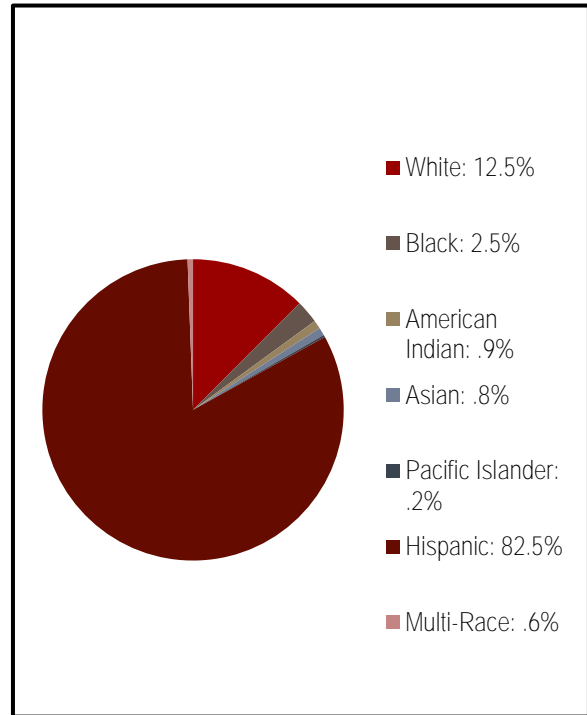
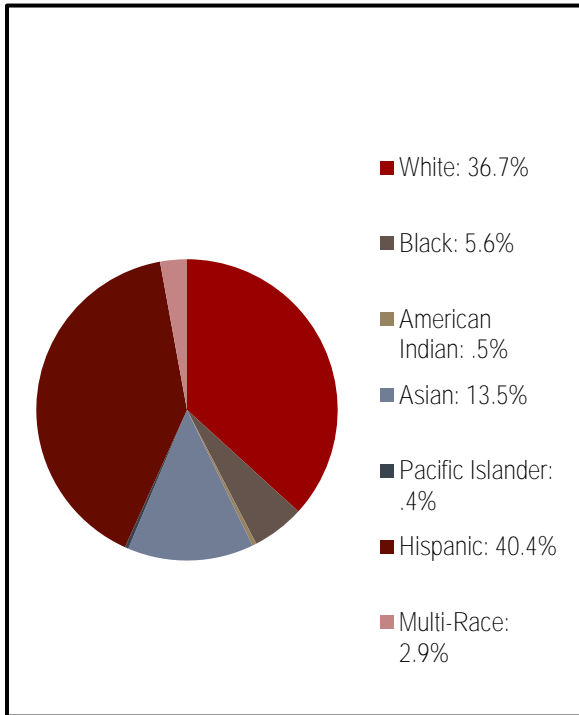
**Discussion:**

What can Imperial Valley College do to keep up with the rapid changes in technology? How will the use of technology change the way students expect to learn? What are some strategies we should consider to help faculty and staff maintain currency in their subject and work areas? How can we ensure currency in our curricula? What does the rapid rate of change mean for our organizational structure and decision making processes? What opportunities does rapid change present for IVC?

State and Local Demography

In terms of population size, Imperial County ranks 31<sup>st</sup> in the state, with 179,091 residents. According to the California Department of Finance, the race/ethnicity of Imperial County is projected to change during 2010-2060 reflecting an increase in white residents by 34%, Asian residents by 91%, Hispanic residents by 105%, and Multi-Racial residents by 102%. During this same time period, the population of African-American residents is expected to decrease by 2%.

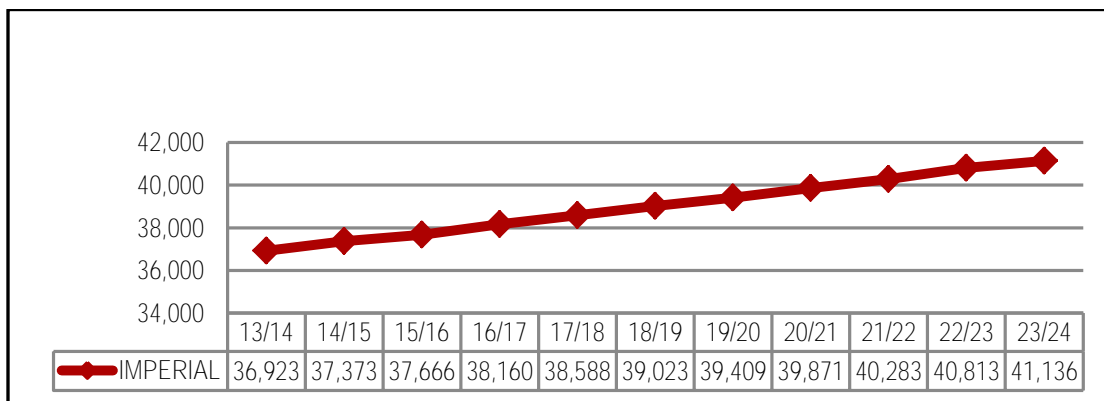




Source: California Department of Finance. Accessed at <http://www.dof.ca.gov/research/demographic/reports/projections/P-1/>.

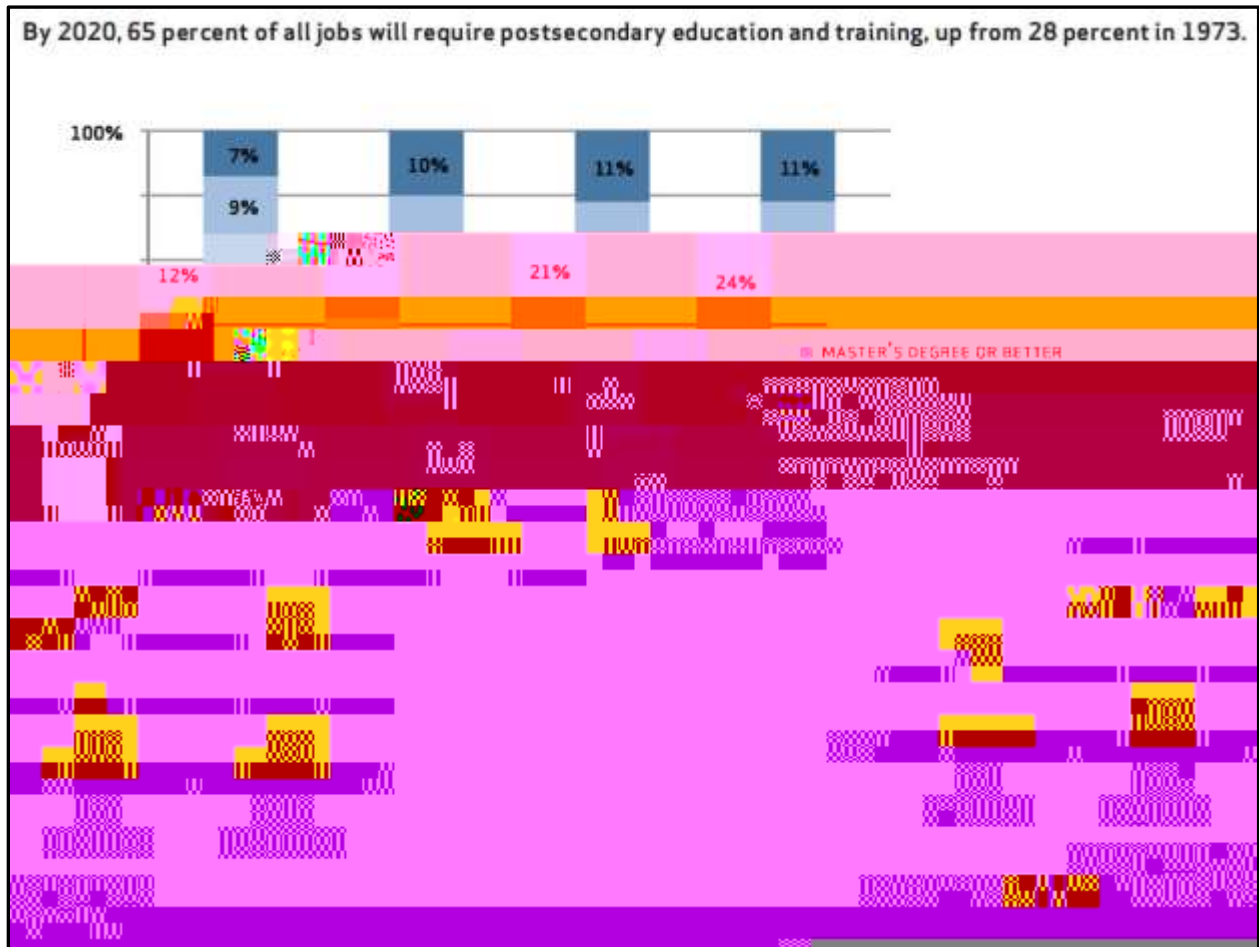
### K-12 Enrollment and Student Diversity

In 2009, the California Department of Finance projected that enrollment in grades K-12 will increase in the next ten years in the following counties: Riverside County, San Bernardino County, Kern County, Fresno County, and Sacramento County. The growth is attributed to increasing births or high levels of in-migration. However, it is projected that 30 of the state’s 58 counties will show a decline in enrollment over the next ten years. The below chart shows the K-12 enrollment projections for Imperial County from 2013-14 through 2023-24, which indicates a potential 11% increase in Imperial County K-12 enrollments.



Source: California Department of Finance. Accessed at <http://www.dof.ca.gov/research/demographic/reports/projections/k-12/>.

According to the California Department of Finance, the number of public high school graduates in Imperial County is projected to increase by approximately 12% over the next ten years



Source: Georgetown University (2010). *Recovery: Job Growth and Education Requirements Through 2020*. Accessed at [https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES\\_Web\\_.pdf](https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_Web_.pdf).

Reports by the State Employment Development Department (EDD) project that industry employment will reach 72,400 by the year 2022, an increase of 11.2% over the 10-year projections period. 74% of all the projected non-farm growth is concentrated in three industry sectors:

Educational services, health care, and social assistance is projected to be the fastest growing industry over the 10-year period, at a 33.8 % growth rate, adding 2,300 jobs. Government is expected to add 1,500 jobs, while growing 8.4 % over the projection period. Local government will lead the way with 1,100 jobs over the next ten years. Retail trade is expected to add 1,200 jobs while growing 15.6% over the projection period.

Chart 7 lists the fastest growing occupations in Imperial County through the year 2022.





Employment Development Department

### 2012-2022 Fastest Growing Occupations

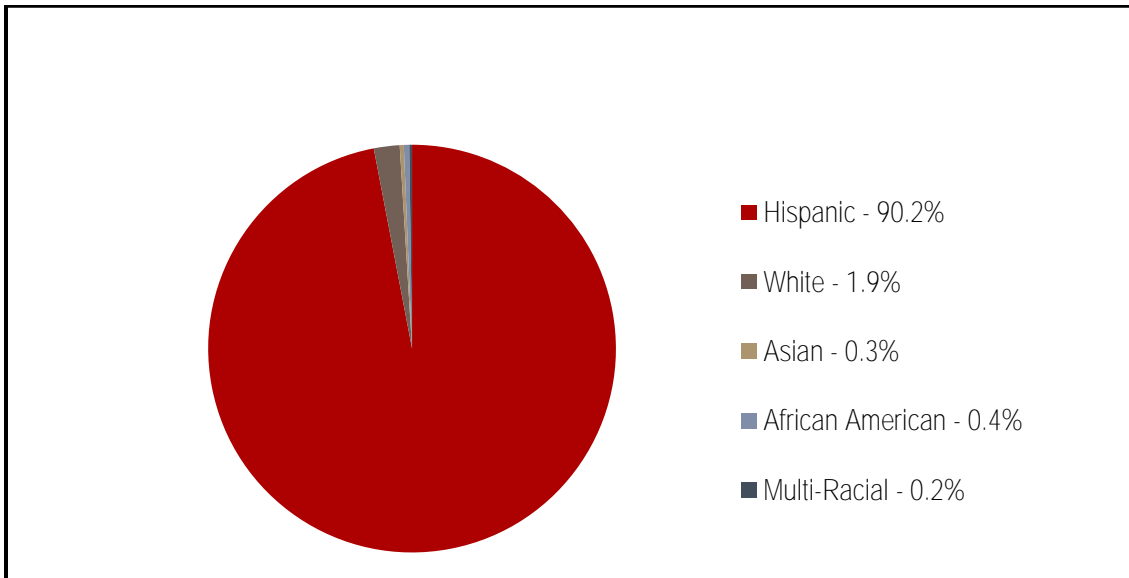
El Centro Metropolitan Statistical Area

2014 First	Education and Training	Estimated	Projected	Percent
Annual Average	Quarterly Wages	Levels (3)	Employment	Change
Wage	Wage	Level	2012	2022
1.0000	1.0000	1.0000	1.0000	1.0000
2.0000	2.0000	2.0000	2.0000	2.0000
3.0000	3.0000	3.0000	3.0000	3.0000
4.0000	4.0000	4.0000	4.0000	4.0000
5.0000	5.0000	5.0000	5.0000	5.0000
6.0000	6.0000	6.0000	6.0000	6.0000
7.0000	7.0000	7.0000	7.0000	7.0000
8.0000	8.0000	8.0000	8.0000	8.0000
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46.0000	46.0000	46.0000	46.0000	46.0000
47.0000	47.0000	47.0000	47.0000	47.0000
48.0000	48.0000	48.0000	48.0000	48.0000
49.0000	49.0000	49.0000	49.0000	49.0000
50.0000	50.0000	50.0000	50.0000	50.0000



### 1. Student Demography by Race/Ethnicity:

During the IVC 2014-15 academic year, the student population was 90.2% Hispanic, 1.9% White, .3% Asian, and .4% African-American. Students who reported themselves as more than one racial/ethnic group comprised .2% of the student population.

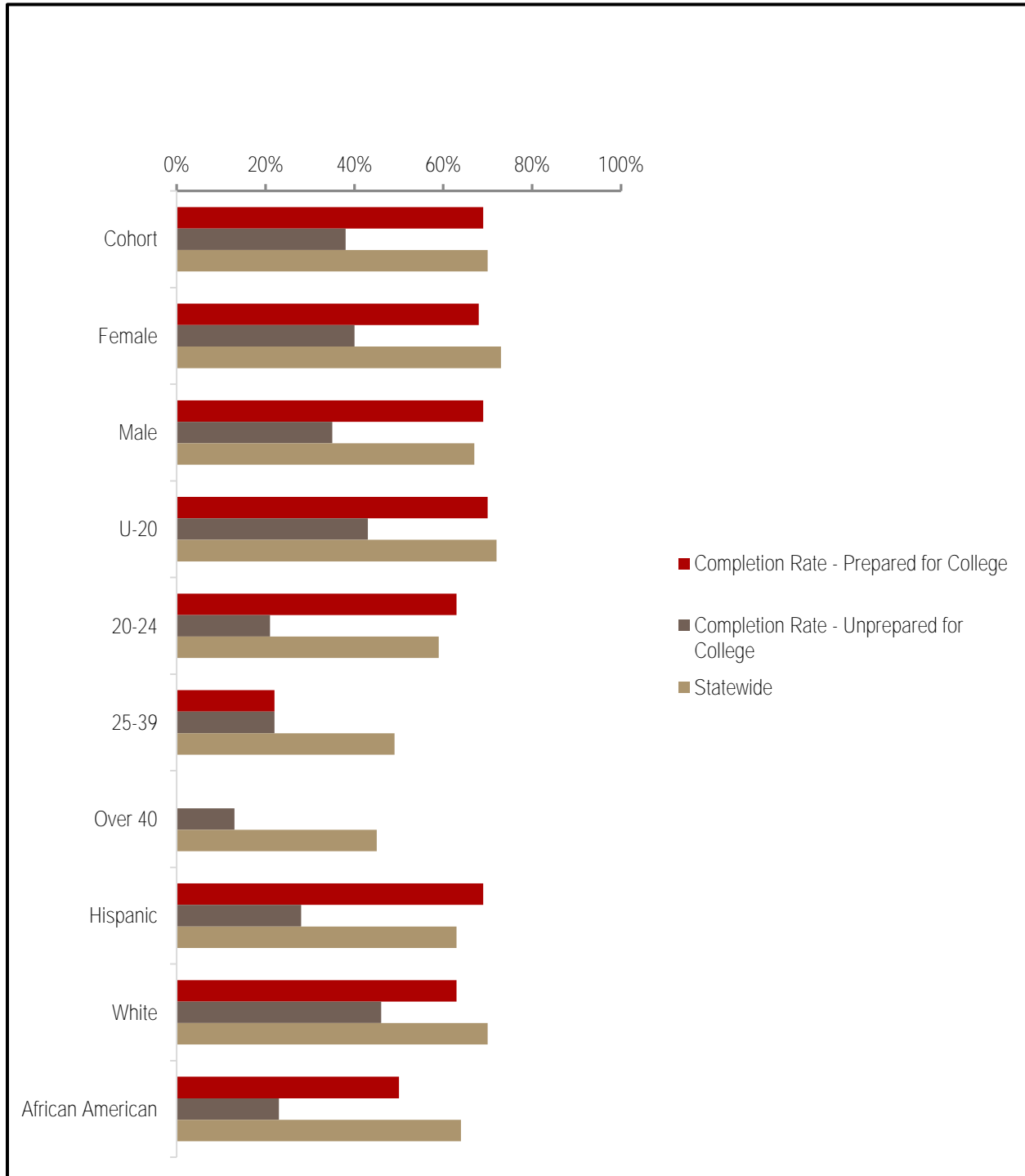


### 2. Student Course Completion Rate:

The CCCCO Scorecard defines “completion” as the percentage of degree, certificate, and/or transfer-seeking students starting in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate, or transfer-related outcome.

IVC students prepared for college achieve completion levels at much higher rates than unprepared students do. There is a lot of consistency in completion among prepared students hovering the over 69% mark for males and females and younger students. A large drop is seen for students over the age of 25. Hispanic students in this category also performed at a rate consistent with the overall cohort. This finding is logical since the great majority of students in the evaluation cohort are Hispanic (89.5%). Data is also reported for white and Black students although the number of students in the cohort are very small (2.4% and 0.3% respectively). Generalizations about the data are difficult to make within these two student populations since they are based on a low student representation.

Unprepared students complete their program of study at about half the rate of prepared students. The following charts highlight the College's completion rates reported in January 2015 as well as a five-year trend. Data is reported for students prepared for College as well as students unprepared for college.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

Males and females at IVC accomplished about the same rate of completion in both categories. A marked success differential exists between prepared students (69%) versus unprepared (38%). Unprepared students are required to take basic skills remedial coursework and would therefore take longer to graduate; however, the scorecard tracks students for six years allowing sufficient time for students to complete remedial education and program completion. Younger (U-20) unprepared students did better than the cohort.

The five-year trend by ethnicity shows some levels of consist

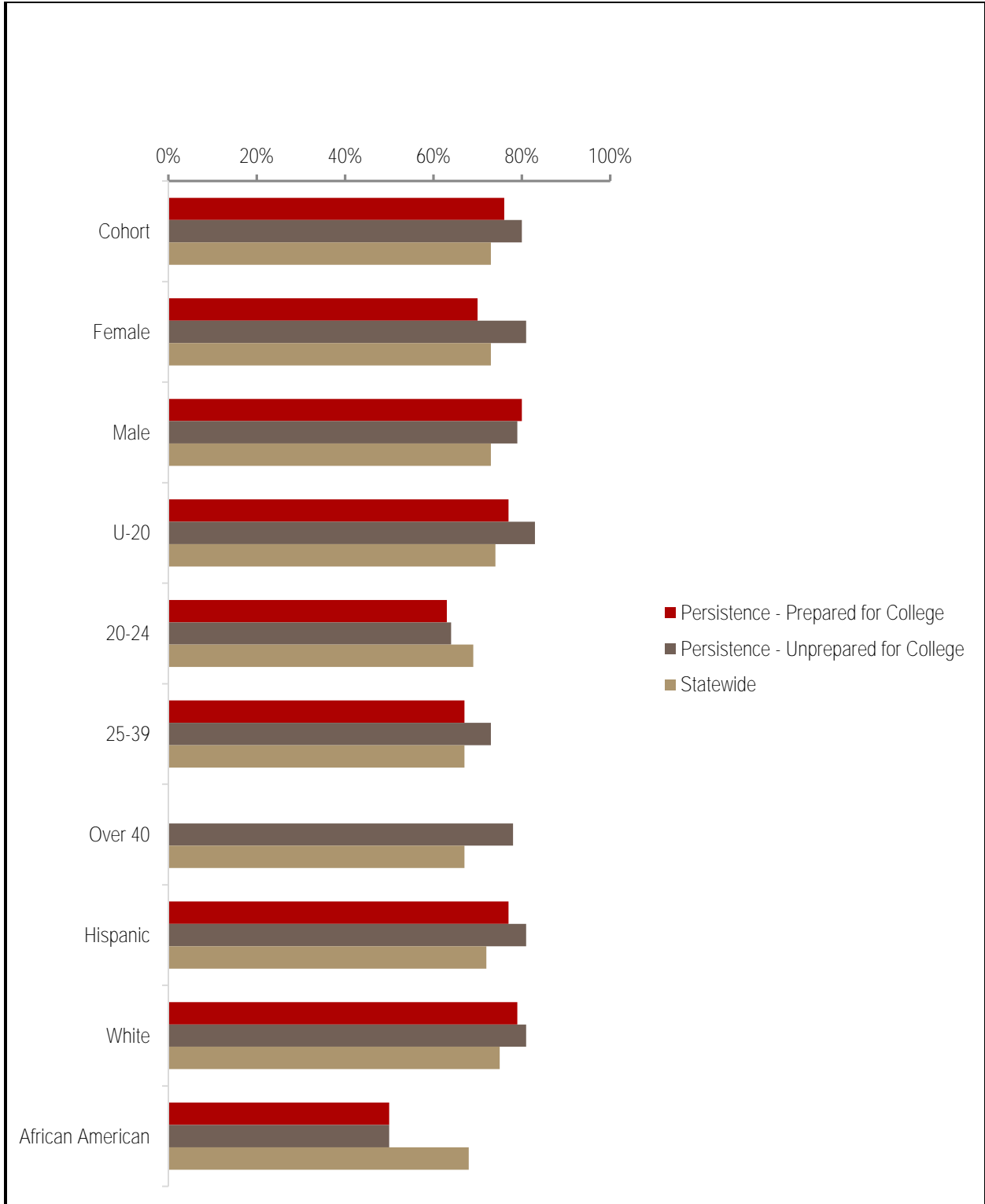
Completion rates by gender have considerable similarity with women doing slightly better.

*Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.*

### 3. Student Persistence Rate:

This indicator measures the percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who enrolled in the first three consecutive terms.

All evaluated groups achieved similar levels of persistence including levels compared with the statewide average. This data demonstrates that prepared and unprepared students stay in school for at least three consecutive semesters at about the same level across all sub-groups. Yet,

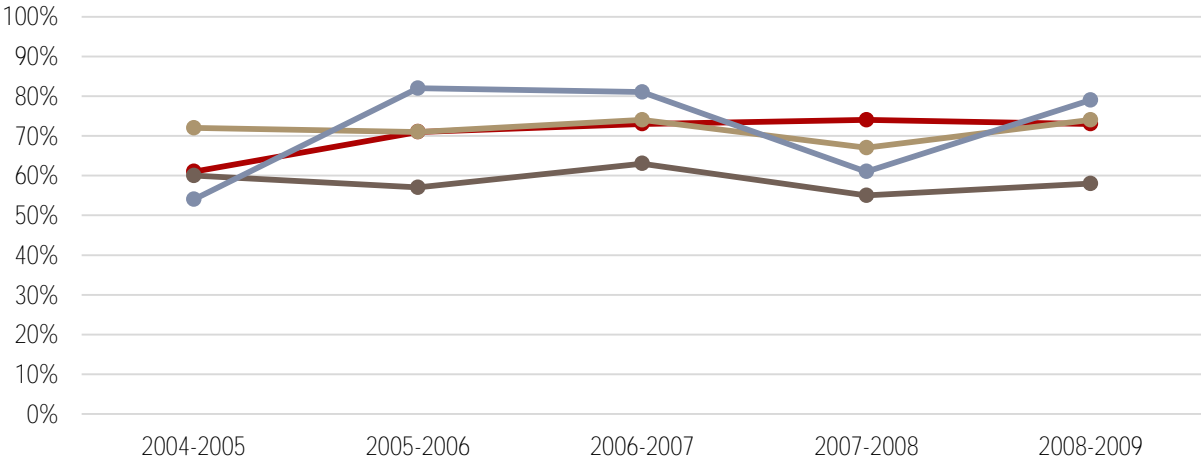


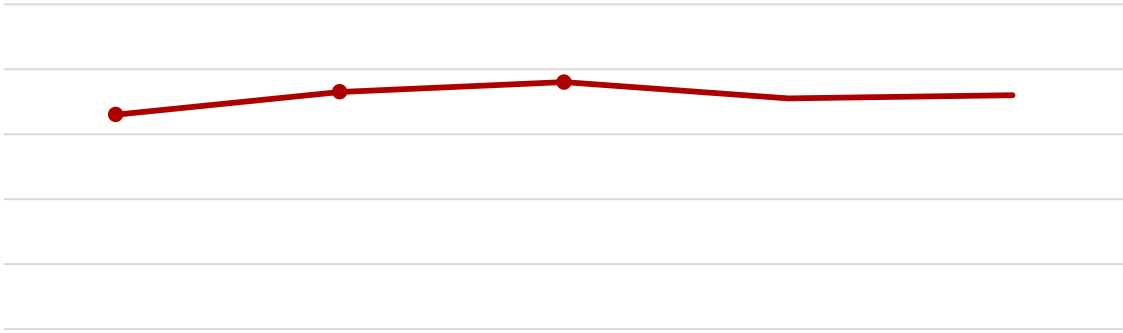
Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

Source: CCCCO Student Success Scorecard (2015). Accessed at <https://www.cccco.edu/assessment/assessment-reports/2015-2016-student-success-scorecard>



#### 4. Students Achieving 30 Units





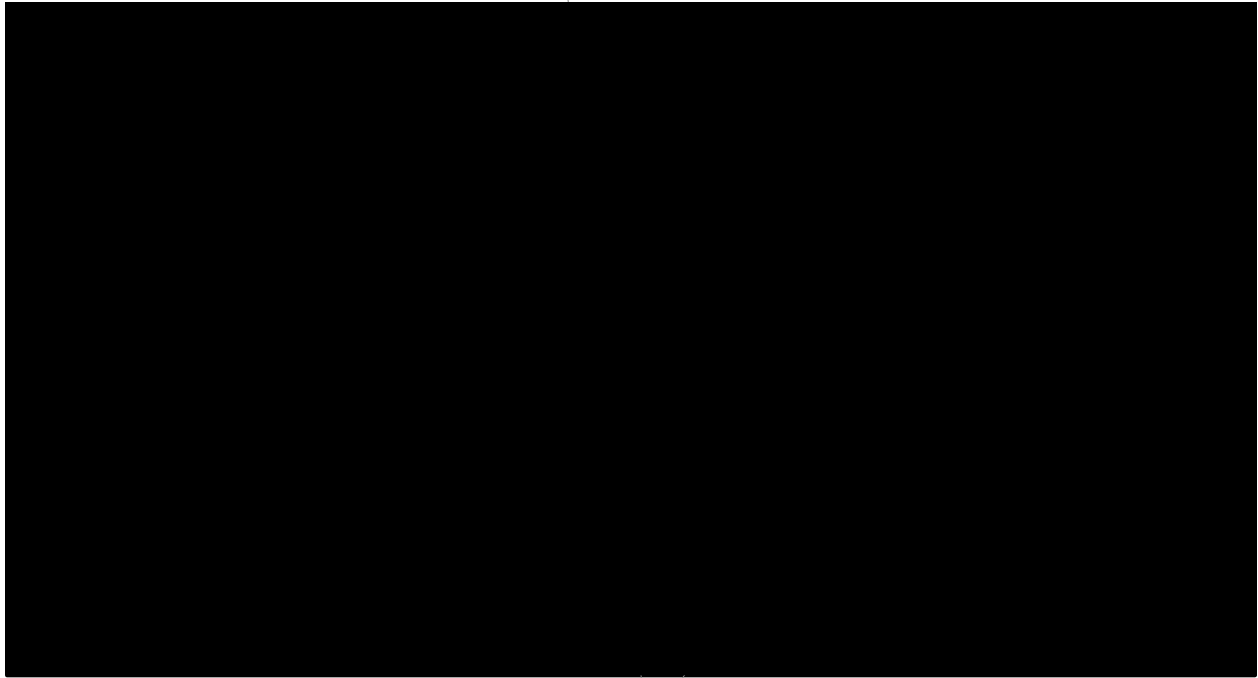
Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

### 5. Students Who Enroll in Remedial Math

This indicator measures the percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer in mathematics during 2008-09 and completed a college level course in the same discipline

Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

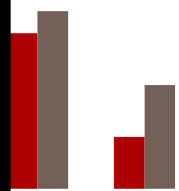
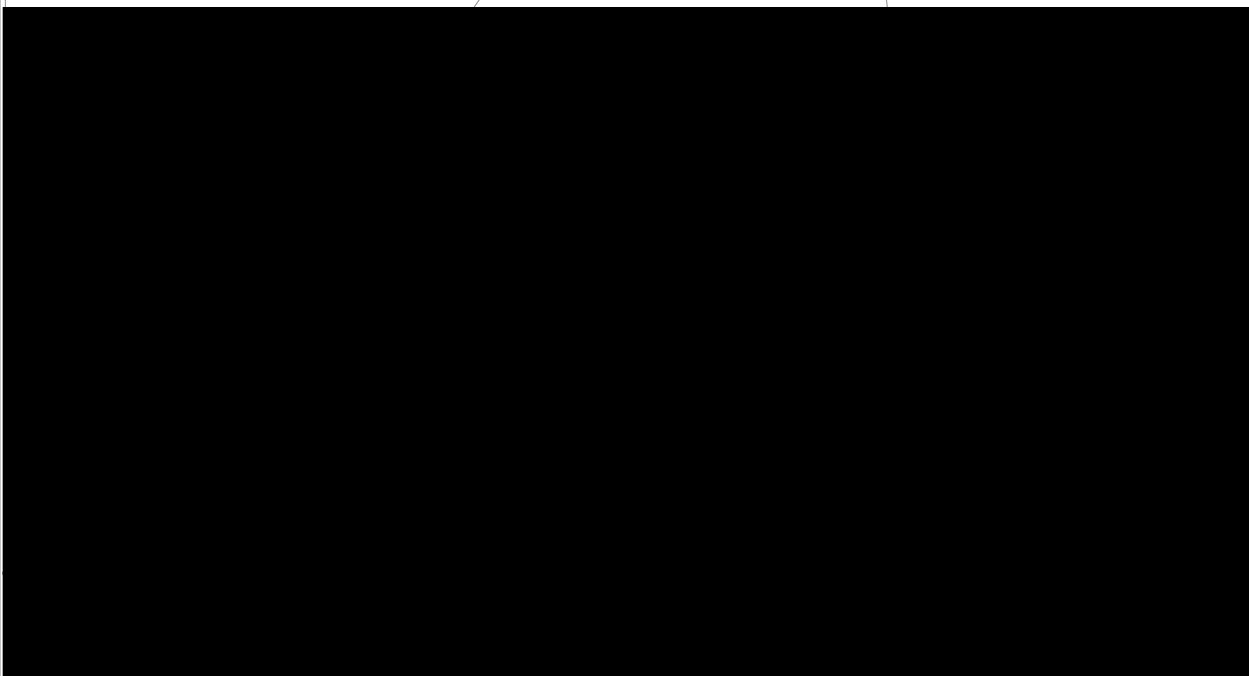




Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.

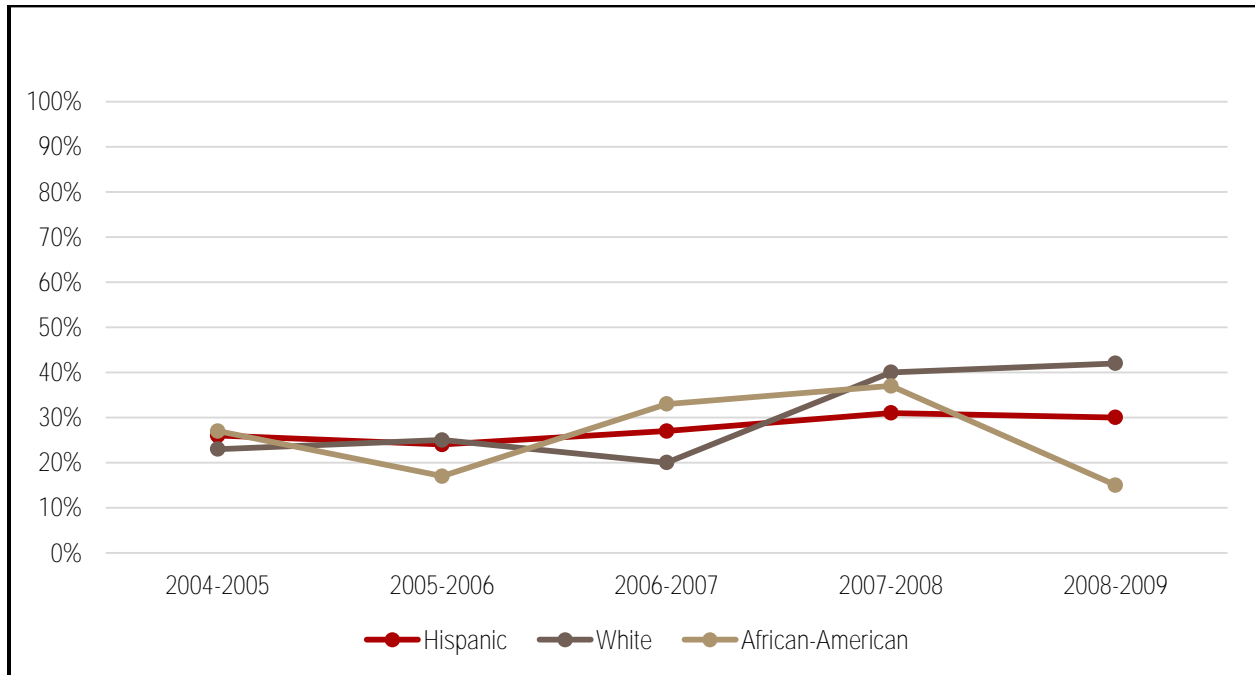
#### 6. Students Who Enroll in Remedial English

This indicator measures the percentage of credit students tracked for six years through 2013-14 who first enrolled in a course below transfer in English during 2008-09 and completed a college level course in the same discipline.

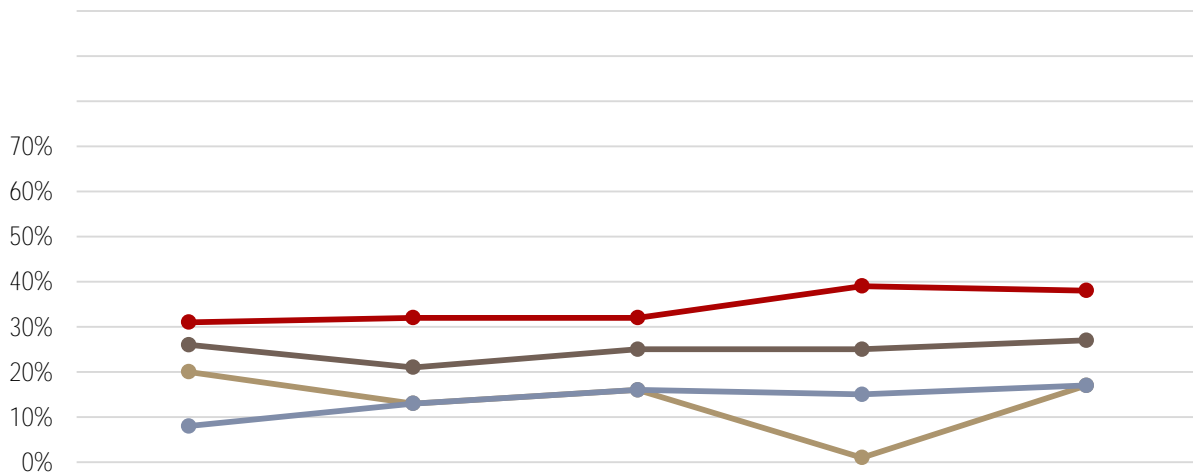


[card.](#)

The following is a five-year trend analysis by sub-groups.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.



Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.







*Source: CCCCO Student Success Scorecard (2015). Accessed at <http://scorecard.cccco.edu/scorecard>.*

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The Strategic Plan responds to and is built on the District's vision, mission, and values. These foundational documents were discussed and revised to ensure they remain current in today's environment. The plan includes five elements.

As a student-centered organization, we will uphold the following core values:

**Excellence:** Providing superior service and educational learning opportunities that provide, promote and enhance student learning and growth.

**Integrity:** Guiding the college's actions with an internally consistent framework of principles that demonstrate forthright, honest and ethical behavior in all interactions.

**Accessibility:** Building and creating an inclusive and accessible learning environment which provides equitable treatment for all, without discrimination.

**Diversity:** Recognizing and valuing the strengths of our diverse backgrounds and perspectives in an environment that respects diverse traditions, heritages, and experiences.

**Collaboration:** Encouraging recursive interaction of knowledge, experience and mutual learning of people who are working together toward a common creative goal.

**Innovation:** Providing innovative approaches to learning, problem-solving and growth in response to a rapidly changing environment.

**Fiscal Integrity:** Ensuring the fiscal integrity of the District to fulfill its mission.

The District's values provide the guidance and inspiration for implementing and maintaining programs to promote student success.

Strategic Plan Framework



The 2015-2021

### E. Organizational Effectiveness

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.

Table 5.1 provides an overview of the plan goals and the strategies identified to achieve them. Imperial Valley College is a single college district; therefore, the words District and College are used interchangeably.

**Table 5.1 OVERVIEW OF GOALS AND STRATEGIES**

Student success	<ul style="list-style-type: none"> <li>Focusing on Educational Goal Achievement.</li> <li>Coordinated Strategy to Address Full-Time Younger Students</li> <li>Closing the Achievement Gap</li> <li>Comprehensive Student Support Services</li> <li>Student Assessment</li> <li>Capacity to Address Changing Community Demographics</li> <li>Campus and Community Engagement</li> </ul>
Teaching and Learning Effectiveness	<ul style="list-style-type: none"> <li>Distance Education</li> <li>Enhanced Program Coordination and Development</li> <li>Basic Skills Program</li> </ul>
Access & Growth	<ul style="list-style-type: none"> <li>Enrollment Management Plans</li> <li>Student-Centered Enrollment Process</li> </ul>
Community, Economic & Workforce Development	<ul style="list-style-type: none"> <li>Responsive Economic Development and Workforce Preparation Programs</li> <li>Community Philanthropy &amp; Resource Development</li> </ul>
Organizational Effectiveness	<ul style="list-style-type: none"> <li>Institutional Capacity for Diversity</li> <li>Staffing</li> <li>Business and Human Resource Process Streamlining</li> <li>Participatory Decision Making</li> <li>Promoting Health, Wellness and Safety</li> <li>Professional Development</li> <li>Internal Communications</li> <li>External communications</li> <li>Organizational Culture and Values</li> <li>Sustainable Development Practices and Programs</li> <li>Prudent Financial Management</li> </ul>

## Goals and Strategies

A.1

Future Directions:

Continue and expand the use of best practices to develop educational strategies to meet the needs of younger students; encourage use of innovative and culturally responsive practices.

Compile and summarize best practices from institutional research, the

Ensure that all new Imperial Valley College students have an educational plan that, using their assessment profile as a starting point, outlines the sequence of courses and activities needed for them to achieve their educational goal.

Hold an Imperial Valley College symposium to discuss achievement gap data and explore approaches to closing the gaps identified.

## A.4 Comprehensive Student Support Services

**Provide all students with access to high quality, comprehensive student services appropriate to the needs of each student.**

Student support services are essential for students to be successful in higher education. It is critical that students are able to access the services wherever they are on or off campus and during daytime and evening hours. It is important that student services evolve to meet the needs of current students. Services must be planned and coordinated.

## A.5 Student Assessment

**Enhance student needs assessment for individual educational planning and for institutional planning and use the results to adapt programs and services.**

Individual assessments provide students with guidance and counseling to accurately determine their skills and identify which courses and instructional modes will best support learning. Collectively, this assessment data can inform the District of



### Future Directions:

Ensure that faculty and staff reflect the changing demographics of the Imperial Valley College service area.

Examine data about our changing student demographics; update student services to reflect changes in student demographics.

Provide information to the public about our college in multiple languages as needed.

## A.7 Campus and Community Engagement

**Provide a variety of engagement opportunities on campus, online, and in the community.**

Students engaged in campus activities are better informed and more likely to use services that contribute to their success. A vibrant campus life encourages participation and provides opportunities for students to apply the critical thinking skills developed in the classroom to real world discussions with their peers, staff, faculty, and community members.

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## B1. Distance Education

**Support high-quality distance education as an option for increasing access and promoting student success.**

As the use of distance education has increased over the past five years, so has the need to support the development of distance education and to leverage innovations and best practices across the District. Distance education classes must continue to share the same high standards as traditional classes, and the colleges must help students develop the skills needed to keep pace with changing technology. Staff and faculty must also receive support to ensure their proficiency in the use of these technologies.

### Future Directions:

Integrate planning for distance education course and program offerings in existing college educational planning processes.

Conduct ongoing assessments of student success for distance education students using accepted student achievement standards.

Continue developing and providing professional development to maintain and improve high-quality distance education classes and programs.

Continue developing and providing professional development for the mastery of technology in response to changing technology, software applications, and educational innovations.

## B2. Enhanced Program Coordination and Development

**Facilitate the development of new programs and courses through collaborative decision making.**

With rapidly changing community and workforce needs and legislative requirements, including the transfer degree legislation (SB 1440), the District should facilitate and support the effective development of new programs and courses through collaborative decision making.

Coordinate with labor, business and industry partners to develop programs that support workforce development needs.

Work with K-12 and adult education providers to articulate with community college programs.

### B3. Basic Skills Program

#### **Support basic skills program.**

Students increasingly need basic skills courses and training, from math courses to computer skills. The basic skills program provides a foundation of knowledge needed for students to achieve learning outcomes as they move through their course work. The District needs to increase communications to students and faculty about the

## Future Directions:

Continue to develop campus facilities to maximize access to programs and services throughout the District.

Assess course and program schedules to confirm that students can enroll in essential courses in order to complete their certificate or degree requirements within a specific time frame.

Coordinate program and course offerings in distance education to maximize student choice and access.

Evaluate impact of new programs on enrollment; consider unintended consequences such as increased costs, competition for facilities, and impact on staff and faculty capacity.

Expand use of data to inform program offerings, number of classes, method of delivery and location.

## C2. Student-Centered Enrollment Process

**Ensure that all students attracted to the college can successfully register for classes and access needed support services.**

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## D2. Community Philanthropy and Resource Development

**Work Closely with the College foundation to secure additional funding resources.**

The College foundation plays a critical role in securing additional funds and resources. District efforts to regularly communicate priorities and results can increase the foundation's effectiveness at maintaining and growing positive relationships with current and potential donors.



## E4. Participatory Decision Making

**Provide opportunities for constituent groups to participate in College decision making processes.**

Participatory decision making is a core value of the College. The College has supported this effort to enhance participatory decision making capacity by providing training and support for the interest-based approach to problem solving. The College should continue this commitment and explore additional methods and best practices to enhance their participatory decision making processes.

Future Directions:

**Strengthen and clarify communication processes and encourage open dialogue across all constituencies.**

**Promote greater consistency and effectiveness in all participatory processes.**

## E5. Promoting Health, Wellness and Safety



## E6. Professional Development

**Provide professional development opportunities designed to support student success in and out of the classroom.**

To fully support student success at the College, it is necessary to offer a range of professional development options to faculty and staff to ensure that every employee is adequately prepared to teach and support Imperial Valley College students. In addition, the College must provide increased support to assist faculty to better utilize the existing professional development opportunities.

### Future Directions:

Provide professional development and ongoing feedback to support the use of educational practices that are effective for all learners.

Conduct regular assessments to identify professional development needs for all employees and implement programs based on results.

Continue developing and providing professional development and training to promote and support career advancement.

Continue developing and providing professional development for the mastery of technology for all employees.

Increase training and mentorship opportunities for staff and faculty.

Improve access to professional development opportunities.

## E7. Internal Communications

**Increase communications at all levels to raise awareness and improve efficiency.**

The District can achieve greater efficiencies by increasing internal communications.   
aware they exist. Effective communications will ensure that faculty and students are aware of student services and how to obtain support.

### Future Directions:

Increase internal communications at all levels to increase awareness and improve efficiency.

Strengthen timing and distribution of information to maximize efficiency of communications.

Provide clear communication to employees about fiscal issues.

## E8. External Communications

**Continue District efforts to communicate with our external partners and constituencies on a regular basis.**

Imperial Valley College provides essential resources to Imperial County and the District must  
organizations, and the general public. This information also needs to be updated  
and workforce needs. Through  
effective communications, the District has established key partnerships with schools  
and employers and built a strong base of support with the public.

### Future Directions:

Continue regular communications with local partners and the public to  
increase awareness of the breadth and scope of opportunities available at the  
col



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The Imperial Valley College Strategic Educational Master Plan will be implemented in a manner that respects the participatory governance process of the organization. The plan is designed to provide the broad direction within which the college can develop its strategic and operational plans in responding to the population it serves.

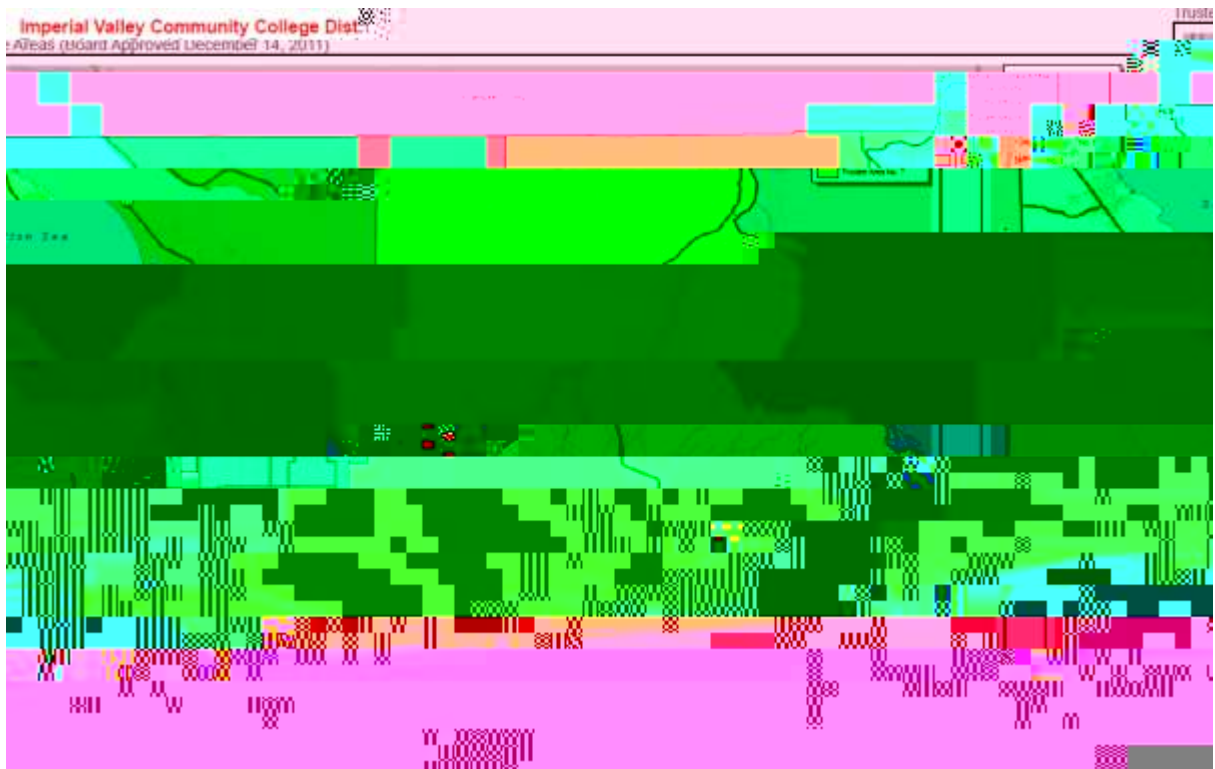
The District's commitment to strategic planning is ongoing and has been thoroughly integrated

## Strategic Planning Cycle



*The strategic planning process operates on a three-to-five-year cycle within the framework of participatory governance.*

## Imperial Community College District Service Area



The Board of Trustees

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