Imperial Valley College

2030 Vision Comprehensive Master Plan

2030 Vision Comprehensive Master Plan

Imperial Valley College

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Letter from the Superintendent/President

Dr. Martha Garcia

For over 60 years, Imperial Valley College has contributed to the quality of life and the economy of Imperial County by providing high quality, comprehensive, affordable academic and career education and services.

Imperial Valley College is honored to introduce the College's 2021-2030 Comprehensive Master Plan. A culmination of about one year of research and preparation, the new plan sets a pathway for the College as it embarks on a journey of transition after experiencing an unprecedented and challenging pandemic. The Comprehensive Master Plan provides a roadmap during the next nine years.

The Comprehensive Master Plan was developed through a collaborative and interactive process and incorporates the Vision, Mission, Values, Strategic Goals and Facilities Planning. The College's integrated planning model integrates the California Community College Chancellor's

Office (CCCCO) Vision for Success goals and the Guided Pathways framework, as well as the alignment and integration of all institutional plans. The plan is designed to transform Imperial Valley College and ensure that diversity, equity, and inclusion are integrated into all future planning efforts and resource allocation processes.

The Comprehensive Master Plan is a living document that will inform strategic and operational planning as it guides the collective efforts of the College. I would like to wholeheartedly thank all employees and students who participated in the creation of this document for their expertise, commitment to excellence and dedication to the college.

We are proud of the many accomplishments achieved by Imperial Valley College students, employees, Board of Trustees and look forward to additional collective success and growth as outlined in the 2021-2030 Comprehensive Master Plan.

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.

Vision

To provide quality education that enriches lives and builds futures.

Values

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.

Purpose

The Imperial Valley College 2030 Vision Comprehensive Master Plan (CMP) serves as the blueprint for the College's organizational development and the fulfillment of its mission to foster excellence in education that challenges students of every background, assists students in achieving their educational and career goals, and responds to the needs of the greater community. Specifically, this plan aligns the College's strategic goals and objectives, including those of instructional programs, student equity and achievement programs, technology, human resources staffing, enrollment management, long-range financial plans, and campus development plan, with those established in the Vision for Success.

Notably, this Comprehensive Master Plan, which developed in the midst of an unprecedented global pandemic, is designed to transform Imperial Valley College into a more agile institution that shapes its future through strategic responses to challenging socioeconomic conditions, system-wide initiatives, shifting priorities, rapidly-accelerating technological changes, climate change, and critical matters of diversity, equity, and inclusion. This 2030 Vision Comprehensive Master Plan positions IVC to build upon its successes while intensifying its focus on student success and creating a more agile and resilient future campus.

Participation

Imperial Valley College's commitment to a planning process, which honors and reflects the College's values diversity and collaboration, resulted in an inclusive process that featured broad engagement from the College community, including students, classified professionals, faculty, administrators.

Campus Engagement efforts consisted of regular Task Force meetings, an employee questionnaire, a deans' questionnaire, and focus groups with a diverse array of IVC students. The Task Force provided feedback and input regarding the project timeline and activities, the implications of the environmental scan data, and the plan goals and objectives. The dean's questionnaire supplied contextualizing information about the current status of instructional and student service programs and anticipated future needs. The student focus groups offered insights into diverse perspectives on students' experience with space at Imperial Valley College. Ultimately, this approach to planning also helped to broaden communication about College planning, foster cooperative organizational relationships, and effectively blend different insights and perspectives – particularly regarding the student experience and improving student success.

CMP Task Force Members

Martha Garcia, *Superintendent/President*

Yolanda Catano, *Interim Associate Dean Institutional Effectiveness, Equity, & Student Success*

Lennor Johnson, *Vice President Student Services & Equity*

Elizabeth Espinoza, *Interim Manager Communications & Governmental Relations*

Deedee Garcia, *Vice President Administrative Services*

Christina Tafoya, *Vice President Academic Services*

Jose Carrillo, *Director of Institutional Research*

Clint Dougherty, *Chief Human Resources Officer*

Jeffrey Enz, *Chief Technology Officer*

Efrain Silva, *Dean Economic & Workforce Development*

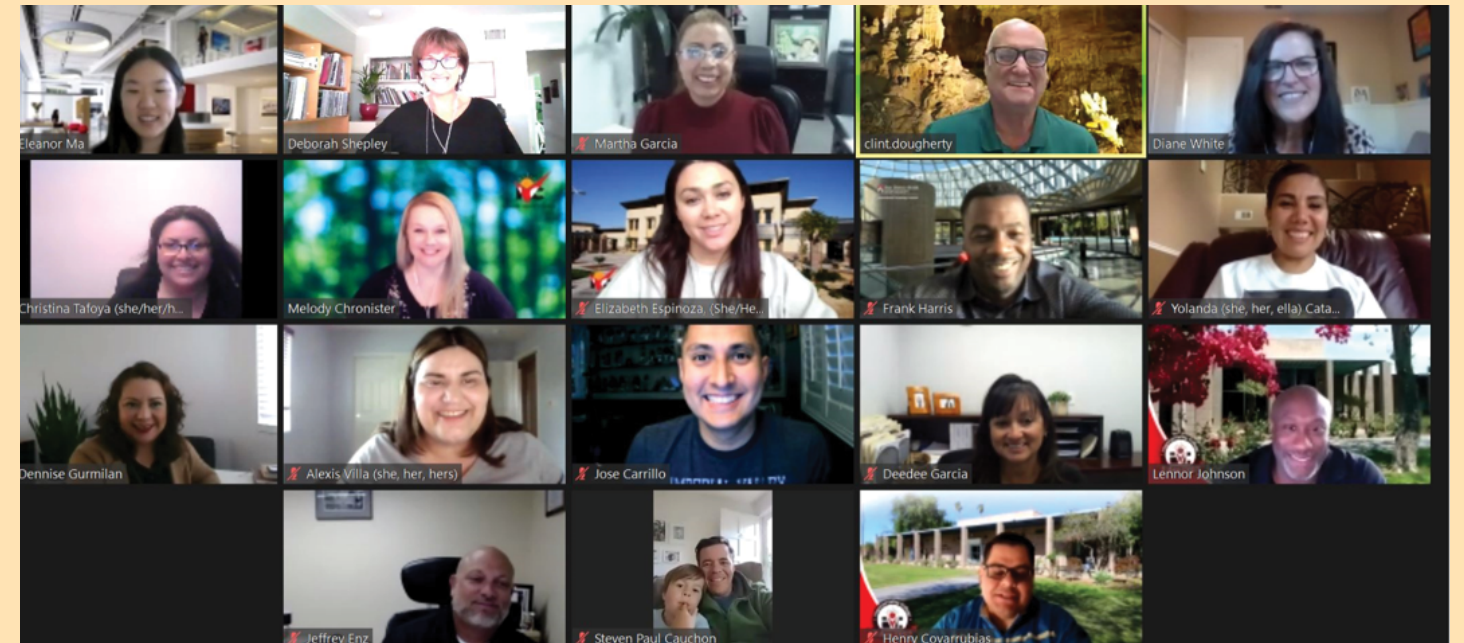**Henry Covarrubias**, *Dean Student Services & Programs*

Bianca Bisi, *Interim Associate Dean of Student Equity & Achievement*

Alexis Villa, *Interim Associate Dean of Student Equity & Achievement*

Steven Cauchon, *Faculty & Academic Senate*

Melody Chronister, *Senior Programmer/ Systems Analyst*

Jorge Silva, *Student Trustee*

Participation

Student Focus Groups

Questions

- *Why are you at IVC College?*
- *What are your favorite places on campus to:*
- *Study? Socialize?*
- *Is there a place on campus where you feel a sense of belonging?*
- *Is there a place on campus where you do not feel welcomed/uncomfortable?*
- *Why types of spaces would you like to see developed on campus to support your success?*

Library is a quiet place good for studying

I began as an IVC student while in prison. Being a student here has been on of the best experiences of my life"

"Great place to learn- people want to help you succeed here!"

ESL
People are very welcoming at ESL – they want to help you succeed

People are very helpful in the math lab – one on one

The fountain is a comfortable, outdoors, quiet nice place to meet friends

Key Takeaways

- Human connections ("people") make the difference for students.
- Students value relationships with faculty and counselors.
- Students value/appreciate spaces that encourage and support social connections.

Dean's Questionnaire

257 RESPONSES

87 CLASSIFIED STAFF

143 FACULTY

27 ADMIN

Enhance and centralize comprehensive services and resources for students

Improve information technology infrastructure, resources, and training

Intensify efforts to foster an equitable, inclusive, safe, and welcoming environment

Expand educational, workforce, and community partnerships

Increase focus on outcomes (retention, success)

Update facilities to enhance the student experience

Develop a strategic approach to enrollment management and course scheduling to improve student access and goal completion

Focus in providing excellent educational opportunities leading to students' completion of degrees, certificates, transfer, and/or entry into high-demand occupations

Process

5 STEP PROCESS

The Planning Team collaborated with the IVC Leadership and Campus Community through collaborative 5-Step Planning Process described on the following page. Of vital importance to a transparent and collaborative process is the opportunity for the substantive review and approval by College stakeholders. Therefore, the Comprehensive Master Plan was presented to all College leadership bodies, including the Academic Senate and College Council, Administrative Council, Instructional Council, Student Services Council, and the Associated Student Government.

CAMPUS COMMUNITY INPUT   CAMPUS COMMUNITY INPUT   CAMPUS COMMUNITY INPUT   CAMPUS COMMUNITY INPUT

1 PREPARE   **2 ANALYZE**   **3 FRAME**   **4 EXPLORE**   **5 RECOMMEND**

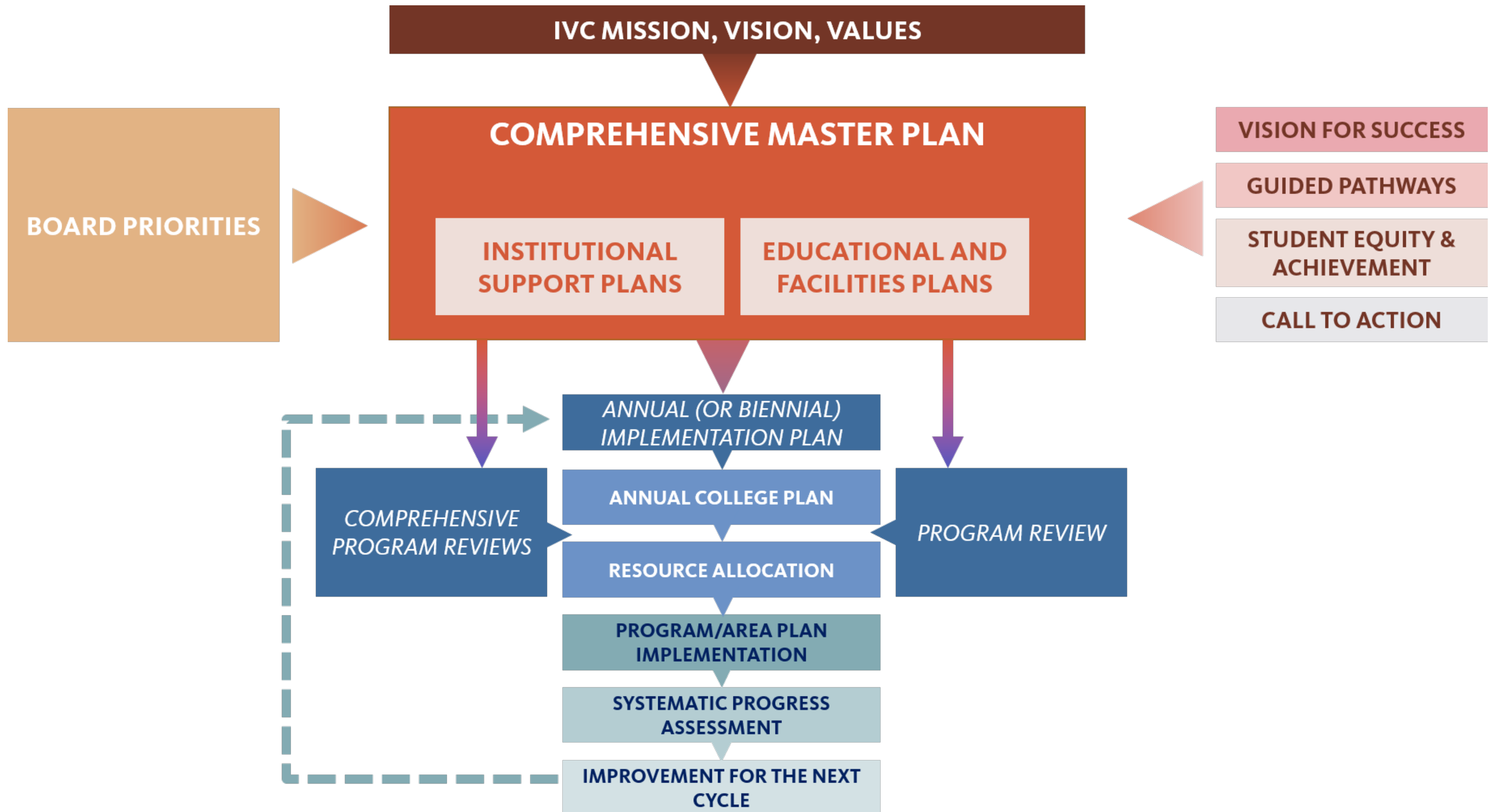| 1 PREPARE	2 ANALYZE	3 FRAME	4 EXPLORE	5 RECOMMEND
• Define project goals • Establish Task Force • Develop timeline	• Analyze planning outcomes + implications • Conduct surveys and focus groups • Analyze existing site + facilities	• Develop Strategic Goals • Create Facilities Planning Principles • Develop Master Plan Space Program	• Apply Facilities Planning Principles • Explore campus development options • Strategize funding opportunities	• Develop recommendations • Share preliminary drafts • Reviews + approvals

Qualitative

Quantitative

Integrated Planning

Providing an overlying structure for all College planning, Imperial Valley College's 2030 Vision Comprehensive Master Plan incorporates the California Community College Chancellor's Office (CCCCO) Vision for Success goals and the Guided Pathways framework, as well as the Student Equity and Achievement Plan and Call to Action initiative. Additionally, as a comprehensive plan, all institutional plans align with and support the goals and objectives of the CMP.

IVC's Comprehensive Master Plan provides two primary outputs: strategic goals and objectives, which are based on an analysis of data and extensive campus and community input, and an implementation protocol to ensure that goals and objectives are achieved. The goals and objectives focus on "what" the College will do and "how," while the implementation protocol identifies the process for planned actions, outcomes, responsibility assignments, and key performance indicators needed to execute the Educational Master Plan. Moreover, to ensure the alignment of all College plans with program review and resource allocation, this CMP provides a unified integrated planning process, which supports continuous quality improvement.

Integrated Planning

IVC MISSION, VISION, VALUES

COMPREHENSIVE MASTER PLAN

BOARD PRIORITIES

INSTITUTIONAL SUPPORT PLANS

EDUCATIONAL AND FACILITIES PLANS

VISION FOR SUCCESS

GUIDED PATHWAYS

STUDENT EQUITY & ACHIEVEMENT

CALL TO ACTION

ANNUAL (OR BIENNIAL) IMPLEMENTATION PLAN

COMPREHENSIVE PROGRAM REVIEWS

ANNUAL COLLEGE PLAN

PROGRAM REVIEW

RESOURCE ALLOCATION

PROGRAM/AREA PLAN IMPLEMENTATION

SYSTEMATIC PROGRESS ASSESSMENT

IMPROVEMENT FOR THE NEXT CYCLE

Integrated Planning

VISION FOR SUCCESS

The Imperial Valley College 2030 Vision Comprehensive Master Plan (CMP) provides the overarching superstructure for all College planning, which aligns with the California Community College Chancellor's Office (CCCCO) Vision for Success, guides the full development of the Guided Pathways framework, and executes the CCCCO's Call to Action to address systemic racism and discrimination. First, of chief importance, is the CCCCO's Vision for Success - the plan to erase the achievement gap, increase the number of students successfully transferring to a University of California or California State University campus, and prepare significantly more students for high-demand jobs. The Vision for Success undertakes community colleges' most significant challenges: low program and transfer completion rates; the excessive time needed for the completion of programs of study and with more units than necessary; the lack of services and supports for older and working students; system inefficiencies, which make community college more expensive due to the slow time-to-completion rates; and significant achievement gaps and regional inequities.

The goals identified in the Vision for Success are to:

- *increase by at least 20 percent the number of California Community College (CCC) students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;*

- *increase by 35 percent the number of CCC students transferring annually to a UC or CSU;*

- *decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure;*

- *increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure;*

- *reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years; and,*

- *reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.*
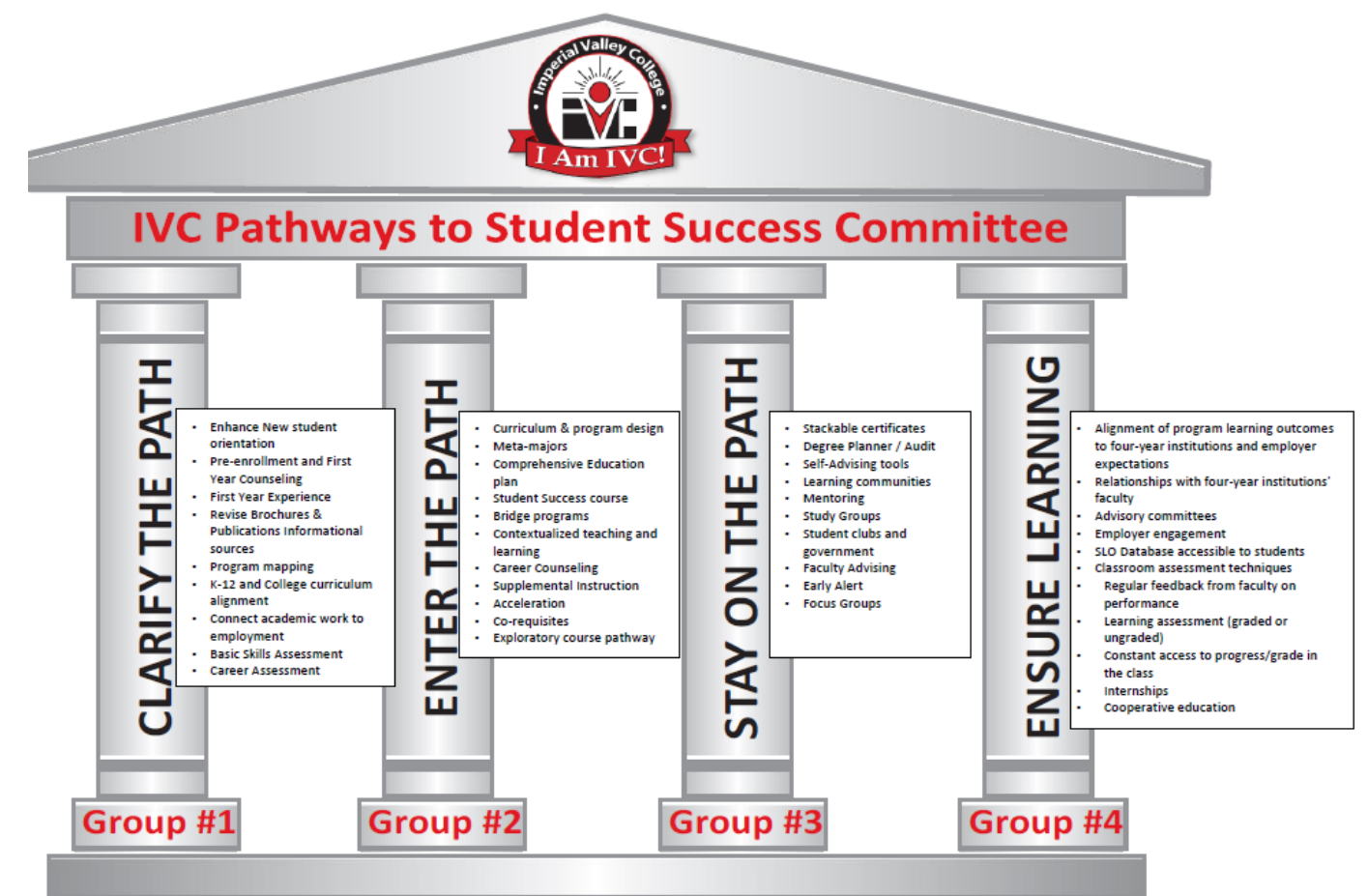
Integrated Planning

GUIDED PATHWAYS

Another major CCCCO undertaking, Guided Pathways, establishes a comprehensive and strategic approach to piloting students from connection through completion and changing how students enter programs of study and progress to their goals. Four pillars of program progress serve as the defining concepts for the Guided Pathways initiative:

1. Create clear curricular pathways to employment and further education;

2. Help students choose and enter their pathway;

3. Help students stay on their path; and,

4. Ensure that learning is occurring with intentional outcomes.

In practical terms, Guided Pathways are clear curricular roadmaps of coursework required to earn a degree or certificate, including General Education, as well as courses within a major. Overall, Guided Pathways reduce the number of unnecessary units students take, create more intentional course sequences that result in higher rates of course completion rates, and provide students with a clearer idea of the relation between courses in a program of study and the attainment of their goals. Ultimately, both the Vision for Success goals and Guided Pathways provide the College with an overarching master planning framework to direct its goals and objectives, organize action plans, and inform the allocation of critical resources.

The Appendix of the CMP includes additional information on Guided Pathways

Imperial Valley College

I Am IVC!

IVC Pathways to Student Success Committee

CLARIFY THE PATH
- Enhance New student orientation
- Pre-enrollment and First Year Counseling
- First Year Experience
- Revise Brochures & Publications Informational sources
- Program mapping
- K-12 and College curriculum alignment
- Connect academic work to employment
- Basic Skills Assessment
- Career Assessment

ENTER THE PATH
- Curriculum & program design
- Meta-majors
- Comprehensive Education plan
- Student Success course
- Bridge programs
- Contextualized teaching and learning
- Career Counseling
- Supplemental Instruction
- Acceleration
- Co-requisites
- Exploratory course pathway

STAY ON THE PATH
- Stackable certificates
- Degree Planner / Audit
- Self-Advising tools
- Learning communities
- Mentoring
- Study Groups
- Student clubs and government
- Faculty Advising
- Early Alert
- Focus Groups

ENSURE LEARNING
- Alignment of program learning outcomes to four-year institutions and employer expectations
- Relationships with four-year institutions' faculty
- Advisory committees
- Employer engagement
- SLO Database accessible to students
- Classroom assessment techniques
- Regular feedback from faculty on performance
- Learning assessment (graded or ungraded)
- Constant access to progress/grade in the class
- Internships
- Cooperative education

Group #1   Group #2   Group #3   Group #4

Integrated Planning

STUDENT EQUITY AND ACHIEVEMENT PLAN

To eliminate achievement gaps for students from traditionally underrepresented populations, the CCCCO Student Equity and Achievement (SEA) Program integrates funding for the Student Success and Support Program, the Basic Skills Initiative, and Student Equity. The Student Equity and Achievement Program requires community colleges to implement the Guided Pathways framework, provide all students with an education plan based on clear goals, abolish inaccurate placement policies that impede students' timely completion of their goals, and develop a detailed equity plan that identifies disparities among student groups and establishes goals and activities designed to increase student achievement as measured by success indicators and targets (i.e., access; course completion; ESL and basic skills completion; degrees and certificates awarded; and transfer rates).

Imperial Valley College's current Student Equity Plan (2019-2022) focuses on improving success for all students, but particularly among those in disproportionately impacted groups including Veterans, LGBT+, Black or African Americans, foster youth, disabled, and first generation. Specific goals center on increasing successful enrollments, improving fall-to-spring retention, closing transfer achievement gaps, advancing completion of transfer level Math and English, and increasing completions of high school equivalency, certificates, associate, and bachelor's degrees. Planned activities, such as those developed for 2019-2022 (e.g., intrusive and community outreach, intensifying orientation and matriculation supports, additional learning support services), align with the goals and objectives of this Comprehensive Master Plan.

CALL TO ACTION

In June 2020, the CCCCO challenged community colleges in a "Call to Action" letter to urgently respond to and address systemic racism, which included, among a host of reforms, calls for colleges to review law enforcement officer and first responder training, provide opportunities for dialogue and reviews of campus climate, audit classroom climate, and create inclusive classrooms and antiracism curriculum. Thus, the development of Imperial Valley College's CMP, which began in the summer of 2020, offered a timely opportunity to firmly embed diversity, equity, inclusion, and anti-racism goals and strategies into this long-range Comprehensive Master Plan.

Institutional Plans

Embedded in this Comprehensive Master Plan are objectives that lay the groundwork for the development of future institutional plans, including a Strategic Enrollment Management Plan, Technology Plan, and a Human Capital Management Plan. Once developed, this family of plans will serve to support the College's efforts to achieve all of the CMP's long-range goals, and ultimately, its mission and vision.

ENROLLMENT MANAGEMENT PLAN

Strategic Enrollment Management (SEM) plans allow colleges to align their mission and strategic plan with comprehensive goals centered upon improving the student experience from entry though completion. SEM not only fosters student success by focusing on improving equitable access, persistence, course success, and completion, but also ensures that enrollments are optimized in ways that support fiscal sustainability. The foundations for an effective SEM plan for IVC are provided for in specific CMP objectives, such as those focusing on ensuring program relevancy, efficient course scheduling to minimize the time for program completion, and built-in supports that meet the needs of a diverse student population and improve equitable outcomes.

Institutional Plans

TECHNOLOGY PLAN

Given the rapid pace of change that characterizes the field of information technology in general, the need for focused attention on digital equity and inclusion, and the transformational impact of the system-wide initiatives (i.e., Vision for Success, Guided Pathways, Student Equity and Achievement, Call to Action), the development of a technology plan that aligns with and supports the College's strategic plan goals and objectives is both timely and critical. In order to advance these three initiatives, the updated technology plan should align with and support the College's CMP goals and objectives.

Additionally, in order to fully meet accreditation standards (i.e., ACCJC Standard IIIC), the next technology plan should incorporate the following:

1. an assessment of 2014-2019 Technology Plan outcomes;

2. an evaluation of external and internal technology conditions;

3. the identification of specific, critical institutional planning needs; and,

4. measurable goals and objectives for improving technology infrastructure, services, hardware, software, professional support, and human resources, which ultimately support teaching and learning processes.

Moreover, in developing the next technology plan the College will consider ways to address needs in areas that include:

- *Instructional Services (e.g., enhancing equitable access to information technology, upgrading IT infrastructure, deploying technology that improves student success, classroom hardware and software, telepresence technology to effectively connect classes at various locations, direct IT support and training opportunities for students, universal design of computers and workstations)*

- *Student Services (e.g., improving communications, increasing the delivery of services via technology, systems that enhance the student experience from entry through completion);*

- *Library Services (e.g., upgrades to library management systems, upgraded hardware and software);*

- *Administrative Supports (e.g., ensuring the integrity and security of data and systems, improving messaging, increasing and/or enhancing automation of processes); and,*

- *Professional learning opportunities for all employees to cultivate technological proficiency.*

Institutional Plans

HUMAN CAPITAL MANAGEMENT PLAN

Imperial Valley College's most valuable resource is its employees whose talents, skills, and passion for equity and social justice help ensure that students reach their educational and career goals. Because all staffing related activities directly impact the student experience, a comprehensive approach to staffing and professional development is critical to meeting the College's mission. Thus, incorporated into this CMP are planning objectives related to the development of a human capital management strategy, which will align with student support and success outcomes and addresses the recruitment, selection/placement, induction, mentoring, and professional development of faculty, staff, and administrators that reflect the demographic diversity of the District.

A more comprehensive approach to human resource planning would potentially address:

- *multiple and on-going professional development opportunities for all faculty, staff, and administrators to focus on eliminating achievement gaps for students from traditionally underrepresented populations, and improve teaching and support practices, which are aimed at increasing achievement outcomes for all students;*

- *the systematic identification and prioritization of staffing needs over a period of years and align hiring priorities with the Strategic Plan, Guided Pathways Plan, and Student Equity Plan;*

- *the deployment of baseline information for a gap analysis, which assesses current staffing levels and indicator data that can be utilized to inform and guide prioritizations, including discipline enrollment trends;*

- *an emergent and non-emergent succession plan to ensure that the College can maintain its institutional knowledge, retain talented faculty, staff, and administrators, and mitigate the impact of inevitable turnover and retirements;*

- *establishing position needs assessment criteria for all employee categories;*

- *integrating the annual staffing prioritization for all units with program review and annual implementation plans;*

- *strategically planning for staffing needs that arise from growth, reductions, reorganizations, and attrition; and,*

- *establishing a position control system for tracking information to create a framework that allows the District to manage positions more precisely, and thus, more accurately monitor spending and track budgets based on FTE (headcount), timeframe and/or funding source.*

PLANNING FRAMEWORK

2

Planning Framework

A synthesis of informational sources (i.e., an assessment of IVC's previous Educational Master Plan outcomes, external and internal environmental scan information, employee input regarding the College's strengths, weaknesses, and opportunities, and student feedback on their experiences with IVC programs, services, and facilities) provide the foundation for the Comprehensive Master Plan 2021-2030 strategic goals, which align with the Vision for Success while responding to the College's local environment, trends, and institutional priorities. Each goal includes specific objectives – the attainment of which will advance the College's completion of its goals.

2.3 STRATEGIC GOALS

2.4 GOAL ALIGNMENT

2.13 FACILITIES PLANNING PRINCIPLES

Strategic Goals

Imperial Valley College is committed to effectively implementing the visionary principles of the Comprehensive Master Plan 2021-2030 in a way that is effective, transparent, and measurable. To that end, the College will develop an implementation protocol, which is based upon the following features:

- aligns with comprehensive program review to identify specific activities to achieve this plan's goals and objectives on a three-year trajectory every three years over a nine-year plan horizon;

- includes descriptions of activities, which are needed to implement each Goal and Objective;

- identifies the appropriate responsible parties (position responsible for overseeing the completion of the activity);

- delineates outputs and outcome(s) for each objective and/or activity;

- describes resources needed, which also aligns with the institution-wide resource request;

- includes annual key performance indicators; and,

- provides for annual implementation plans reports to regularly track goal and objective progress.

Strategic Goals

A Provide all students with excellent academic programs and clear pathways to reach the timely completion of their educational goals

B Ensure learning and support the success of all students to meet their education and career goals

C Align IVC programs to labor market demands

D Strengthen a culture of equity, diversity, inclusion, and social justice

E Develop and implement responsible and sustainable policies and practices in the allocation and stewardship of all resources to support student access, equity, and success

Goal Alignment

STRATEGIC GOALS

OBJECTIVES (2021-30)

Goal 1A
Increase All Students Who Earned an Associate Degree (including ADTs)

Goal 2A
Increase All Students Who Earned an Associate Degree for Transfer

Goal 3A
Decrease Average Number of Units Accumulated by All Associate Degree Earners

Goal 4C
Increase All Students with a Job Closely Related to Their Field of Study

Goal 5.1A
Increase All Students who earned an Associate Degree, including ADT's for specified subgroups

A Clear Pathways

B Student Success

C Labor Market Alignment

D Equity and Social Justice

E Resource Stewardship

OBJECTIVES

OBJECTIVES

OBJECTIVES

OBJECTIVES

OBJECTIVES

Strategic Goal A

**STRATEGIC
GOAL**

OBJECTIVES (2021-30)

Goal 1A

Increase All Students Who Earned an Associate Degree (including ADTs)

Goal 2A

Increase All Students Who Earned an Associate Degree for Transfer

Goal 3A

Decrease Average Number of Units Accumulated by All Associate Degree Earners

A

Provide all students with excellent academic programs and clear pathways to reach the timely completion of their educational goals

1. Implement the Completion-by-Design Framework: Connection, Entry, Progress, Completion

2. Develop a strategic approach to enrollment management and course scheduling

3. Expand learning opportunities for faculty and staff

4. Strengthen and expand partnerships (e.g., high schools, four-year institutions, employers)

5. Deliver courses in a variety of modalities (e.g., in-person, online, hybrid)

Strategic Goal B

Goal 1A

Increase All Students Who Earned an
Associate Degree (including ADTs)

Goal 2A

Increase All Students Who Earned an
Associate Degree for Transfer

STRATEGIC GOAL

B

Ensure learning and support the success of all students to meet their education and career goals

OBJECTIVES (2021-30)

1. Increase campus collaborations and professional development opportunities focused on improving student success

2. Improve information technology infrastructure, resources, and training to improve students' access to programs and support resources

3. Enhance student support services to increase engagement, persistence, and success

4. Increase or enhance partnerships with nonprofits and local agencies to address students' basic needs

Strategic Goal C

Goal 4C

Increase All Students with a Job Closely
Related to Their Field of Study

STRATEGIC GOAL

C 📈

Align IVC programs to labor market demands

OBJECTIVES (2021-30)

1. Redesign existing and/or offer new instructional programs (credit and noncredit) in high-demand, high-wage occupational areas

2. Expand the work-based learning opportunities (e.g., internships, apprenticeships)

3. Strengthen and expand partnerships – local business and industry

Strategic Goal D

Goal 1A
Increase All Students Who Earned an Associate Degree (including ADTs)

Goal 5.1A
Increase All Students who earned an Associate Degree, including ADT's for specified subgroups

STRATEGIC GOAL

D

Strengthen a culture of equity, diversity, inclusion, and social justice

OBJECTIVES (2021-30)

1. Increase equitable access to programs and support services at all locations and in all modalities

2. Increase retention and success rates for all students in all instructional modalities and course types

3. Develop a human capital management strategy that reflects IVC's demographic diversity

4. Provide accurate data and professional development opportunities, which are needed to address inequities and serve disproportionately-impacted, underserved students

5. Implement policies and procedures to regularly audit classroom and campus climates to ensure an inclusive environment

6. Create regular opportunities for engagement and community-building centered on equity-focused, anti-racist, intersectional lens, and inclusive practices

Strategic Goal D

VISION FOR SUCCESS GOALS

Goal 1A
Increase All Students Who Earned an Associate Degree (including ADTs)

Goal 5.1A
Increase All Students who earned an Associate Degree, including ADT's for specified subgroups

STRATEGIC GOAL

D
Strengthen a culture of equity, diversity, inclusion, and social justice

OBJECTIVES (2021-30)

7. Review policies and procedures to effectively identify and address any inherent biases, instances of racism and inequities.

8. Provide resources and support strategies for students and employees who have experienced any forms of discrimination

9. Review the College environment for culturally responsive, historically accurate curriculum, artifacts, and symbols

10. Readdress institutional roles and capacities to reduce departmental silos, and enhance communication, collaboration, and coordinated institutional efforts to support equity and student success

Strategic Goal E

Goal 1A
Increase All Students Who Earned an Associate Degree (including ADTs)

Goal 2A
Increase All Students Who Earned an Associate Degree for Transfer

Goal 3A
Decrease Average Number of Units Accumulated by All Associate Degree Earners

Goal 4C
Increase All Students with a Job Closely Related to Their Field of Study

Goal 5.1A
Increase All Students who earned an Associate Degree, including ADT's for specified subgroups

STRATEGIC GOAL

E

Develop and implement responsible and sustainable policies and practices in the allocation and stewardship of all resources to support student access, equity, and success

OBJECTIVES (2021-30)

1. Regularly review and renew District policies and practices, which implement principles of fiscal, environmental, physical, technological, and human resources sustainability

2. Continue to integrate sustainability content across the curricula

3. Pursue grant opportunities and build collaborative relationships with community, business, and alumni to augment curricular and student support programs

Facilities Planning Principles

The Imperial Valley College 2030 Vision Comprehensive Master Plan is an extension of the College's Strategic Goals. These Facilities Planning Principles form the basis for the recommendations outlined in Chapter 6.

Facilities Planning Principles

STRATEGIC GOALS

A	B	C	D	E
Clear Pathways	Student Success	Labor Market Alignment	Equity and Social Justice	Resource Stewardship

STUDENT CENTERED

EQUITY + INCLUSION

ACCESS + WAYFINDING

EFFECTIVE + EFFICIENT

FACILITIES PLANNING PRINCIPLES

Facilities Planning Principles

STUDENT CENTERED

- Create welcoming arrival experiences

- Improve access to student support services

- Increase presence and visibility of instructional support services

EQUITY + INCLUSION

- Develop the campus as a welcoming, safe and nurturing environment

- Enhance indoor and outdoor spaces to encourage collaboration and engagement

- Create equitable facilities across campus

ACCESS + WAYFINDING

- Clarify campus organization to improve access to programs and services

- Improve visual and physical connections to all areas of the campus

- Enhance signage and wayfinding throughout campus

EFFECTIVE + EFFICIENT

- Remove and replace temporary, oldest and underperforming buildings

- Right-size facilities to support program needs and maximize state funding opportunities

- Improve functional zoning for operational efficiencies

- Maximize land use to align with college priorities

CONTEXT

3

Context

This chapter describes Imperial Valley College in 2020 from various perspectives, beginning with the College's history leading up to the present. The second section focuses on the College's position within local, state, and national higher education systems. This leads into the local and regional trends for technology access and labor market demands. The final section highlights an overview of the College's enrollment and demographics.

Imperial Valley College Past and Present

Imperial Valley College's roots run deep into Imperial County's heritage. Forty years before the opening of IVC's current campus location, classes at Central Junior College had begun in September 1922 on the grounds of Central Union High School in El Centro and in the fall of 1924, instruction began at a second college, Brawley Junior College, on the grounds of Brawley Union High School. Enrollment increased in both schools until experiencing a sharp decline during World War II and in 1947 Brawley Junior College discontinued classes. In 1951 when Central Junior College students petitioned the Central Union High School Board of Trustees for a more representative college name, as it was now serving students from all of the Imperial Valley, the Board agreed to designate the college as Imperial Valley College.

IVC grew along with the communities it served, which was reflected in the steady rise in enrollment and the diversity of courses and curricula. Consequently, in July 1959 the California State Department of Education approved a recommendation to establish a community college district in Imperial County, which ultimately resulted in an overwhelming vote of County residents in October 1959 to establish the Imperial Valley Junior College District. Approval for construction of a campus followed in 1960 when District residents set an all-time state record, voting by a ratio of 13 to one in favor of bonds to finance a new IVC campus on Aten Road. The Imperial Valley College campus opened three years later in September 1962.

IVC's facilities in the early years of its development were rudimentary, consisting of a library, science laboratories, fine arts rooms, a student activities building, academic classrooms, administration and faculty offices, social science rooms, physical education shower and locker rooms, agricultural education classrooms and a shop. Additionally, a steady growth pattern that began in 1967 resulted in the addition of the John A. "Buck" DePaoli Sports Complex a gymnasium, which houses both sporting and theater.

The development of additional facilities throughout the 1970s and early 1980s (e.g., the Meyer Center for Business and Commerce, the Associated Students Activities Building, the Spencer Library Media Center, the Swimming Pool Complex, and the Preschool) helped create a more robust and dynamic campus. Additionally, the College constructed a 17,500 square foot fully state-funded building that now houses Health Technologies programs as well as the Mel Wendrick Access Center for Disabled Student Programs and Services.

Imperial Valley College Past and Present

Over the last decade Imperial Valley College has accelerated the development of student success programs. Some of the most notable include:

- Inside/Out program, founded in 2014, which provides higher educational opportunities for "inside" (incarcerated) and "outside" (campus) students which explore critical sociological issues through individual and group activities, assignments, and projects;

- The Teaching and Learning Center for Achievement and Success - funded in 2015 through a U.S. Department of Education grant to expand some of the most crucial services to its students (e.g., academic testing center, computer labs, a center to expand online instruction and professional development seminars);

- The IVC Kitchen – a campus-based food pantry, which provides emergency food, groceries, and CalFresh screening to anyone in need;

- The Prison Education Program (PEP), which began offering face-to-face instruction for students at Centinela and Calipatria State Prison students in 2016 and serves an average of 350 student-inmates and serves 216 students per semester; and,

- The creation of Level 1 POST courses, a 533-hour, five-day-a-week program, which prepares students who for eligibility for full-time employment as entry-level law enforcement personnel.

Imperial Valley College Past and Present

As the College has grown and expanded its curricular and student support programs, it continued to invest in buildings and infrastructure that promote student success. Voter approval of general obligation bond measures in 1987, 2004, and 2010 allowed IVC to engage in additional major campus refurbishing and general improvements, including renovations to classrooms, the college center, the counseling center, and the print shop, as well as doubling the size of the Meyer Center for Business and Commerce and computerizing the energy control system. Additionally, in 1999, the College renovated the library and Learning Center and Tutoring Center. Through the 2000s Imperial Valley College continued to invest in a number of other capital improvements, including the Jean Raulston Reading/Writing Lab (2002), the Juanita Salazar Lowe Gallery (2011), the Military and Veteran Success Center (2016), two new Career Technical Education buildings (2014), and a campus Food Pantry (2017) to help students facing food insecurities.

In May 2021, the College inaugurated the Lotus Living, Rise Above, Resilient Community - an innovative off-campus housing village of 26 tiny homes for students with housing insecurities. This groundbreaking initiative - the first of its kind in the United States - was made possible through a $600 million state Department of Housing and Community Development Homekey program grant, which was designed to provide housing options for individuals at risk for homelessness who were impacted by the pandemic. Priority for residency will be provided to former foster youth, as according to the National Youth Institute, one in four will experience homelessness within four years of leaving the foster care system. Reflective of the strong community support IVC enjoys, local agencies' contributions (i.e., $458,000 in construction funds from Imperial County Homeless Emergency Aid Program (HEAP), $524,000 for two years of operating costs from Enterprise, and installation assistance from the Imperial Valley Continuum of Care Council) as well as help from the Imperial Irrigation District, Spectrum/Time Warner Cable, and AT&T helped make this equity-based effort a reality.

Over the decades, new facilities have helped define IVC as an institution that is responsive to community needs and passionate about student success. Ultimately, the College's dedication to offering excellent instructional and student support programs and providing state-of-the-art facilities reflects the institution's student-centered focus on innovation, sustainability, and mobility for future generations.

IMPERIAL VALLEY COLLEGE

National, State, and Local Context

National, State, and Local Context

2020 will undoubtedly be characterized in the future as a watershed year, as the COVID-19 pandemic fundamentally transformed our world, nation, state, and region.

As the Pew Research Center noted in February 2021, "[W]hen pandemics sweep through societies, they upend critical structures, such as health systems and medical treatments, economic life, socioeconomic class structures and race relations, fundamental institutional arrangements, communities and everyday family life" (Pew Research Center, February 18, 2021, "Experts Say the 'New Normal' in 2025 Will Be Far More Tech-Driven, Presenting More Big Challenges").

The pandemic, which remained an ongoing public health emergency at the time of this plan's adoption, significantly impacted the lives of millions of Americans, but did so in ways that were uneven in terms of health outcomes, employment status, socioeconomic conditions, and participation in civic life.

Moreover, as the pandemic resulted in a greater reliance on technology for work, education, health care, daily commercial transactions, social interactions, and religious life, people's relationship with technology deepened and exacerbated existing economic, social, and educational inequities. As one observer noted, "The advantaged enjoy more advantages; the disadvantaged fall further behind." This astute remark applies not only to technology access, but also to fundamental economic conditions. While the stock market regained 2020 losses and the national and state labor markets showed signs of recovery by early 2021, many Americans continue to face significant economic hardship.

One-in-four adults have had trouble paying their bills since the coronavirus outbreak started, a third have dipped into savings or retirement accounts to make ends meet, and about one-in-six have borrowed money from friends or family or gotten food from a food bank. As was the case earlier this year, these types of experiences continue to be more common among adults with lower incomes, those without a college degree and Black and Hispanic Americans.

SOURCE: Pew Research Center

National, State, and Local Context

In California, as the Legislative Analyst's Office noted in November 2020, "[M]any low-income Californians remain out of work, while most high-income workers have been spared….Many low-wage, less-educated workers remain out of work, while few high-wage, highly educated workers have faced job losses." Additionally, as the Public Policy Institute of California reported, unemployment was particularly high among women and African Americans, and small business – one of the hardest hit sectors of the California economy – were "more likely to be owned by women, Asians, Latinos, and African Americans." Not surprisingly, education levels were a major differentiator in economic outcomes, as "[Unemployment] is about twice as high for workers without a

college degree than for those with at least a bachelor's degree; the large job losses among less-educated workers during COVID-19 have heightened long-standing disparities."

Imperial County was especially impacted by COVID-19, as it became "the epicenter of California's COVID-19 pandemic…. [with an infection rate] six times as high as California's as a whole." (Retrieved at https://calmatters.org/commentary/dan-walters/2020/07/imperial-county-the-COVID-19-epicenter/). In addition, Imperial County's predominantly agricultural economy, with seasonal its labor patterns, has historically resulted in socioeconomic challenges associated with fewer job opportunities in

higher paying industries and low educational achievement – conditions that the pandemic intensified. County unemployment rates by March of 2020 were a staggering 20.5% compared to the state's 5.6% rate, which also contributed to a notable increase in the unhoused population. (Retrieved at https://inewsource.org/2020/04/24/imperial-county-nonprofits-serving-homeless-funding-shortage/). By November 2020 the unemployment rate for Imperial County had fallen to 16.4% - still the highest rate among southern California counties and a full 10% above the national average of 6.4%

National, State, and Local Context

While these recent national, state, and regional trends illustrate major challenges for County residents, , as noted in the Southern California Association of Governments (SCAG) 2019 Economic Report for Imperial County, pre-pandemic trends indicate the existence of strong foundations for a revitalized future. Some key indicators from this report are captured here.

- Overall ownership of agriculture production in the region remains in "family farms" (rather than out of area corporate ownership) farming, which will still produce significant wealth for the region that is generally saved and reinvested back into Imperial County;

- US trade policies impose or incentivize additional manufacturing/assembly/distribution back to the United States (United States-Mexico-Canada Trade Agreement aka USMCA) as well as the potential for additional agriculture trade;

- Additional development of renewable energy projects from SB 100 (100% Renewable Portfolio Standard by 2045), include solar generation facilities, geothermal production

(including the mining of rare minerals) and transmission/distribution lines from the region to either San Diego or Los Angeles (through the Coachella Valley);

- The potential for additional logistic/distribution facilities along the United State/Mexico Border to support assembly and manufacturing in Mexicali, Baja California Mexico;

- Generally affordable housing compared to the balance of Southern California; and,

- Notable improvements in K-12 student academic achievement, as more students met or exceeded state testing standards in key areas such as Math and English.

National, State, and Local Context

Additionally, according to the Imperial Valley Economic Development Corporation, future opportunities for economic and infrastructure advancement include:

- lithium extraction, which is in high demand from automakers worldwide as they shift to electric cars powered by lithium-ion batteries;

- developing hemp industry, which Imperial County is supporting through an inaugural Agricultural Benefit Program designed to provide loans and grants for agricultural business development, research and development and agricultural stewardship in this emerging industry; and,

- the Southern Border Broadband Consortium, which will help close the digital divide throughout communities in Imperial by identifying and addressing broadband connectivity challenges.

These and other trends documented in this plan's environmental scan provide evidence of emerging opportunities upon which Imperial Valley College is poised to capitalize. At the same time, as the PPIC noted in its February 2021 California's Future report, the economic recession that resulted from the pandemic has intensified awareness of the "protective role of education during economic downturns… [and that access] to and success in higher education and job training for all Californians is critical." Consequently, this Comprehensive Master Plan arrives at an opportune time in this region's history, as its visionary goals and objectives position Imperial Valley College to play a leading role in the revitalization of the communities it serves as it advances student success.

National, State, and Local Context

POPULATION GROWTH

According to the California Department of Finance (DOF), in 2020 approximately 191,649 people resided in Imperial County, including residents of its major cities (i.e., Brawley, Calexico, Calipatria, El Centro, Holtville, Imperial, and Westmorland) and eight unincorporated communities, including Bombay Beach, Heber, Niland, Ocotillo, Palo Verde, Salton City, Seeley, and Winterhaven. Additionally, the DOF projects an overall population increase for the County of approximately 4% between 2018 and 2028. As illustrated in Table 1, Calexico, Heber, and El Centro are projected to see the greatest percentage increases.

Table 1. Imperial County population growth rate forecast by ZIP code (2018-2028)

ZIP Code and Area	2018 Population	2028 Population	% Change
92243 El Centro	53,864	56,288	5%
92244 El Centro	3,488	3,674	5%
92231 Calexico	37,178	39,935	7%
92232 Calexico	4,696	5,038	7%
92227 Brawley	32,133	32,977	3%
92251 Imperial	19,461	19,776	2%
92233 Calipatria	9,823	9,993	2%
92250 Holtville	9,547	9,782	2%
92249 Heber	8,879	9,383	6%
92283 Winterhaven	3,621	3,685	2%
92257 Niland	1,040	1,006	-3%
92281 Westmorland	281	286	2%
92275 Salton City	20	19	-5%
92259 Ocotillo	9	9	0%
92273 Seeley	5	5	0%
92266 Palo Verde	2	0	0%
92222 Bard	0	0	0%
ZIP Code 10 Year Average	10,826	11,286	2%
Total	184,045	1,918,583	4%

Source: http://www.dof.ca.gov/forecasting/demographics/projections/

National, State, and Local Context

ETHNICITIES FORECAST

Located along the international border between the United States and Mexico, Imperial Valley's population reflects a uniquely rich blending of cultures. As Table 2 reflects, while the majority of the population in 2020 was Hispanic (any race) and is projected to remain so, significant changes in the ethnic/racial demographics of Imperial County also include a marked increase in Multiracial and Asian by 2030.

Table 2. Imperial County ethnicity/race growth rate forecast (2018-2028)

Ethnicity/Race	2020	2030	% Change
Multiracial (Non-Hispanic)	1,159	1,491	29%
Asian (Non-Hispanic)	2,545	2,876	13%
Hispanic (any race)	160,676	177,478	10%
Native Hawaiian or Pacific Islander (Non-Hispanic)	96	102	6%
American Indian or Alaska Native (Non-Hispanic)	1,288	1,363	6%
Black (Non-Hispanic)	4,180	3,880	-7%
White (Non-Hispanic)	21,705	20,011	-8%

Source: http://www.dof.ca.gov/forecasting/demographics/projections/

National, State, and Local Context
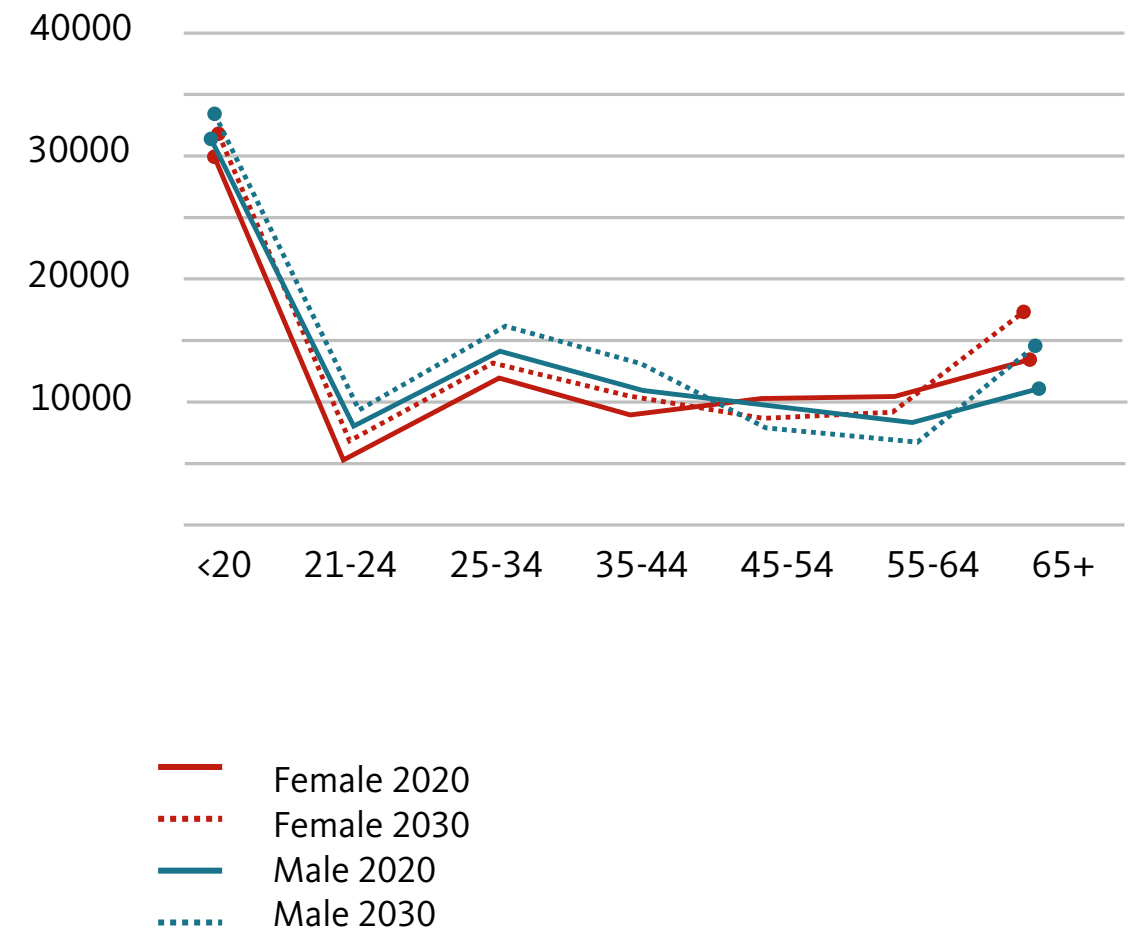
AGE AND SEX PROJECTIONS 2020-30

According to the US Census Bureau, Imperial County's median age in 2019 was 32.4 years, which is notably lower than the California median age of 36.5 and male-to-female ratios being nearly even (49% female and 51% male). As Table 3 illustrates, over the coming decade, trends with the most significant increases in age and sex categories will be:

- Females over 65 years (34%) and ages 25-34 (12%), and,

- Males over 65 Years (31%), ages 35-44 (13%), ages 25-24 (12%).

Table 3. Imperial County age and sex projections (2020-2030)

Female	2020	2030	% Change
Under 20	30,277	31,155	3%
20-24	6,868	7,056	3%
25-34	11,263	12,627	12%
35-44	10,661	11,393	7%
45-54	10,715	10,176	-5%
55-64	10,830	10,729	-1%
65+	14,660	19,580	34%
Male	2020	2030	% Change
Under 20	30,609	32,130	5%
20-24	8,040	9,002	12%
25-34	14,580	15,859	9%
35-44	11,876	13,455	13%
45-54	10,107	10,257	1%
55-64	9,749	8,788	-10%
65+	11,414	14,994	31%

Source: http://www.dof.ca.gov/forecasting/demographics/projections/

Legend:
— Female 2020
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— Male 2020
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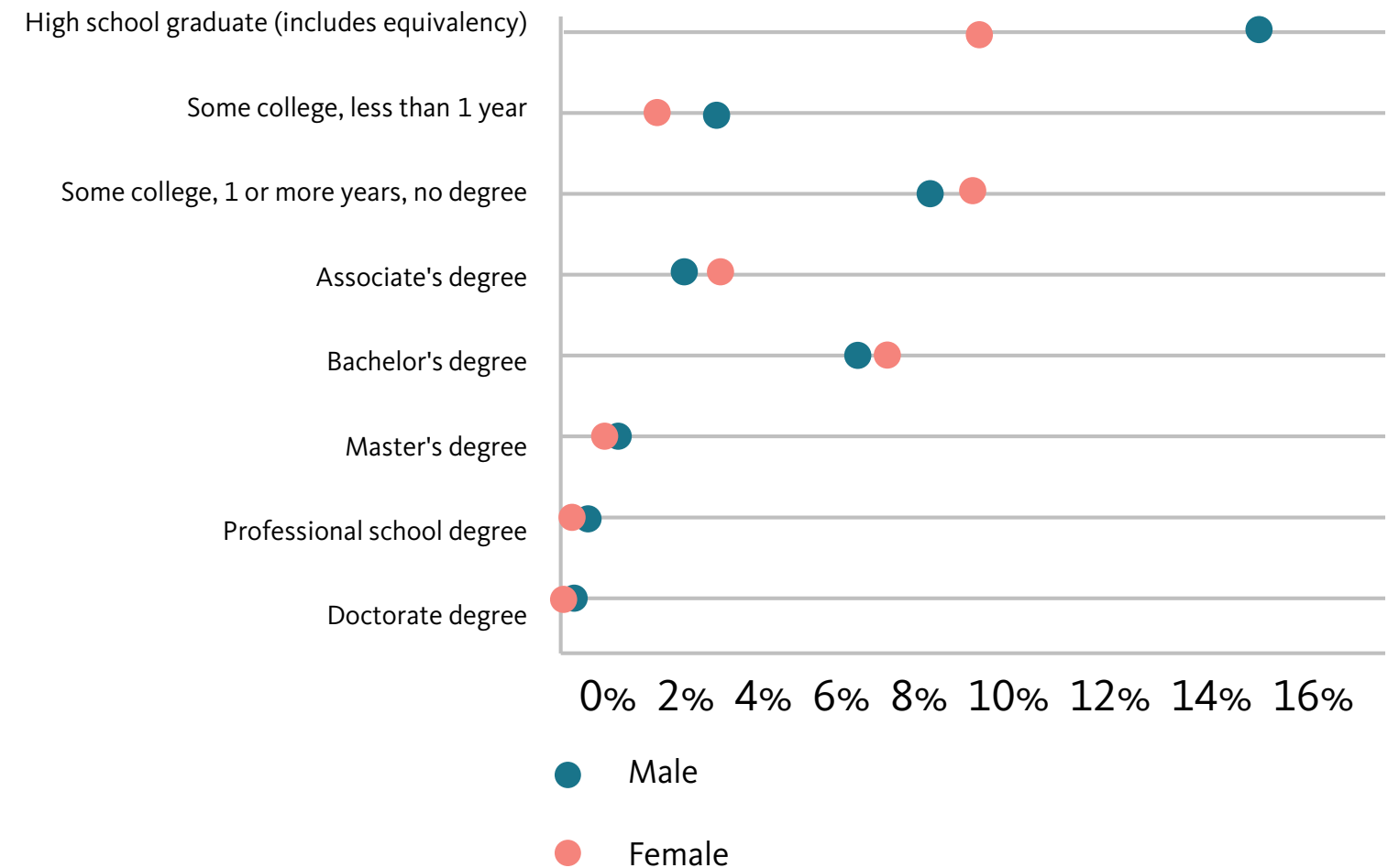
National, State, and Local Context

EDUCATIONAL ATTAINMENT

As depicted in Figure 1, a large cohort of the Imperial County population is relatively young, school age children, and thus, notably high percentages of residents have less than a 12th grade education (i.e., 16% less than 9th grade, 15% in 9th through 12th grade). Consequently, significant numbers of County residents have not attained high school diplomas or equivalencies but are currently in the K-12 pipeline.
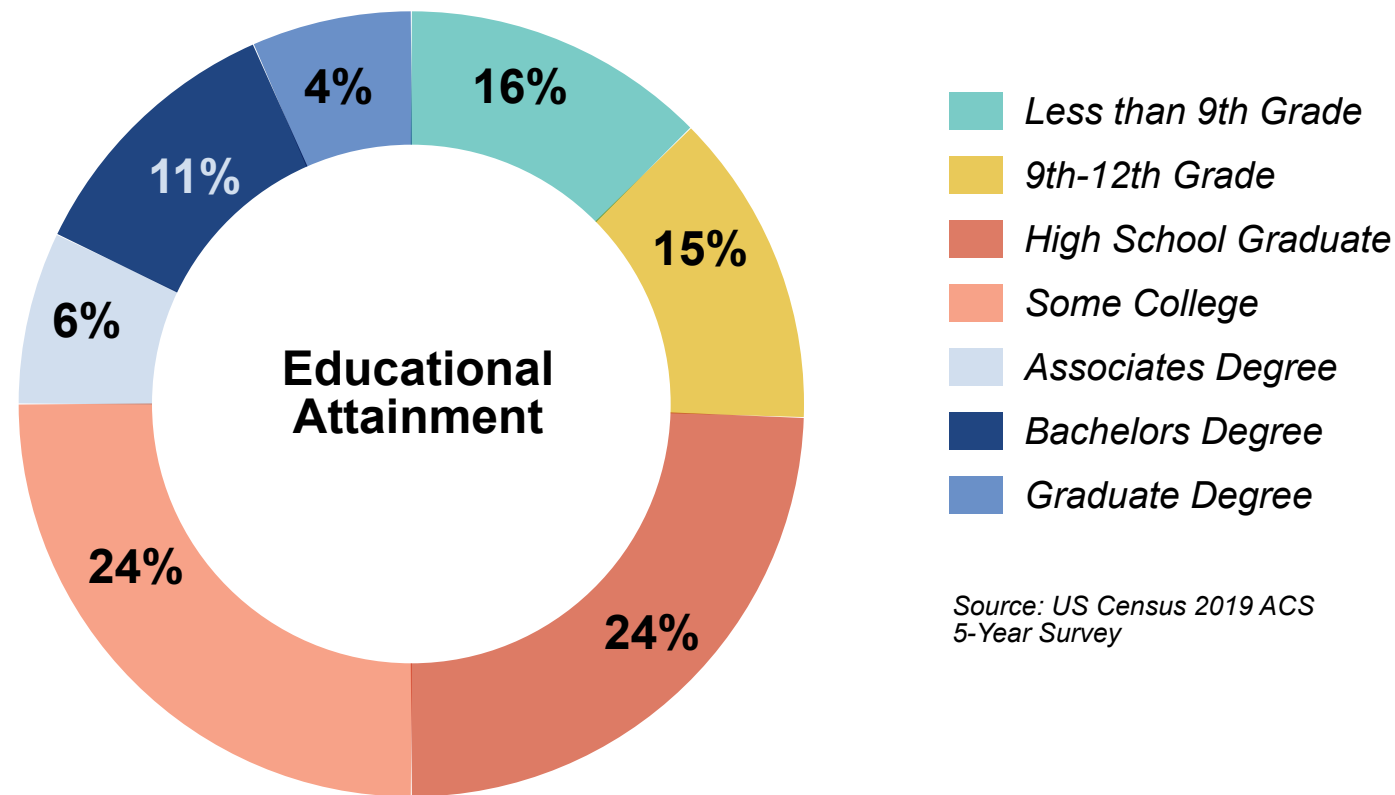
Moreover, as the data in Figure 2 illustrates, educational attainment varies by gender with males earning high school diplomas and "some college" at notably higher rates than females. However, relative parity exists between male and female educational attainment for Associate degrees and above.

Educational Attainment

- Less than 9th Grade — 16%
- 9th-12th Grade — 15%
- High School Graduate — 24%
- Some College — 24%
- Associates Degree — 6%
- Bachelors Degree — 11%
- Graduate Degree — 4%

Source: US Census 2019 ACS 5-Year Survey

Male

Female

National, State, and Local Context

EDUCATIONAL ATTAINMENT

Educational attainment by ethnicity data reveals some conspicuous disparities. Specifically, as delineated in Tables 4 and 5, Pacific Islander, White, and Asian populations have notably greater levels of attainment for both high school completion and bachelor's degree awards while Hispanic (the majority population) and Black/African American have among the lowest rates of high school and four-year degree attainment.

Table 4. High school completion by ethnicity

Source: US Census 2019 ACS 5-Year Survey

Ethnicity	Count	High School	Percent
Pacific Islander	205	205	100%
White	14,819	13,810	93%
Asian	1,904	1,595	84%
Multiple Races	3,311	2,651	80%
Native American	1,206	942	78%
Black/African American	3,418	2,546	74%
Hispanic	88,556	57,561	65%
Other Race	29,052	16,926	58%

Table 5. Four-year degree completion by ethnicity

Source: US Census 2019 ACS 5-Year Survey

Ethnicity	Count	BA/BS Degree Awards	BA/BS Percent
Asian	1,904	893	47%
White	14,819	3,658	25%
Multiple Races	3,311	612	18%
Native American	1,206	217	18%
Hispanic	88,556	11,734	13%
Other Race	29,052	2,862	10%
Black/African American	3,418	325	10%
Pacific Islander	205	15	7%

National, State, and Local Context

SOCIOECONOMIC CONDITIONS

In 2019, median household income in Imperial County was $47,662, which is drastically lower than the median income of $75,235 for California. Additionally, per capita income (i.e., the mean income computed for every man, woman, and child) in Imperial County in 2018 was $18,018 but $36,955 in California. Many factors play a role in shaping the economic and social conditions of Imperial County's residents, including not only the characteristics of local economy, but also ethnicity, gender, household composition, and educational attainment.

National, State, and Local Context

KEY ECONOMIC FEATURES

(US Census Bureau ACS 5-Year Estimates 2018)

As labor force and occupational data suggests, Imperial County can be fairly described as socioeconomically stratified. The predominant industries and most common jobs in Imperial County are also ones that are among the lowest paid: health care and social assistance, sales and retail trade, services (e.g., food, personal care), while jobs in higher paying occupations, which require advanced degrees and/or specialized training, are fewer in number. The intersection between the largest economic sectors and the prevalence of low-wage occupations results in significant income disparities and opportunity gaps among Imperial County residents.

Largest Industries

- Health Care & Social Assistance
- Retail Trade
- Educational Services

Highest Paying Industries

- Mining, Quarrying
- Oil and Gas Extraction,
- Utilities
- Public Administration

Most Common Jobs by Number of Employees

- Sales & Related Occupations
- Office & Administrative Support Occupations
- Healthcare Support Occupations

Most Common Employment Sectors for County Residents by Industry

- Health Care and Social Assistance
- Retail Trade
- Educational Services

Highest Paid Occupations (median earnings)

- Law Enforcement Workers Including Supervisors ($89,720)
- Life, Physical, & Social Science Occupations ($85,078)
- Legal Occupations ($82,849)

Lowest Paid Occupations

- Sales and Related Occupations ($17,067)
- Building and Grounds Cleaning and Maintenance Operations ($14,967)
- Food Preparation and Serving Related Occupations ($14,179)
- Healthcare Support Occupations ($13,380)
- Personal Care and Service Occupations ($13,292)

National, State, and Local Context

HOUSEHOLD INCOME

In 2018, median household income in Imperial County was $45,834. By 2019, median incomes in the County had risen to $48,472 (adjusted for inflation), which was markedly lower than the state median ($75,235) and the US median ($62,843). Median income for County residents fell far short of what is required for a living wage in this region for any household exceeding a single, working adult householder. For example, according to the MIT Living Wage Calculator for Imperial County, a living wage (before taxes) for even a small household (e.g., one adult worker and one child) would be $70,542, and for a medium-sized household (e.g., two working adults and two children) would require $95,834. With approximately 3.81 persons per household, as per the US Census Bureau, County residents would need

annual before-tax incomes ranging, for example, between $74,987 (two working adults, one of whom is working, and two children) to $111,526 (one adult working and three children).

Households most likely to have incomes below the County median tend to be smaller, white, or Hispanic/Latino, and older; specifically:

- Two-person families ($48,128)

- White ($48,119)

- Households with only one earner ($47,944)

- Hispanic or Latino origin ($45,087)

- 65 years and over ($32,238)

As the data to the right illustrates, households with incomes most significantly below the median are more likely to be those headed by single adults, female, with children, or with no income. Notably, median income for female householders living alone is slightly more than half (53%) of that for males who are also living alone. The gender gap in terms of median income is even more glaring when considering that households with no earners fare better in terms of median income than female householders.

- Male householder living alone ($26,843)

- Female householder, no spouse present ($25,579)

- Nonfamily households ($22,472)

- Female Household with Own children Under 18 years ($22,103)

- No earners ($19,997)

- Female householder ($15,285)

- Female householder living alone ($14,337)

National, State, and Local Context

POVERTY

While up-to-date poverty statistics are based on the most recent data available, which do not take into account the economic impact of COVID-19, 2018 poverty statistics made available through the 2020 California Poverty Measure (i.e., a joint initiative of the PPIC and the Stanford Center on Poverty and Inequality) indicate that Imperial County's 2018 poverty rate stood at 18.9%. However, the US Census 2019 ACS 5-Year Survey, indicated an overall County poverty rate for 2019 of roughly 25.1%. The average poverty rate across all reported demographics in 2019 stood at 24.5%. Table 6 shows the breakdown of Imperial County residents living above the 24.5% average poverty rate.

Table 6. Demographic characteristics of residents above the average poverty rate (2019)

Table 6. Demographic characteristics of residents above the average poverty rate (2019)

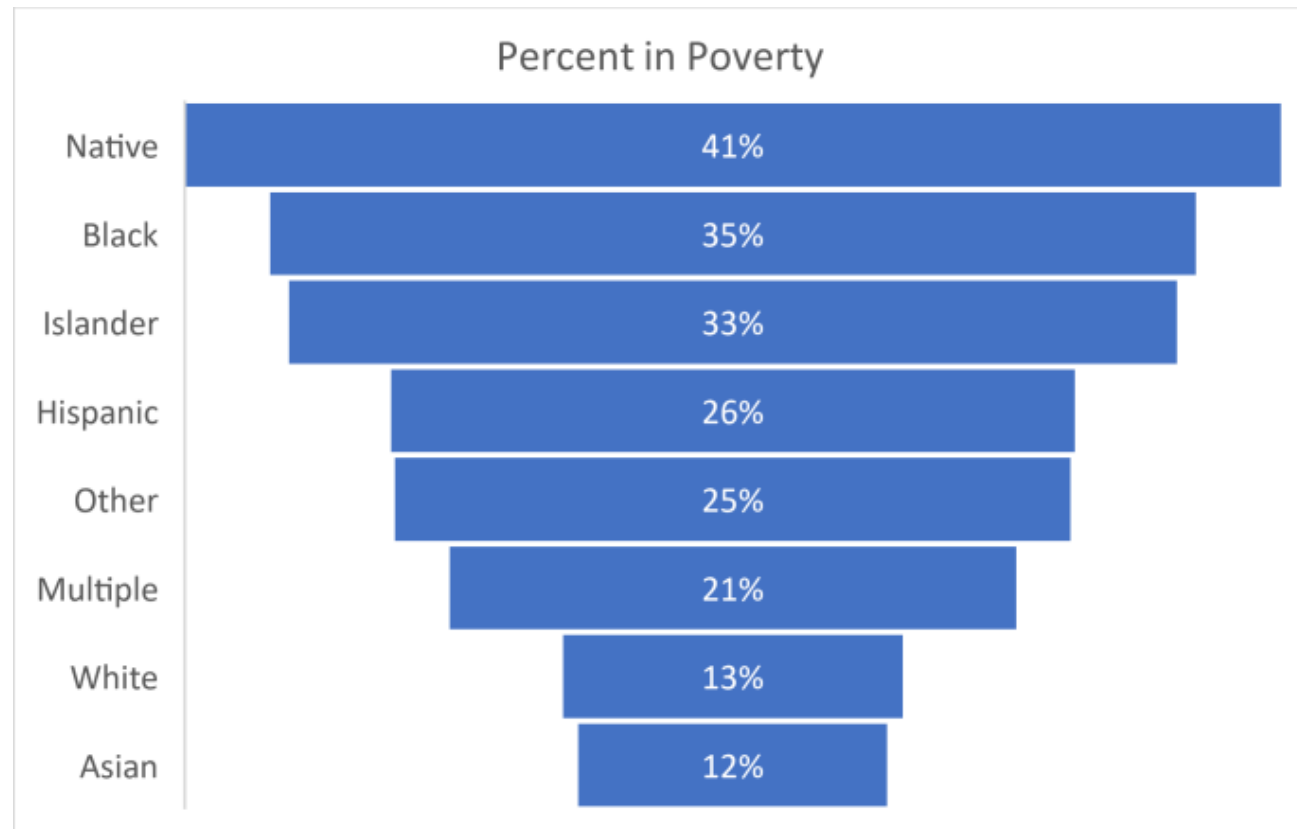| Factor	Demographic	Number	Percent above average poverty
Age	Under 18 years	17,942	35.4%
	Under 5 years	6,296	44.3%
	5 to 17 years	11,646	31.9%
	Related children of householder under 18 years	17,679	35.2%
	65 years and over	5,900	25.0%
Sex	Female	24,874	28.3%
Race/Ethnicity	White alone	32,716	26.2%
	Hispanic or Latino origin (of any race)	39,148	26.8%
Educational Attainment	Less than high school graduate	11,425	41.9%
Employment Status	Unemployed	3,416	44.4%
	Male	1,618	47.9%
	Female	1,798	41.7%

Source: U.S. Census Bureau, 2019 American Community Survey 1-Year Estimates
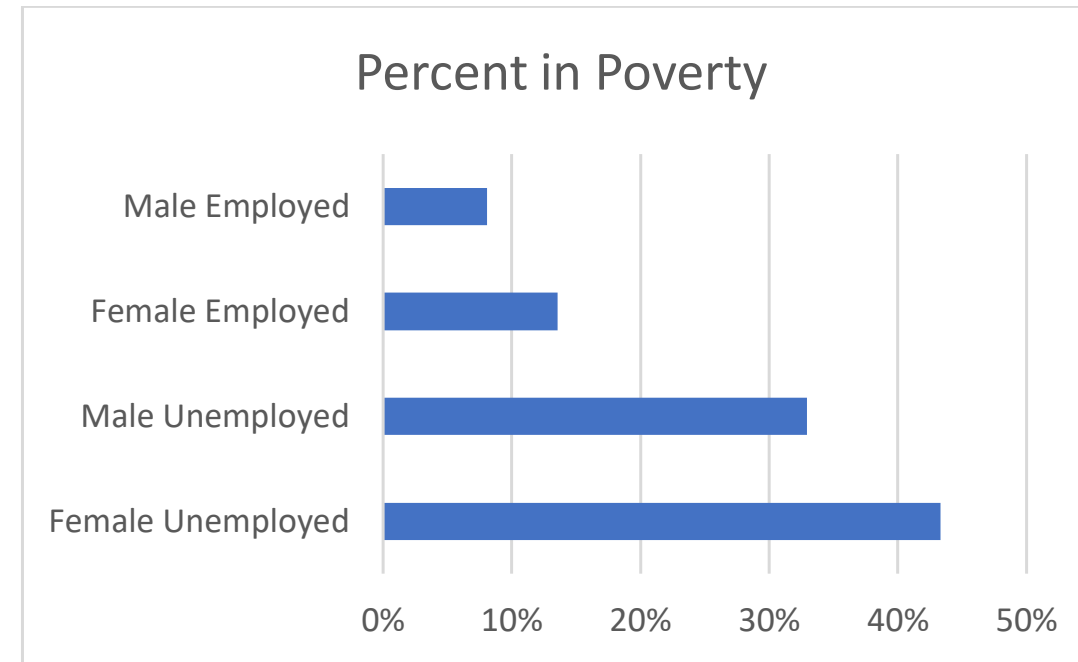
National, State, and Local Context

POVERTY

Additionally, poverty varies significantly by both ethnicity/race and gender. For instance, the male poverty rate in the County in 2019 was 21.82% compared to 26.25% for females. Moreover, as Figure 3 delineates, Native Americans in Imperial County were most likely to be in poverty with 41.28% of that population living below the poverty level.

As illustrated in Figure 4, both gender and employment status impact poverty rates, but do so in disparate ways. Notably, females – both employed and unemployed – experience poverty at higher rates than do their male counterparts.
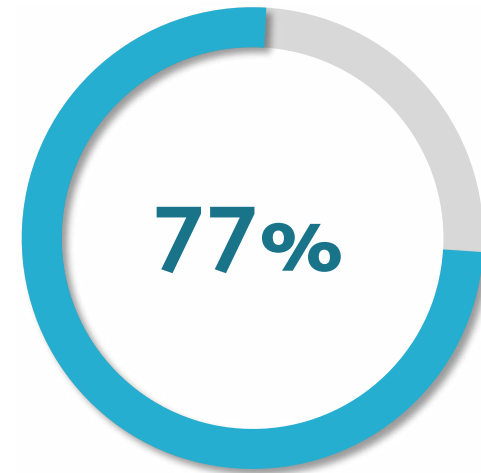
Figure 3. Percent in poverty by ethnicity (2019)

Figure 4. Percent in poverty by employment status (2019)

National, State, and Local Context

POVERTY

In addition to census bureau statistics, one other measure of poverty is the percentage of children in local school districts eligible for free and reduced-price meals. Table 7 captures the most recent data for Imperial County school districts compared to the totals for the state of California.

77%

Local school districts

77% of students in local school districts receive free and reduced meals at a rate that exceeds that of the state (**59%**).

59%

State-wide

District	Free and Reduced-Price Meals Count (Percent)
Seeley Union Elementary	373 (95.6%)
Westmorland Union Elementary	377 (95.4%)
San Pasqual Valley Unified	611 (93.4%)
Brawley Elementary	3,662 (91.7%)
Calexico Unified	7,846 (87.4%)
Calipatria Unified	984 (86.3%)
El Centro Elementary	4,612 (82.1%)
Meadows Union Elementary	370 (77.4%)
Imperial County Office of Education	648 (77.0%)
Holtville Unified	1,204 (76.5%)
Brawley Union High	1,490 (75.0%)
Central Union High	3,041 (73.1%)
Heber Elementary	922 (72.7%)
Imperial Unified	2,247 (51.8%)
Mulberry Elementary	31 (41.3%)
McCabe Union Elementary	457 (33.6%)
Magnolia Union Elementary	16 (12.2%)
County Totals	28,891 (77.3%)
State Totals	3,654,943 (59.3%)

National, State, and Local Context

UNEMPLOYMENT

A number of factors contribute to unemployment rates in Imperial County that have significantly exceeded that of the state – a condition that the COVID-19 pandemic exacerbated. As the PPIC recently observed, "even in good economic times, California has long faced the economic challenges of stubbornly high poverty rates, income inequality, high housing costs, and polarization of job opportunities by education level" and "[t]he COVID-19 crisis is particularly likely to widen income gaps." Moreover, in the early months of the pandemic crisis, approximately 44% of the California labor force—filed for unemployment insurance benefits, but this figure excludes undocumented immigrants, which comprise roughly 9% of California's labor force, who work in the most impacted industries. In addition, unemployment trends are particularly high among ethnic minorities, particularly African American and Latino

populations, and women, who have primary responsibility for child and dependent care, those without college degrees, and workers in the leisure and hospitality sectors. This combination of descriptive characteristics among unemployed Californians correlates closely to the demographic data for Imperial County.

Moreover, as Michael Bracken, the Chief Economist with Development Management Group, reported to the Imperial County Board of Supervisors in a June 2020, while the unemployment rate for the US as a whole in 2020 was roughly 14.7%, the "unemployment rate in Imperial County jumped to 28 percent, which means a little over one in four residents are unemployed." Notably, this report explained other Covid-related factors in Imperial County, namely:

- Between March and April [2020], the County experienced approximately 11,600 job losses, with more than 8,000 of these farm-related when a "typical year would show a loss of about 1,200 farm-related jobs as the winter crop season ends;" and,

- Job losses in healthcare (except for emergency rooms and critical or respiratory care) and in hospitality, due to a sharp decline in travel associated with state and local business (e.g., Department of Homeland Security, prison system, agricultural support).

As access to higher education and the possession of college degrees clearly make a definitive difference in terms of stable employment, Imperial Valley College will play a major role in the both the region's economic recovery and the long-term financial progress of County residents.
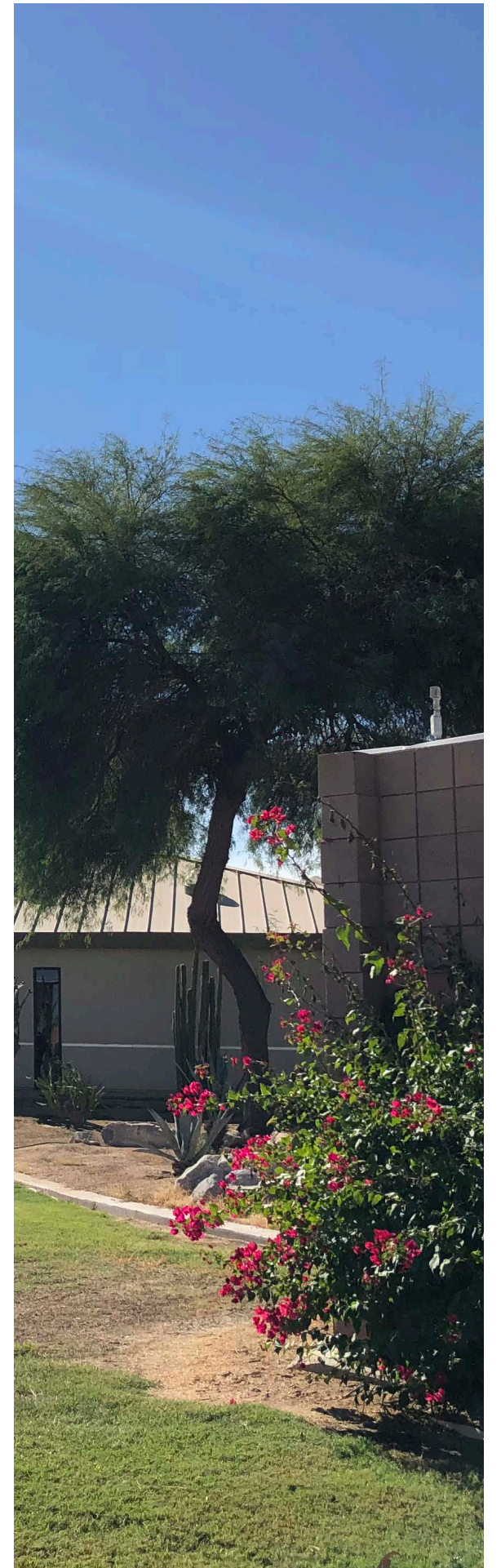
National, State, and Local Context

LOCAL K-12 TRENDS

As the median age across the state increases and birth rates correspondingly decline due to smaller increases in the number of women of childbirth age, the state will predictably see a general waning in K-12 enrollments as well as high school graduation rates over the next ten years. Specifically, the California Department of Finance reports, overall K-12 enrollments in California are expected to gradually decline by 2.19% over the next ten years. Department of Finance data for Imperial County shows that local K-12 enrollments over the next ten years academic years (i.e., 2018-2019 to 2028-2029) will decline by approximately 3%.

However, other data indicates a potential future expansion in local K-12 enrollments, such as Kindergarten enrollments in which Imperial Valley over the previous ten years has seen an 8.9% increase compared to California's 3.2% increase, as well as the trend toward improved increase in high school graduation rates (e.g., 2.7% between AY 2014-2015 and 2019-2020). This data points to the long-range potential for an increase in the K-12 pipeline to Imperial Valley College.

County high school graduation rates provide an additional indicator of the pool of potential Imperial Valley College students. The Four-Year Adjusted Cohort Graduation Rate (ACGR) in Table 8, which reveals the number of students who graduate from high school in four years with a regular high school diploma, reveals that Imperial County schools have graduated students at the same rate as the state but have a slightly higher drop-out rate.

Table 8. Imperial County Four-Year Adjusted Graduation rate

	Cohort Students	Regular HS Diploma Graduates	Drop-Outs
Imperial County	3,045	84.9	10.5%
California	491,389	84.3	8.9%

Source: California Department of Education found at https://www.cde.ca.gov
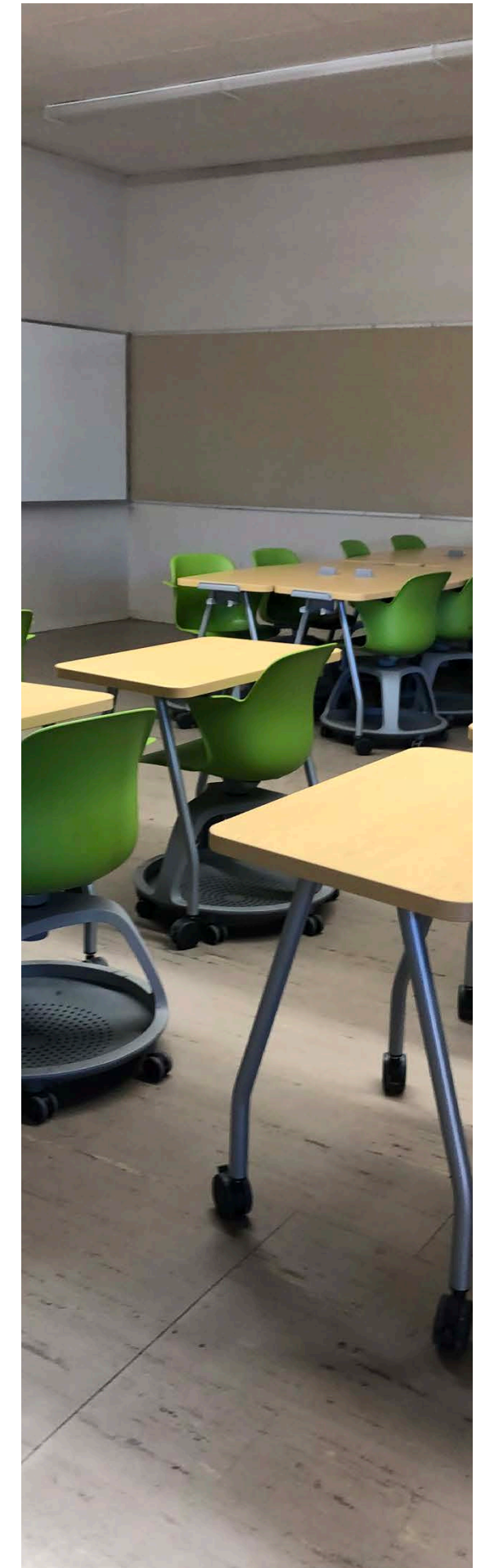
National, State, and Local Context

LOCAL K-12 TRENDS

Importantly, however, is four-year cohort data for subgroups, which shows that Imperial County school districts have comparatively higher graduation rates for English Language Learners (i.e., 78.5% versus 69.1% for California), migrant students (i.e., 85.7% versus 81.5% statewide), and foster youth (73.3% as opposed to 58.2% for the state).

In terms of its high school capture rate (i.e., the percentage of graduates from local high schools who enroll in IVC in the same year that they graduated), Imperial Valley College has experienced marked increases, as illustrated in Table 9, particularly with students from San Pasqual Valley Unified, Imperial County Office of Education, Calipatria Unified, and Imperial Unified. While the numbers of students reflected in the high school capture rates for several districts may be small and result in large percentage increases, these modest trends are nonetheless notable and warrant regular monitoring.

Table 9. Imperial Valley College five-year high school capture rate

High School Name	2014-2015	2015-2016	2016-2017	2017-2018	2019-2020	5 Year % Change
San Pasqual Valley Unified	24	41	35	37	35	46%
Imperial County Office of Education	15	37	63	31	72	380%
Calipatria Unified	65	78	83	81	92	42%
Holtville Unified	137	124	138	141	135	-1%
Imperial Unified	246	258	284	290	273	11%
Brawley Union High	430	412	469	471	430	0%
Calexico Unified	701	725	729	715	703	0%
Central Union High	891	902	898	877	916	3%

Technology Access

Finally, the COVID-19 pandemic revealed, as well as exacerbated, significant opportunity gaps in terms of access to education, as California's digital divide widened. While the state has begun to invest in efforts to address technological disparities and foster greater digital equity, residents' access to computers and broadband are still a challenge for many families. As the PPIC's California Future Report explained, across California "[F]orty percent of low-income children lacked reliable internet or devices in fall 2020,

and 13% of college students do not have broadband at home." As seen in Table 10, US Census Bureau data exposes the technological disparities that existed in Imperial County prior to the pandemic and the resulting economic adversity, which significantly impacted many households. Notably, the rate of household access to computer technology in Imperial County is roughly 6% lower than the overall rate for the state while broadband internet subscriptions are 10% lower than households across California.

Table 10. Service area cities household computer and broadband

Place	Households with Computer	Households with Broadband Internet
El Centro	87%	90%
Calexico	85%	90%
Brawley	86%	76%
Imperial	95%	91%
Calipatria	81%	66%
Holtville	91%	76%
County	87%	76%
California	93%	86%

Source: US Census Bureau Quick Facts
Note: Data not available for all IVC service cities.

As this data suggests, digital equity was already a major issue for County households. However, the onset of the pandemic and the comparatively disproportionate impact of unemployment and poverty on Imperial County residents undoubtedly forced many families to sacrifice technology and focused diminished resources on basic needs, which would only exacerbate the digital divide and further impede educational access.
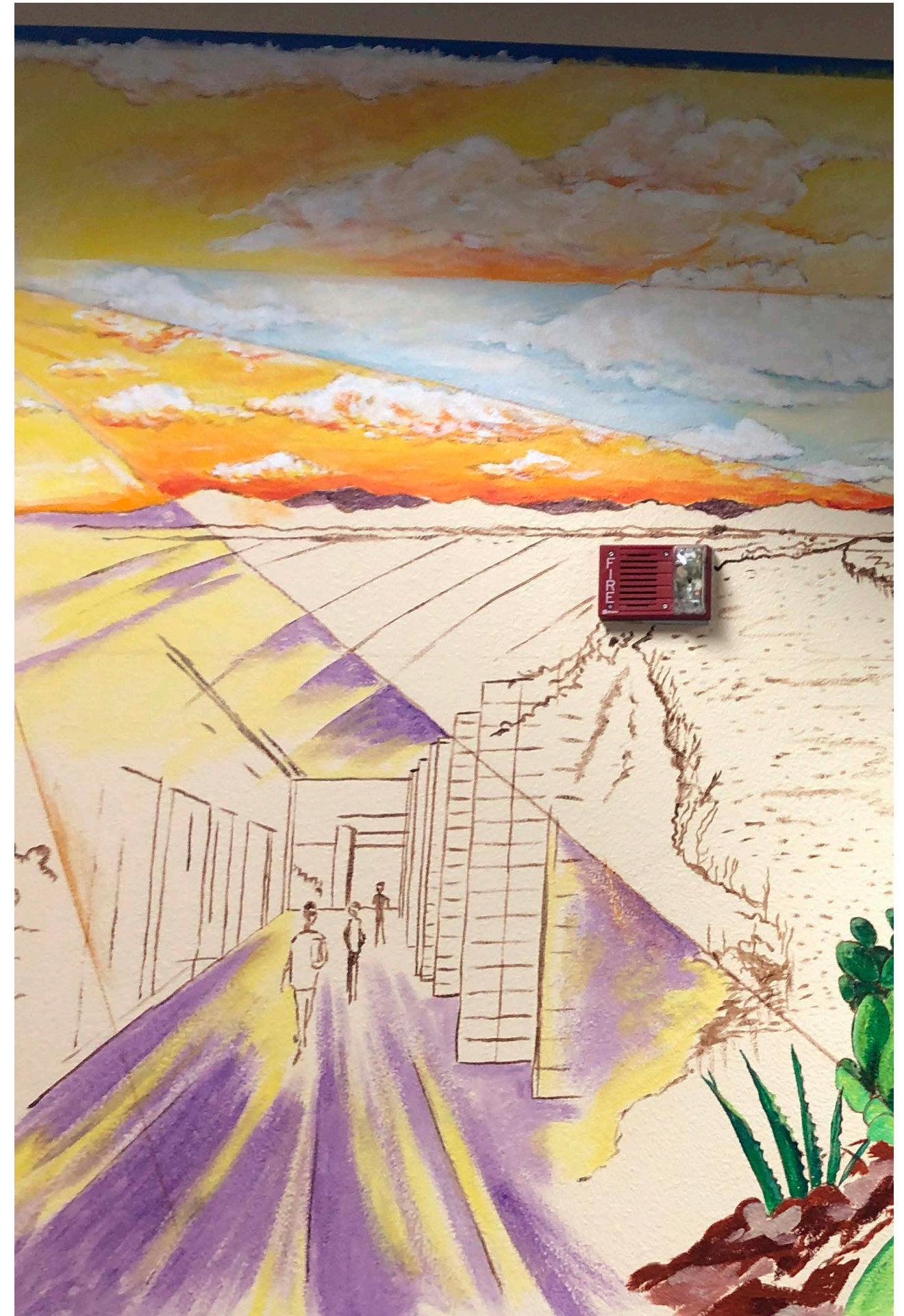
Regional Labor Market Trends

Because one of Imperial Valley College's primary goals is to prepare students for occupations that will provide graduates with living wages, the labor market trend analysis here focuses upon demand projections for occupations, which are calibrated to a living wage for median size households in the County (i.e., 3.81 persons). Therefore, using the MIT Living Wage Calculator, the following occupational wage ranges correlate to median households:

1 adult; 3 children ($40.75)

2 adults; 1 working; 2 children ($26.61)

2 adults; 2 working; 2 children ($17.52)

Thus, the analysis provided here is based upon the demand forecasts for occupations corresponding to IVC programs that prepare students for and occupations with wages ranging from $17.52 (entry-level) to $26.61 (mid-range) and above $40.75 (high range). Table 11 delineates forecasted growth for occupational titles requiring an entry level education of an associate degree or post-secondary/non-degree certificate. Table 12 correlates occupational growth trends to existing IVC programs and identifies occupational areas for potential future program development.

Regional Labor Market Trends

Table 11. El Centro MSA (Imperial County) occupational demand forecast
(2018-2023) internet subscriptions (2015-2019)

Occupational Title	Entry Level Education	Percentage Change 2018-2023	Average Annual Job Openings	2018 Q1 Median Hourly Wage
Radiologic Technologists	Associate	8%	5	$ 35.87
Respiratory Therapists	Associate	16%	3	$ 34.53
Computer Network Support Specialists	Associate	0%	4	$ 30.79
Licensed Practical & Licensed Vocational Nurses	Postsecondary non-degree/Cert	3%	13	$ 26.99
Paralegals and Legal Assistants	Associate	16%	9	$ 23.49
Heating, Air Conditioning, Refrigeration Mechanics/Installers	Postsecondary non-degree/Cert	16%	9	$ 21.69
Medical Records and Health Information Technicians	Postsecondary non-degree/Cert	7%	5	$ 21.08
Library Technicians	Postsecondary non-degree/Cert	12%	7	$ 20.54
Preschool Teachers, Except Special Educ	Associate	7%	14	$ 20.53
Automotive Service Technicians/Mechanics	Postsecondary non-degree/Cert	4%	28	$ 20.09
Phlebotomists	Postsecondary non-degree/Cert	19%	8	$ 19.58
Firefighters	Postsecondary non-degree/Cert	8%	14	$ 18.38
Dental Assistants	Postsecondary non-degree/Cert	5%	24	$ 17.92
Heavy and Tractor-Trailer Truck Drivers	Postsecondary non-degree/Cert	10%	165	$ 17.75

Sources: Employment estimates (current and projected) found at California Employment Development Department Labor Market Information Division Long-term Occupational Projections for [insert region or county name here] 2016-2026, Online at: www.labormarketinfo.edd.ca.gov; Wage estimates found at California Employment Development Department Labor Market Information Division Occupational Employment Statistics (OES) 2018 First Quarter Wages, Online at: www.labormarketinfo.edd.ca.gov

Table 12. El Centro MSA (Imperial County) occupational forecast (2018-2023)
and IVC program correlations

Occupational Title	2018 Q1 Median Annual	Current IVC Program	Associated IVC Programs	Potential IVC Program
Radiologic Technologists	$ 74,606.00			X
Respiratory Therapists	$ 71,804.00			X
Computer Network Support Specialists	$ 64,035.00	Computer Networking	Computer Information Technology	
Licensed Practical & Licensed Vocational Nurses	$ 56,135.00	Nursing VN	VN to RN program (postponed)	X
Paralegals and Legal Assistants	$ 48,864.00		Business Administrative Assistant	X
Heating, Air Conditioning, Refrigeration Mechanics/Installers	$ 45,120.00	Air Conditioning/ Refrigerator Tech	Building Construction Technology	
Medical Records and Health Information Technicians	$ 43,848.00	Medical Assistant		X
Library Technicians	$ 42,731.00			X
Preschool Teachers, Except Special Educ	$ 42,721.00	Child development	Associate Teacher Specialization	
Automotive Service Technicians/Mechanics	$ 41,789.00	Automotive Technology		
Phlebotomists	$ 40,733.00			X
Firefighters	$ 38,234.00	Fire Technology	Firefighter 1	
Dental Assistants	$ 37,277.00			X
Heavy and Tractor-Trailer Truck Drivers	$ 36,919.00		Diesel Farm Machinery/ Heavy Equipment	X

Sources: Employment estimates (current and projected) found at California Employment Development Department Labor Market Information Division Long-term Occupational Projections for [insert region or county name here] 2016-2026, Online at: www.labormarketinfo. edd.ca.gov; Wage estimates found at California Employment Development Department Labor Market Information Division Occupational Employment Statistics (OES) 2018 First Quarter Wages, Online at: www.labormarketinfo.edd.ca.gov

Enrollment Patterns and Demographics

The 2030 Vision Comprehensive Master Plan is grounded in an analysis of recent trends and the anticipated future of the instructional programs and services offered to students and examines five-year trends between the academic years 2015-2016 to 2019-2020. Internal scan data includes current student demographics and characteristics as well as instructional program information. Overall, the internal program data analysis for the CMP is higher-level than program review, which helps inform growth projections.

Enrollment Patterns and Demographics

The data captured in Figure 5 provides an overview of trends in general enrollment, demographic, and characteristics from 2015-2016 to 2019-2020. It is particularly critical to interpret the enrollment data within the context of the disruptive impact of the COVID-19 pandemic, which for many County residents resulted in increased unemployment, illness, and basic needs insecurities. As the pandemic forced the College to move to primarily remote instruction, many students (a number of whom undoubtedly did not have access to computers or broadband internet) were forced to drop classes in the Spring 2020 semester and could not return in subsequent semesters. This combination of challenges for students and their families impeded students' access as well as continued progress toward achieving their educational goals and resulted in decreased enrollments (i.e., unduplicated headcount). Specifically, student headcount, which stood at 7,882 in the Spring 2020 had declined to approximately 7,195 (an unofficial estimate at the time of this plan's publication) in Spring 2021 – a decline of roughly 9%. As the state and region begin to recover from the fallout of the pandemic, the College will continue to track and analyze student demographic data and implement strategies to address equity gaps.

Figure 5: Student Enrollment, Demographics, and Characteristics

Headcount

6% increase between AY's 2015-2016 (10,302) and 2019-2020 (10,935) followed by a significant decrease in 2021

Ethnicity

Most notable increases *(by count and percentages)* - Black or African American and White Students; most notable decrease - Unknown Ethnicity

Special Populations

Most significant increase *(by count and percentages)* - Incarcerated (1,029%), Special Admit (526%), Foster Youth (274%) and First Generation (98%)

Educational Goals

Most significant increases - Earn Vocational Certificate without Transfer (29%), Obtain AA/AS and transfer to 4-yr College/Universit (21%), and Obtain AA/AS Without Transfer (15%)

Age

Most notable increases *(by count and percentages)* - Ages 35-39 (27%), Ages 19 or below (26%), and Ages 30-34 (21%)

Gender

Most notable increase *(by count and percentages)* - Gender Unknown/Not Specific (222%); Male Increase (7%)

Unit Load

Notable increase in non-credit (124%) and 15+ units (36%)

Top Majors (notable trends)

Significant shift toward Associate Degrees for Transfer (ADT's)

Very few certificates (considering Educational Goal Trend - Vocational Certificate wo Transfer

High level of consistency:

- Health occupatoins
- General Education (liberal arts, social behavioral science, science); and,
- Career preparation (e.g., administration of justice, computer science, child development)

Enrollment Patterns and Demographics

Not only did the pandemic impact students' enrollment status, as captured in the data in Figure 6, it also hindered overall retention and success rates. However, it is also important to recognize that in the years between 2015-2016 and 2019-2020, the College made strides in student retention and success rates, which attests to the institution's capacity to concentrate its energy and resources on improving outcomes for students.

Figure 6: Retention and Success

Retention: Average Annual Rate - Noteworthy Decline (-6%)

Basic Skills
- Internet-Based (Distance Education) - Increase in overall retention rates (61%–83%)
- Non-Internet (Face-to-Face) Courses - Overall retention relatively unchanged (86%–87%)

Credit Courses
- Internet-Based (Distance Education) - Overall retention rates improved (79%–86%)
- Non-Internet (Face-to-Face) Courses - Relatively unchanged (87%–88%)

Vocational Courses
- Internet-Based (Distance Education) - Overall improvement in retention (+4%)
- Non-Internet (Face-to-Face) Courses - Relatively unchanged (90%)

Success: Average Annual Rate - Slight Overall Decline (-1.5%)

Basic Skills
- Internet-Based (Distance Education) - Major improvement in overall success (41%–83%)
- Non-Internet (Face-to-Face) Courses - Major increase in overall success rate (62–87%)

Credit Courses
- Internet-Based (Distance Education) - Slight increase in success rates (+2%)
- Non-Internet (Face-to-Face) Courses - Slight increase in success rates (+2%)

Vocational Courses
- Internet-Based (Distance Education) - Notable increase (+2%)
- Non-Internet (Face-to-Face) Courses - Notable increase (+3%)

Enrollment Patterns and Demographics

As Figure 7 illustrates, in terms of students' program completion and transfer rates, Imperial Valley College made tremendous strides between the academic years of 2015-2016 and 2019-2020. Data for 2020-2021 is pending at the time of this plan's development. Thus, as with data for enrollment, retention, and course success, the College will need to consistently track and analyze award and transfer statistics to assess and address equity gaps, which the pandemic, in all probability, exacerbated.

Figure 7: Program Completion and Transfer

Awards (2015-2016 to 2019-2020)

Overall

61% increase in number of awards

By Gender *(by number and percentage)*

75% increase in awards to males; 58% increase in awards to females

By Ethnicity *(by number and percentage)*

significant increases in awards to Black/African Americans (382%), Asian (230%), and White (113%)

By Award

Most notable increases - Associate in Arts for Transfer (A.A.-T) Degree (149%), Certificate requiring 30 to <60 semester units (109%) and Associate in Science for Transfer (A.S.-T) Degree (95)

By Age *(by number and percentage)*

Major increase in awards for ages 20-24 (+650%), ages 35-39 (+52%), and ages 40-49 (+137%)

Transfer Trends (2015-2016 to 2018-2019)

In-State Private and Out-of-State - Slight Decrease (-2%)

CSU - Substantial increase (36%)

UC - Major Increase (26%)

Planning Implications

Many County residents have completed high school or the equivalent but do not possess college degrees. Moreover, among the adult population are working adults who are also likely to be caring for children or other members of multi-generational households and commuting to jobs in the region or who have experienced long periods or cycles of unemployment. Therefore, it is critical for the College to focus its strategies on increased outreach to this segment of the population, which may include, for example, the deployment of flexible program and schedule options for working adults (e.g., accelerated terms, weekend college, fully online or hybrid offerings, year-to-career program schedules, course and program offerings at job sites) and expanded childcare services at times that courses are scheduled.

Trends of increased K-12 enrollments and drop-out rates point to the need to:

*   increase/enhance partnerships with K-12 for early outreach to future students (e.g., middle/early college, high school dual enrollment); and,

*   consider ways to develop partnerships with K-12 partners, particularly middle schools, to design a parent, family and community engagement program that will foster interactive learning experiences, and thereby, provide a deeper understanding of the relationship between academic content, and college and career readiness (e.g., GEAR UP program model).

While the local high school capture rate for a number of local school districts has markedly increased, strategies for increased outreach to Brawley Union High, Calexico Unified, and Central Union High would expand educational and workforce opportunities for students in these communities.

As the segment of population age 60 and above increases, programs for older adults, including non-credit classes, will be important to serve the needs and interests of these residents.

Planning Implications

Given the comparatively high rates of poverty and unemployment in Imperial County, which the COVID-19 pandemic exacerbated, it is critical for IVC to focus strategies and resources aimed at:

- increasing outreach, access, and support needs to residents who are more likely to experience poverty (e.g., Females 25 – 34);

- enhancing efforts that get students working quickly in occupations that offer wages at or considerably above living wage;

- developing or enhancing noncredit program opportunities, such as ELL and Career Development and College Preparation (CDCP) certificate program; and,

- creating workforce partnerships that enable students to go to school while they work.

While IVC currently offers degrees and certificates that prepare graduates for entry into occupations in high-demand fields that provide living wages in Imperial County, there are opportunities for the College to expand program offerings in additional fields that are among the fastest growing job sectors offering living wages. However, the College will need to determine which of these new program opportunities are most viable (e.g., greatest student interest and demand, availability of faculty and staff, technology and facilities needed, optimal location, and/or instructional modalities).

Equity gaps in retention, success, and completion rates point to the importance of consistently analyzing data related to access and outcomes for students in all ethnic groups, and particularly for multiracial (non-Hispanic) and Asian populations (although the attainment rates for the Asian population are relatively high) as these are the two groups with the greatest projected population growth.

EXISTING CAMPUS

4

Existing Campus

The planning process included the analysis of existing conditions in order to identify the key planning issues to address in IVC's Comprehensive Master Plan. The information was based on meetings with college staff, campus tours, focus groups and discussions with the Task Force. The findings are summarized in a series of graphics that illustrate patterns and characteristics to guide future development.

4.3 CAMPUS CONTEXT

4.5 DEVELOPMENT HISTORY

4.6 EXISTING CAMPUS

4.7 VEHICULAR CIRCULATION

4.8 PEDESTRIAN CIRCULATION

Campus
Context

Imperial County is home to approximately 180,000 residents which live and work within its seven cities: Brawley, Calexico, Calipatria, El Centro, Holtville, Imperial and Westmorland. The county was the last to be established in California and has a rich agricultural heritage.

Imperial Valley College is located in the city of Imperial in the southern part of the county bordering with Mexico. The 160-acre site lies at the intersection of Highway 111 and Aten Road.

IMPERIAL COUNTY

SALTON SEA

86

78

78

111

86

IMPERIAL VALLEY COLLEGE

8

98

MEXICO

CA-MEXICO BOARDER

Campus Context

IVC has taken shape as an educational hub for the Imperial Valley. Almost 50 years ago IVC was built with the intention of bringing all of the valley's higher educational needs to one central location. The campus opened its doors in 1962 and this signaled a new era for higher education in the region. It is surrounded by a mosaic of farmland and open views.

The following page illustrates the development history of Imperial Valley College by decade of construction.

IMPERIAL VALLEY COLLEGE

1962 – 1964

HWY 111

6 mi

3 mi

1 mi

E. WORTHINGTON RD.

E. ATEN RD.

IMPERIAL VALLEY COLLEGE
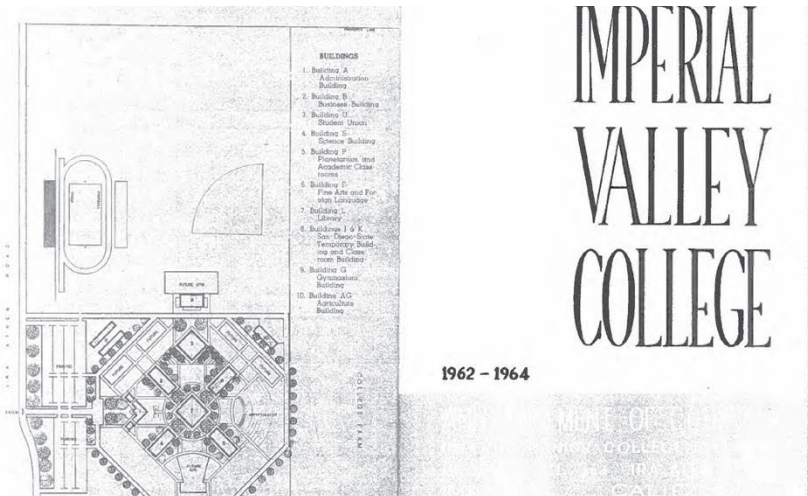
Development History
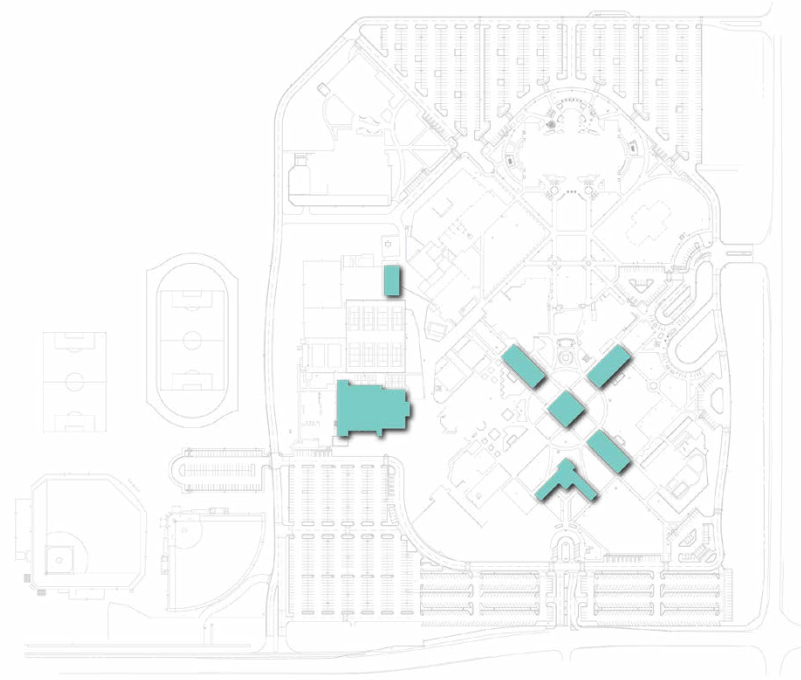
1960

1970

1980

1990

2000

2010

Existing Campus

The existing campus plan shown in the graphic adjacent illustrates the baseline conditions for IVC CMP 2030. The plan includes the permanent facilities in grey and the temporary facilities in red which combined add up to 38 buildings.
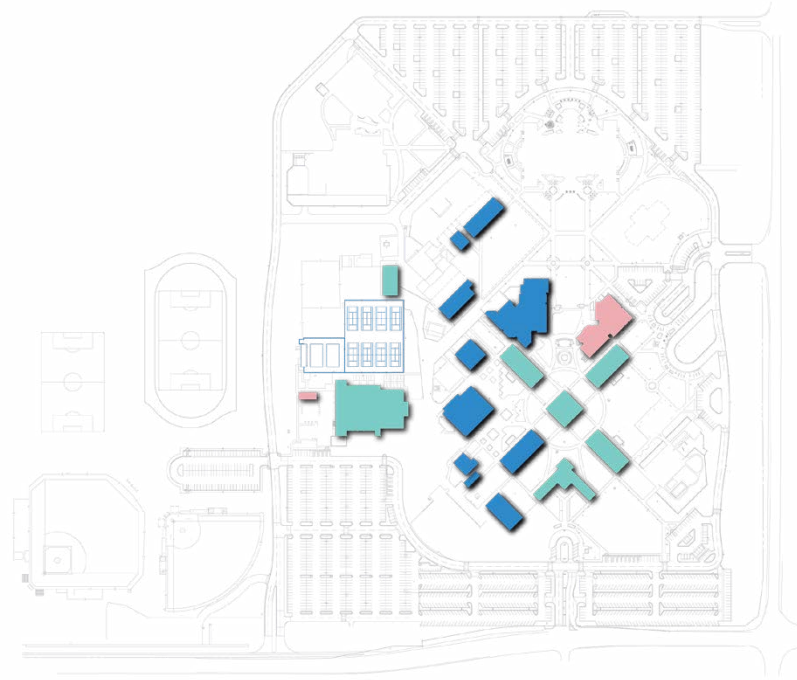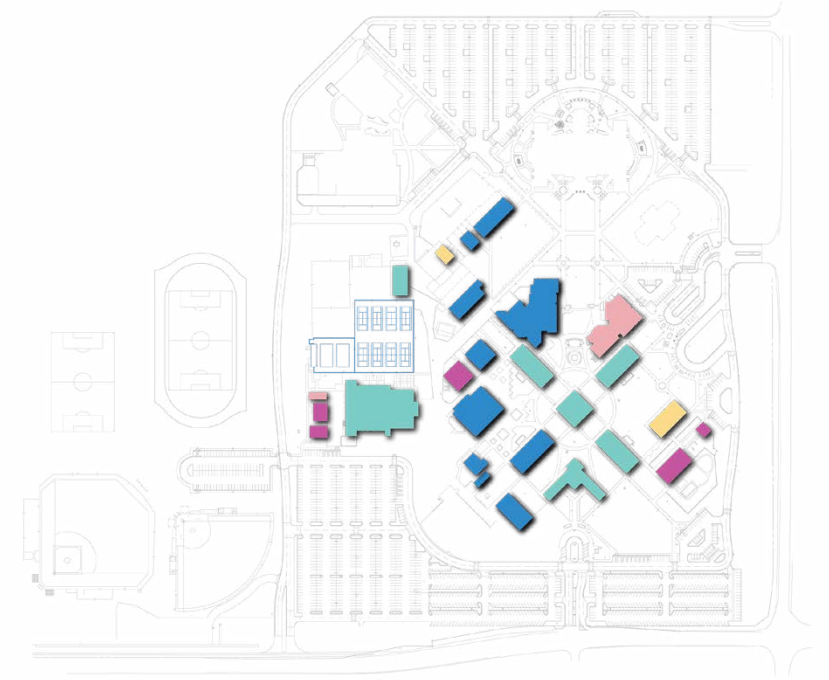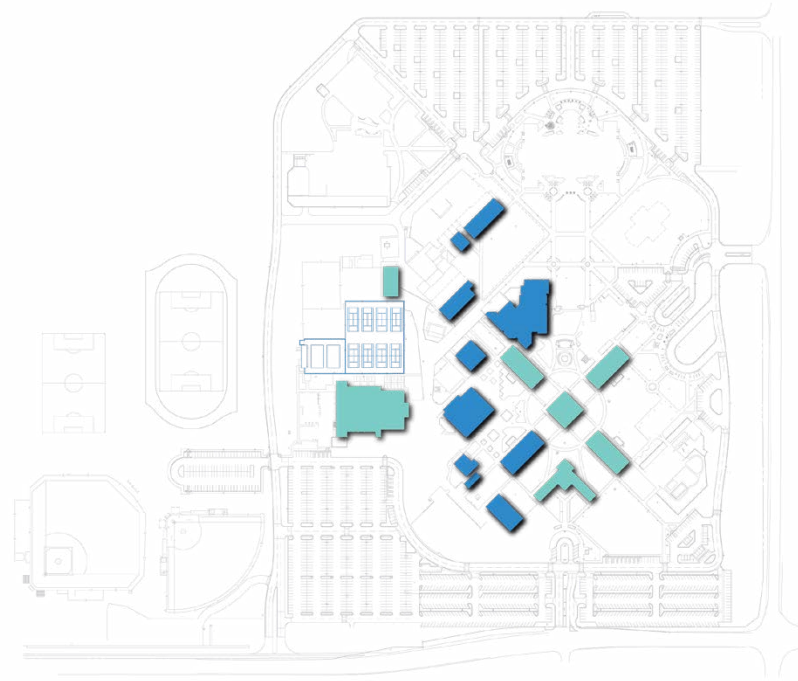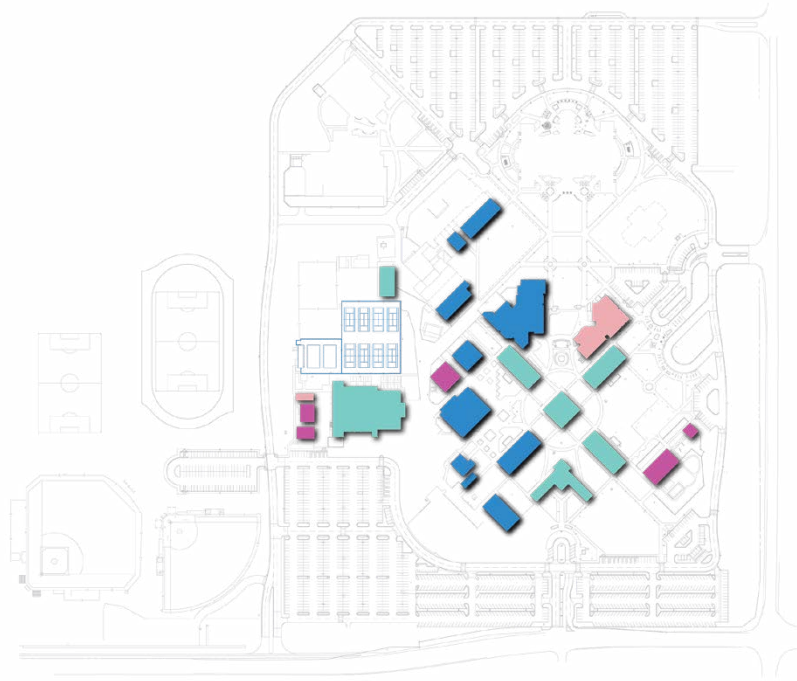
#	Name
10	Administration
100	Counseling Center
200-300	Classrooms
400	Assessment Center/Classrooms
600	College Center/Cafeteria/IVC Kitchen Military & Veterans Success Center
700	Gym
800	Classroom
900	Info Tech I.T./Reprographics Campus Safety & Parking
1000	Student Affairs Office
1100-1200	Industrial Technology
1300	Classroom Building
1400	Tool Storage
1500	Library Media Center/Student Health Center
1600	Career Center/Classrooms
1700	Financial Aid
1800	Maintenance/Purchasing/Receiving
1900	Bookstore
2000	Talent Search/Project Management Office

#	Name
2100	Health Sciences/DSPS
2200	Preschool
2300	Infant Toddler Center
2400	Upward Bound
2500	Human Resources
2600	Reading/Writing/Language & Math Labs
2700	English/Sciences/Math/Offices
2800	Juanita Salazar Lowe Art Gallery
3100	Career Technical Education Building/Workforce Development Center
3200	Public Safety Building
3300	Classroom
3400	Classroom
3500	Classroom - I.C.O.E.
3600	Classroom
3700	Classroom
3800	Restrooms
3900	Classroom
4000	Classroom

LEGEND
Permanent Construction
Temporary Construction

PV FIELDS

LOT H   LOT I   LOT J   LOT K

AGRICULTURAL PROGRAM FIELD

CAMPUS PERIMETER ROAD

3200
3100
2700
3900 4000
3700 3800
3500
3300
3600
3400

1300
1400
1200
1800
1100
LOT L
1500
2100
1600
400
300
1700
2800 2600
LOT M
100
600
2300
2400
2000
700
2500
800
200
1900
10
2200
1000
900
LOT N

RUNNING TRACK/ SOCCER FIELD

TENNIS COURTS

POOLS

SOCCER FIELD

LOT E

LOT D

BASEBALL FIELD

SOFTBALL FIELD

LOT C   LOT B   LOT A

WATER TREATMENT PLANT

WATER TREATMENT PLANT

HWY 111

E. ATEND RD

Vehicular Circulation

Vehicular circulation patterns and campus entry points are illustrated in the adjacent graphic. The campus has two entry points: the main entry Aten Road on the south and the secondary entry on the east from Highway 111. A two-way loop road circles the campus and connects to all parking areas.

The following comments were expressed during planning:

- Parking zones in the north and south portions of campus are far away from instructional buildings.

- The empty space adjacent to Lot K is often used as overflow parking space.

Campus Map

LEGEND
- Vehicular Circulation
- Parking
- Drop-Off
- Bus Stop

PV FIELDS

AGRICULTURAL PROGRAM FIELD

CAMPUS PERIMETER ROAD

LOT H · LOT I · LOT J · LOT K

3200

3100

2700

3900 · 4000
3700 · 3800
3500
3300

3600
3400

1400 · 1300
1200

1800 · 1100

1500 · 2100

LOT L

1600 · 400 · 300

1700

2800 · 2600

LOT M

100

2400
2000
2500

700

600

1900

800 · 200

2300

1000

10 · 2200

900

RUNNING TRACK/ SOCCER FIELD

SOCCER FIELD

TENNIS COURTS

POOLS

LOT E

LOT D

BASEBALL FIELD

SOFTBALL FIELD

WATER TREATMENT PLANT

WATER TREATMENT PLANT

LOT C · LOT B · LOT A

LOT N

HWY 111

E. ATEND RD

Pedestrian Circulation

Pedestrian pathways connect different zones of the campus and traverse a variety of open spaces with the desert plantings and create a unique campus atmosphere. The following issues were discussed during the planning process:

- The overall pedestrian experience is lacking in hierarchy and continuity between the north and south ends of campus

- Pedestrian circulation is confusing to navigate and wayfinding is unclear

- Due to the extreme heat climate of Imperial Valley, open spaces are underutilized and not commonly used

LEGEND
Primary Circulation
Secondary Circulation

PV FIELDS

AGRICULTURAL PROGRAM FIELD

CAMPUS PERIMETER ROAD

LOT H   LOT I   LOT J   LOT K

3200

3100

2700

4000
3900   3800
3700
3500
3300

3600
3400

1400   1300
1200
1800   1100
LOT L

1500   2100

TENNIS COURTS

RUNNING TRACK/ SOCCER FIELD

POOLS

1600
1700   400

SOCCER FIELD

2400   2000   700   600   500   300
2500
2800   2600
LOT M

1900   800   200   2300

1000   100
900   2200
LOT E

LOT D

BASEBALL FIELD

SOFTBALL FIELD

LOT N

WATER TREATMENT PLANT

LOT C   LOT B   LOT A

WATER TREATMENT PLANT

HWY 111

E. ATEND RD

SPACE
ANALYSIS

5

Space Analysis

This chapter includes analysis of the key quantitative data elements used to forecast space needs. Long-range forecasts for enrollment and instructional programs and the application of space standards translate key programmatic needs into facilities space needs. The Facilities Space Program outlines the amount and type of space necessary to support Imperial Valley College through the year 2030.

It is important to note that the application of standards relate to the amount of space, and not the quality or appropriateness of space. This chapter focuses on the amount of space, while Chapter 4 includes the analysis of important qualitative factors needed for long-rage facilities planning.

5.1 ENROLLMENT FORECAST

5.2 SPACE INVENTORY

5.4 SPACE UTILIZATION

5.8 MASTER PLAN SPACE PROGRAM

Enrollment Forecast

The long-rage vision for expanding and improving facilities is informed in part by a long-range forecast of growth in weekly student contact hours (WSCH). This forecast is one of the tools that Imperial Valley College (IVC) uses to forecast space needs for facilities planning.

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) forecasts are issued by the California Community College's Chancellor's Office (CCCCO) each year and projects growth for the next ten years. It is based on the consideration of local data such as population size and age projections, current and projected economic conditions, and the College's enrollment trends.

Although IVC's WSCH will grow more in some years than others, the overall projection indicates an annual increase of 1.7 percent in the near term (2020-25) and 1.4 percent in the far term (2026-30). The College's projected cumulative growth rate is 13.2 percent over the next ten years.

In addition to the Chancellor's Office projected growth rate, facilities planning is based on several other factors, including the unique space needs of the programs that are most likely to grow in the next decade, an analysis of current facilities' conditions, and state guidelines for College facilities.

Long Range Enrollment Forecast

Year	Value
2019	7,143
2025	7,499
2030	7,796

Long Range Enrollment Forecast

Year	Value
2019	113,331
2025	118,976
2030	123,680

Space Inventory

ROOM USE CATEGORIES
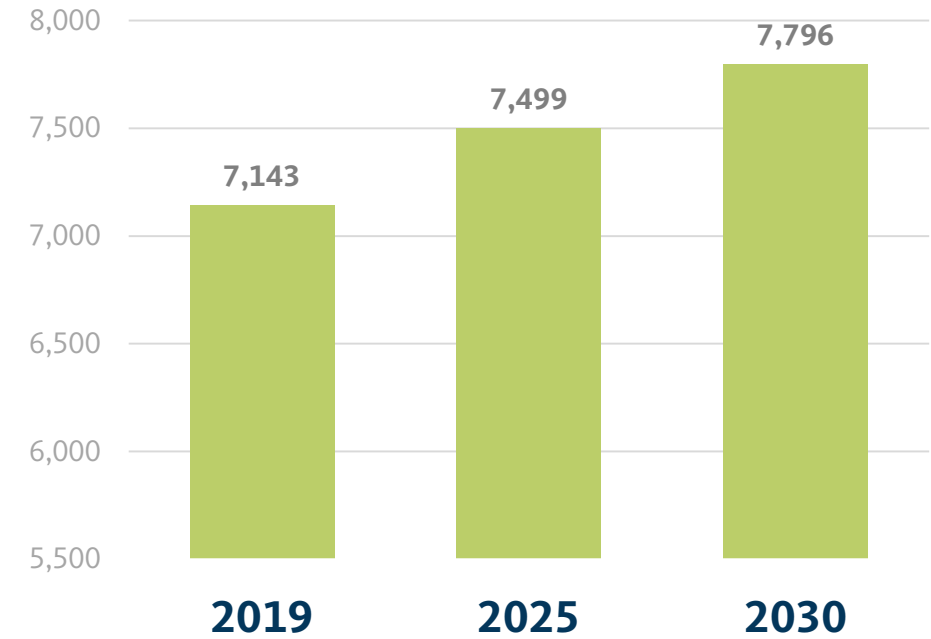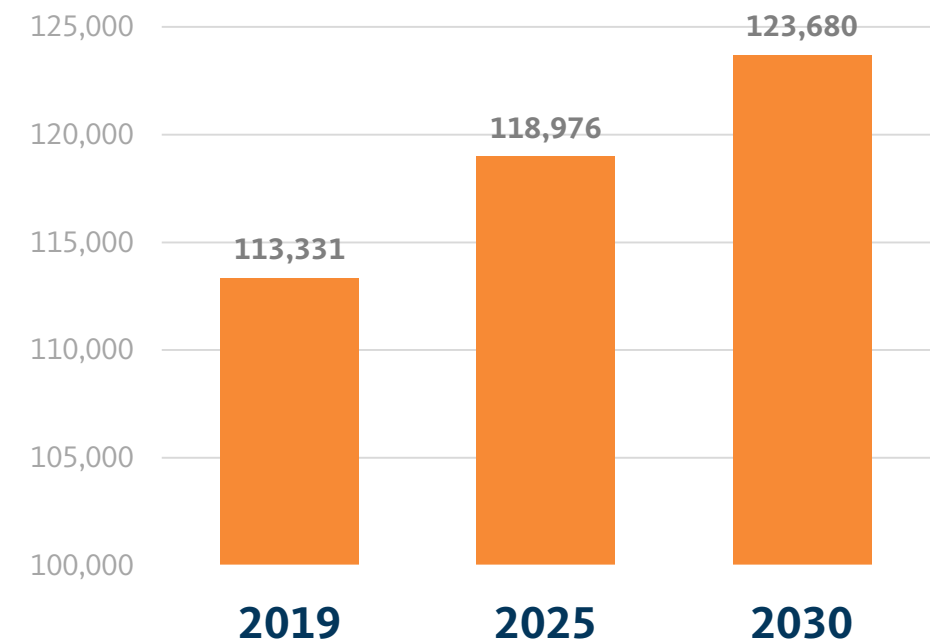
The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the California Community Colleges Chancellor Office (CCCCO), and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for analyzing space utilization, projections, space needs and capital outlay planning.

IVC maintains a detailed Space Inventory of all buildings on the Campus according to the requirements of the State Chancellor's Office Space Inventory Handbook. As required, it is updated and submitted to the State Chancellor's office annually. The Space Inventory contains data about every building and room per the State guidelines based on Room Use and Assignable Square Footage (ASF), as noted on the table.

LECTURE 100'S — Classrooms, Support Spaces

LAB 200's — Labs, Support Spaces

OFFICE 300'S — Offices, Support Spaces, All offices including administrative and student services

LIBRARY 400'S — Library, Study, Tutorial, Support Spaces

INSTR. MEDIA 530'S — AV/TV, Technology, Support Spaces

OTHER 520, 540-800'S — PE, Assembly, Food Service, Lounge, Bookstore, Meeting, Data Process, Physical Plant, Health

Space Inventory

The 2020 Space Inventory Report was used as the basis for the analysis of space for this 2030 Vision Comprehensive Master Plan. This report is updated annually and reported to the Chancellor's Office to reflect the current usage of facilities and space on campus. The table on the right includes a summary of the categories of space on the IVC Campus and their respective ASF totals.

It is important to note that the Space Inventory report includes all facilities on campus that are in use, including temporary facilities.

ROOM USE	ASF
LECTURE	35,020
LAB	97,948
OFFICE	46,458
LIBRARY	23,946
INSTR.MEDIA	3,356
OTHER	92,698
TOTAL ASF	299,426

Space Utilization

To determine space capacity requirements for a California Community College, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Code of Regulations, prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants).

The ASF of a building is the total square footage of the building that is, or could be, assigned to an occupant. The gross square footage (GSF) of a building includes all areas within the outside faces of exterior walls, including circulation, stairs, elevators, restrooms, and building systems.

The Title 5 space standards used to determine future capacity requirements are listed in the table to the right. Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the College.
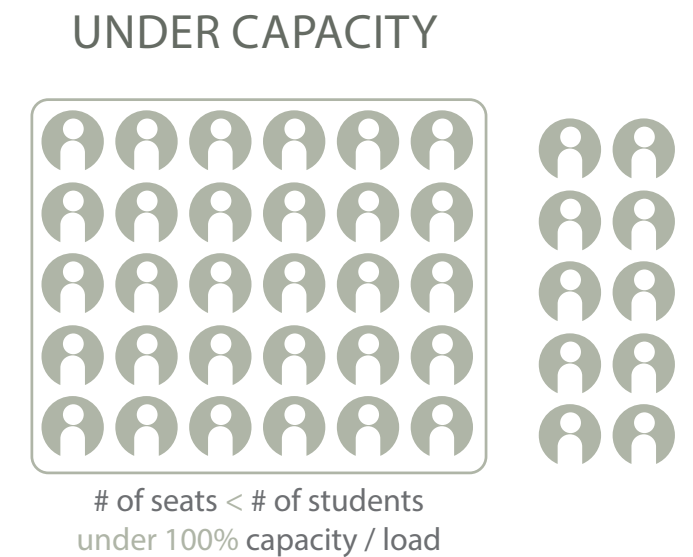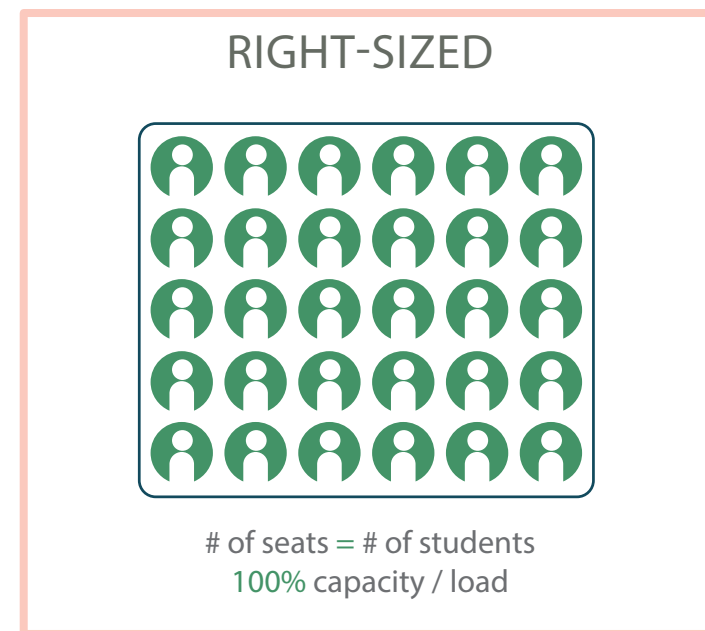
PRESCRIBED SPACE STANDARDS

CATEGORY	FORMULA	RATES
Classrooms	ASF / Student Station	20
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference	ASF per FTEF	175
Library / LRC	Base ASF Allowance	3,795
	ASF / 1st 3,000 DGE	3.83
	ASF / 3,001-9,000 DGE	3.39
	ASF / > 9,000 DGE	2.94
Instructional Media	Base ASF Allowance	3,500
	ASF / 1st 3,000 DGE	1.50
	ASF / 3,001-9,000 DGE	0.75
	ASF / > 9,000 DGE	0.25

* Varies per discipline

Space Utilization

Space utilization on a community college campus is developed based on the analysis of capacity load ratios. Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type "other" includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the college's inventory related to maintenance and operations.

- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards.

- Assumed utilization for classrooms is 53 hours per week, utilization for labs varies per discipline.

- Capacity/load ratios are rolled up and measured as an aggregate by room use category for each campus.

OVER CAPACITY

# of seats > # of students
over 100% capacity / load

RIGHT-SIZED

# of seats = # of students
100% capacity / load

UNDER CAPACITY

# of seats < # of students
under 100% capacity / load
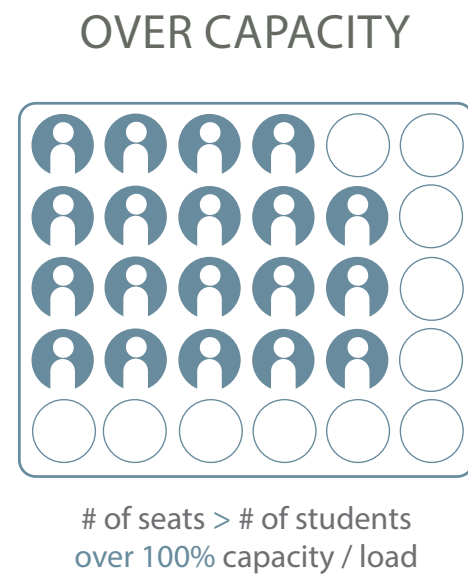
Master Plan Space Program

The Master Plan Space Program summarizes the projected need for capacity load space categories as defined by state standards. The methodology for developing this program is summarized as follows:

The 2020 Space Inventory was adjusted to reflect the proposed removal of several temporary and permanent buildings as identified in the Recommendations chapter. The space from these facilities were subtracted from the 2020 Space Inventory column (A) and reflected in the Adjusted Inventory column (B),

Enrollment forecasts were applied in combination with appropriate space planning standards to result in a total space forecast in ASF listed as the Master Plan Space Program (C).

The Adjusted Inventory (B) was subtracted from the Master Plan Space Program (C) to result in the Difference (D) that indicates the ASF forecase by types of space.

In order to accommodate the forecasted enrollment and program needs and replace functions that are housed in facilities to be removed, the Master Plan Space Program outlines the quantity of space needed in each of the capacity load categories.

The space needs are indicated as Assignable Square Feet (ASF) and divided by a grossing factor to arrive at gross square footage (GSF). The State Chancellor's Office recommends grossing factors for community college facilities which average approximately 65% for instructional facilities.

	2020 INVENTORY A	ADJUSTED INVENTORY B	MASTER PLAN SPACE PROGRAM C	DIFFERENCE D = (C-B)
LECTURE	35,020	32,890	52,939	+20,049
LAB	97,948	99,008	100,806	+1,798
OFFICE	46,458	41,482	41,227	-255
LIBRARY	23,946	24,666	24,681	+15
INSTR. MEDIA	3,356	1,855	10,079	+8,224

The Master Plan Space Program indicates that following the removal of several facilities, there is a need to replace and add space in the following capacity load categories: lecture, lab, and instructional media.
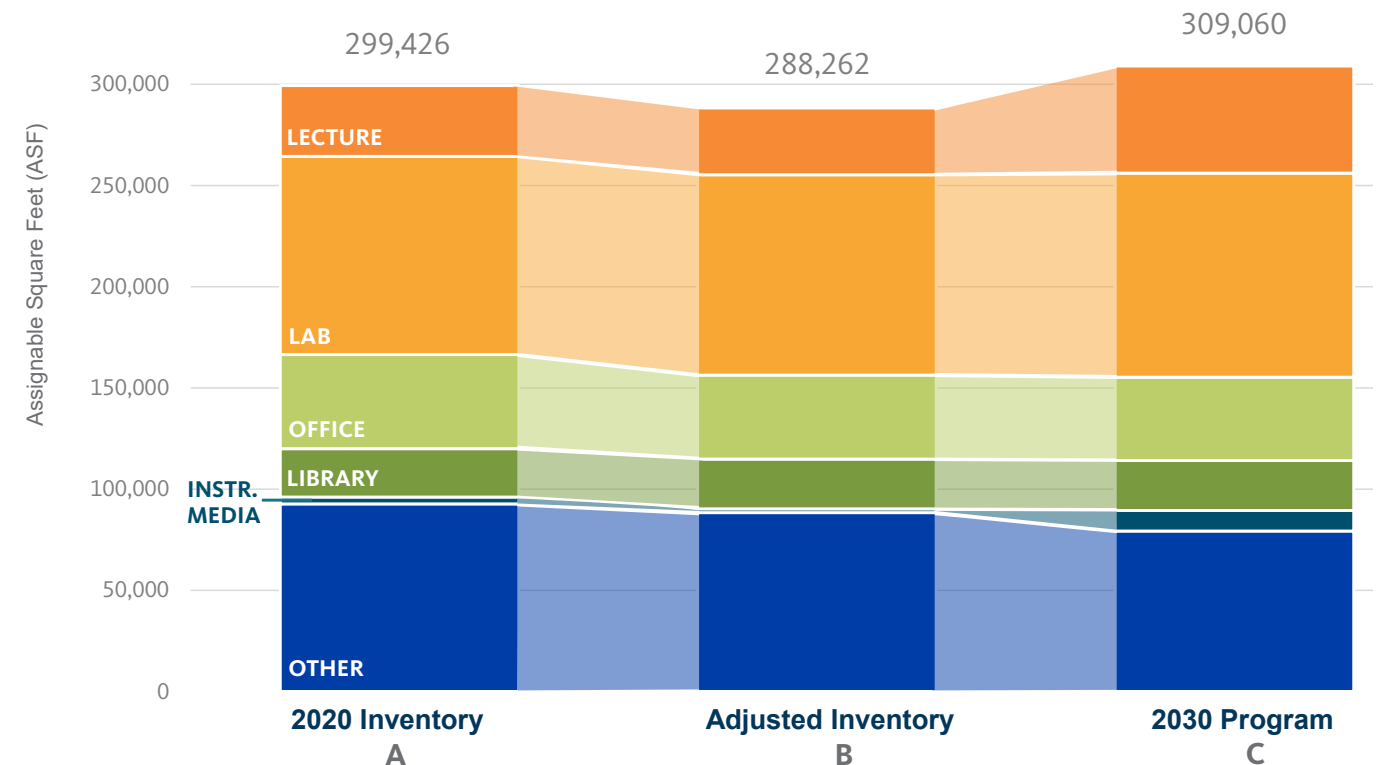
LONG
RANGE
VISION

6

Long-Range Vision

The 2030 Vision Comprehensive Master Plan Long-Range Vision present an overall picture of the proposed development that is designed to support Imperial Valley College's vision and goals. The recommendations meet the needs of the projected enrollment and program forecasts and are a translation of the Strategic Goals and Facilities Planning Principles into the future developed campus.

6.3 FACILITIES PLANNING PRINCIPLES

6.5 DEVELOPMENT CONCEPTS

6.6 RECOMMENDATIONS

6.8 PROJECT DESCRIPTIONS

Facilities Planning Principles

A set of Facilities Planning Principles map to each of the Strategic Goals described in Chapter 2 and provides the framework for all recommendations for campus development.

STRATEGIC GOALS

A	B	C	D	E
Clear Pathways	Student Success	Labor Market Alignment	Equity and Social Justice	Resource Stewardship

STUDENT CENTERED

EQUITY + INCLUSION

ACCESS + WAYFINDING

EFFECTIVE + EFFICIENT

FACILITIES PLANNING PRINCIPLES

Facilities Planning Principles

STUDENT CENTERED

- Create welcoming arrival experiences

- Improve access to student support services

- Increase presence and visibility of instructional support services

EQUITY + INCLUSION

- Develop the campus as a welcoming, safe and nurturing environment

- Enhance indoor and outdoor spaces to encourage collaboration and engagement

- Create equitable facilities across campus

ACCESS + WAYFINDING

- Clarify campus organization to improve access to programs and services

- Improve visual and physical connections to all areas of the campus

- Enhance signage and wayfinding throughout campus

EFFECTIVE + EFFICIENT

- Remove and replace temporary, oldest and underperforming buildings

- Right-size facilities to support program needs and maximize state funding opportunities

- Improve functional zoning for operational efficiencies

- Maximize land use to align with college priorities

Development Concepts
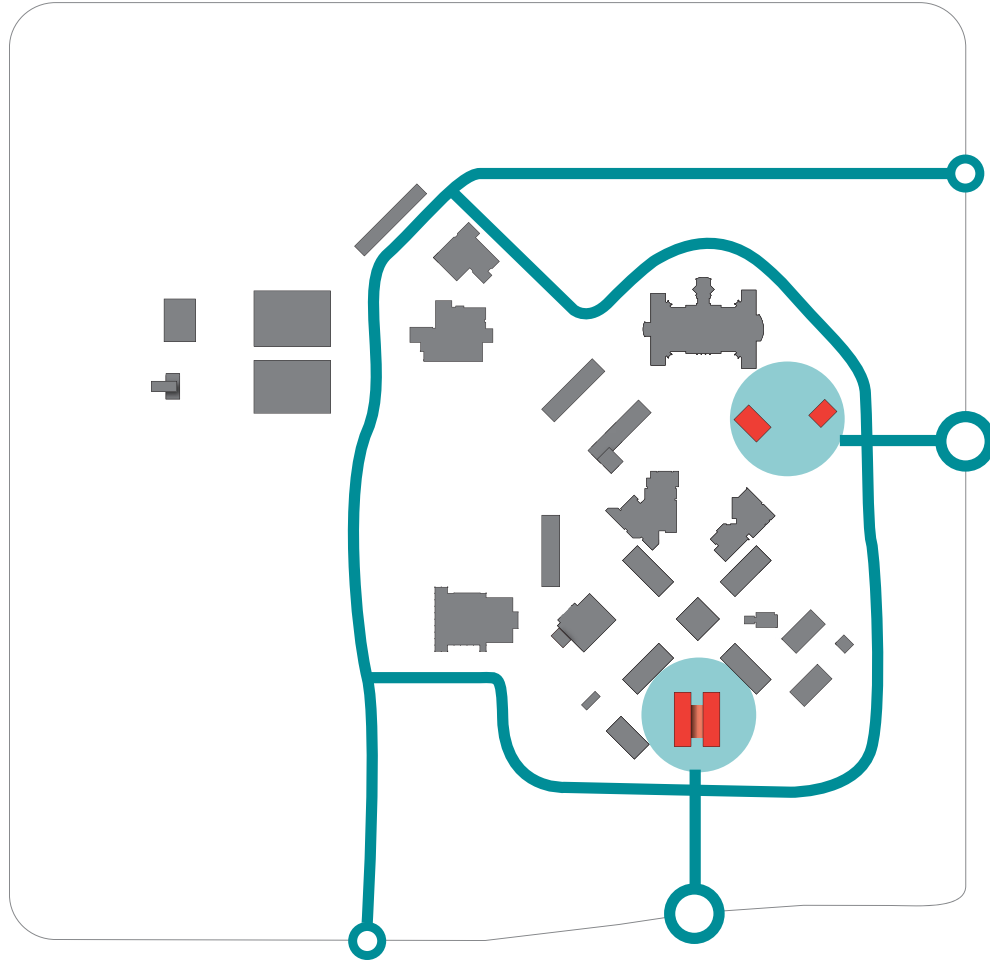
ENHANCE ARRIVAL EXPERIENCE

Campus entries are developed to welcome students and the community. Gateway buildings are strategically located at these entries to increase visibility and access to student services.
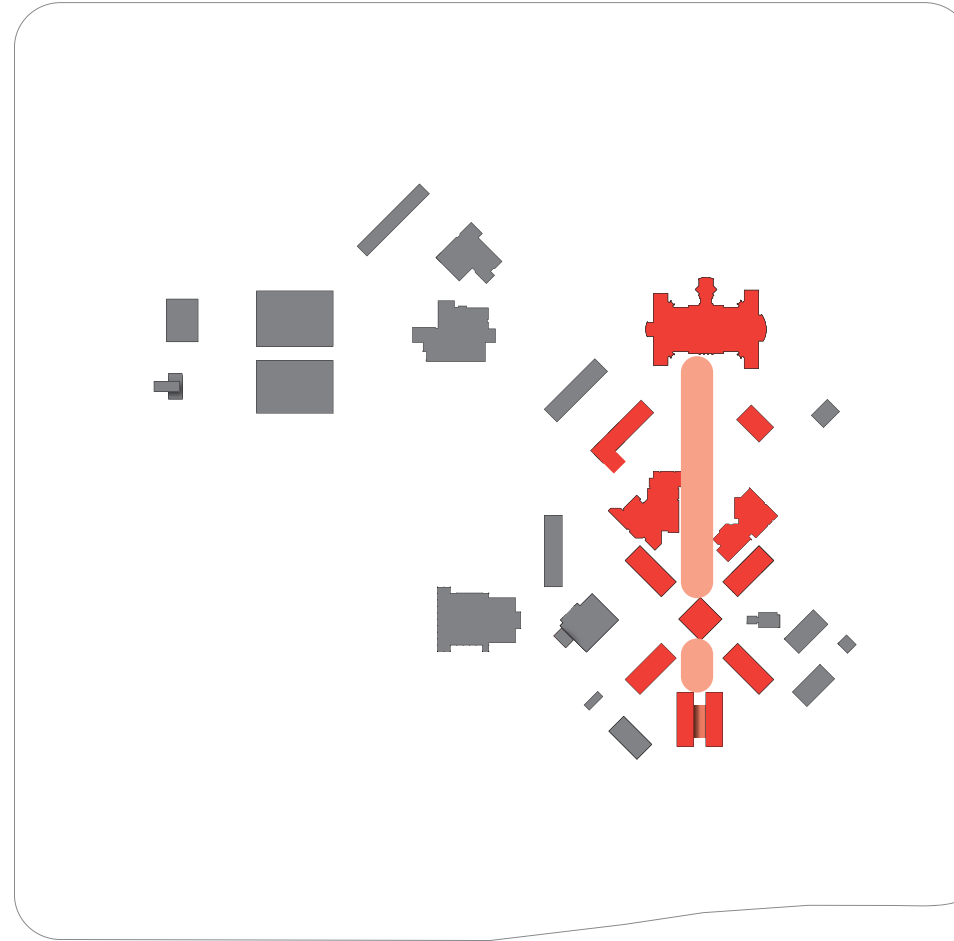
HEART OF CAMPUS

A new pedestrian mall will connect the campus heart to the north and engage the entire campus. The campus core is surrounded by instructional buildings and student support services.
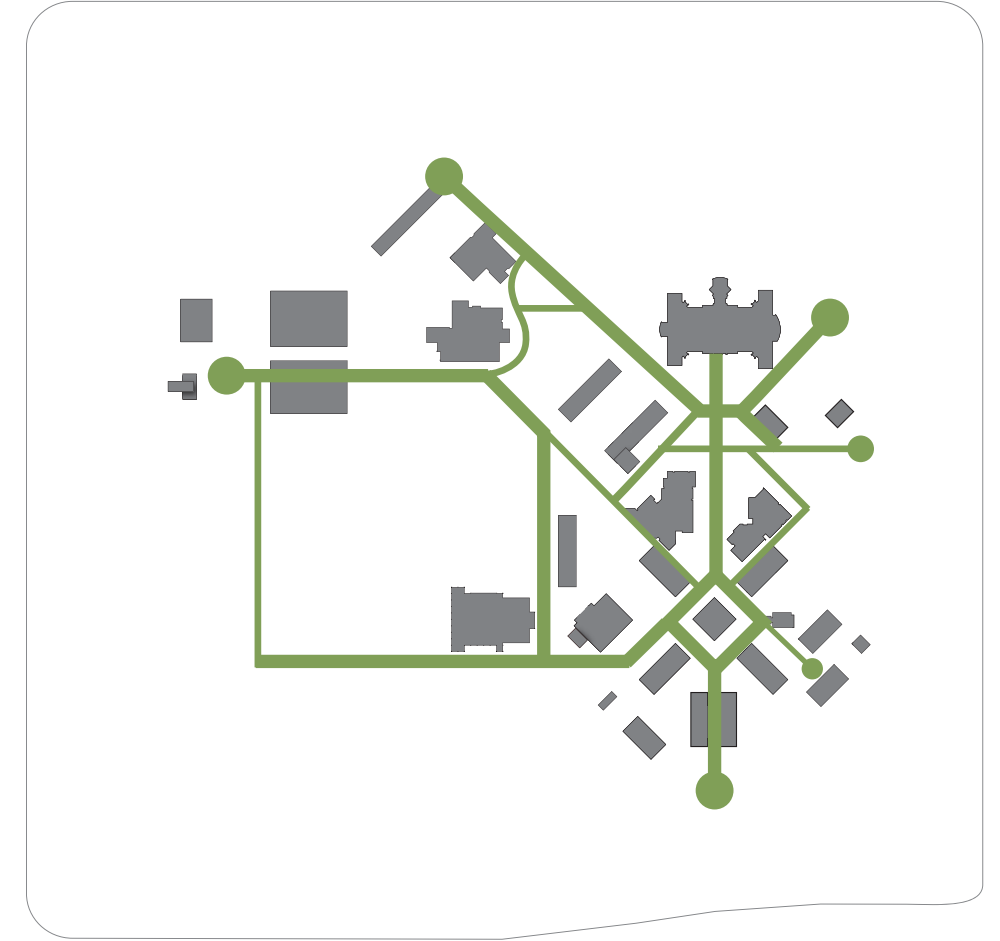
KNIT THE CAMPUS TOGETHER

Clear circulation patterns will connect all areas of campus, improve access to programs and services and promote an overall sense of campus community.

Recommendations

The future vision of the Imperial Valley College campus includes recommendations for new construction, building renovations and site development projects. Each of the projects support the Planning Framework described in Chapter 2.

These recommendations are designed to maximize land use to align with college priorities, create right-sized facilities to support program needs and improve functional zoning for operational efficiencies.

Legend:
- ▬ Existing Building
- ▬ New Construction
- ▬ Renovate / Repurpose

Map labels:
PV FIELDS
AGRICULTURAL PROGRAM FIELD
FACILITIES COMPLEX
LOT H · LOT I · LOT J · LOT K
EXPANDED PARKING
3200 · 3100 · 2700
SAFETY TRAINING CENTER
CTE · INSTR
POLICE / SAFETY CENTER
DSPS · LOT L
NEW PARKING
1500 · 2100
RUNNING TRACK/ SOCCER FIELD
TENNIS COURTS
INSTR
400 · 300
SOCCER FIELD
POOLS
700 · 600 · 100
2800 · 2600 · 2300
LOT M
800 · 200 · 2200
LOT E
1000
STUDENT SERVICES CENTER
900
LOT D
LOT N
BASEBALL FIELD
SOFTBALL FIELD
LOT C · LOT B · LOT A
WATER TREATMENT PLANT
OVERFLOW PARKING AREA 3
WATER TREATMENT PLANT
ATEN ROAD
OLD HWY 111

Project Linkages

	STUDENT CENTERED	EQUITY + INCLUSION	ACCESS + WAYFINDING	EFFECTIVE + EFFICIENT
Student Services Center	●	●	●	●
Multicultural + Equity Center	●	●		●
Police / Safety Center	●	●	●	
CTE Building	●			●
Instructional Buildings	●		●	●
Facilities Complex			●	●
Public Safety Training Center	●		●	●

Vehicular Circulation

A series of vehicular recommendations are developed to improve clarity, connectivity, and campus identity. Existing campus entries are developed into welcoming gateways to improve access to Imperial Valley College and enhance the arrival experience.

Two gateways will lead to a primary loop road, connected to distributed parking areas and 'front door' facilities: Student Services Center on the south and the Public Safety Center on the east, and Police Safety Center. Additional access roads will connect the main loop road to the proposed Safety Training Center to increase connectivity across campus zones. An expanded parking area is added on the northeast corner of campus and to the west of the athletic fields and on to increase the overall capacity and improve access to programs and services.

Legend

— Primary Loop Road
- - - Proposed Access Roads
🚐 Drop Off
🚌 Bus Stop
▓ Existing Parking
▓ New Parking

PV FIELDS

AGRICULTURAL PROGRAM FIELD

FACILITIES COMPLEX

SAFETY TRAINING CENTER

LOT H   LOT I   LOT J   LOT K

EXPANDED PARKING

NEW PARKING

CTE

INSTR

POLICE / SAFETY CENTER

LOT L

RUNNING TRACK/ SOCCER FIELD

TENNIS COURTS

INSTR

INSTR

SOCCER FIELD

POOLS

700

600

100

STUDENT SERVICES CENTER

LOT M

LOT E

LOT D

BASEBALL FIELD

SOFTBALL FIELD

LOT N

LOT C

LOT B

LOT A

WATER TREATMENT PLANT

OVERFLOW PARKING AREA 3

WATER TREATMENT PLANT

ATEN ROAD

OLD HWY 111

Pedestrian Circulation

A proposed network of pedestrian pathways and open spaces will enhance connections to all areas of the campus, improve access and eliminate physical barriers. This network will extend north-south along landscaped pathways and provide visual access from the 2700 Building to the new Student Services Building.

Secondary pedestrian pathways branch off the main axis to improve access to the 3100 and 3200 Buildings, the athletic fields, parking lots, and Safety Training Center. A series of open spaces distributed along these pedestrian paths activate outdoor spaces to encourage collaboration and engagement.

The enhanced pedestrian network will form the basis for a campus-wide signage and wayfinding plan to improve access to all programs and services and enhance student success.

—— Primary Pedestrian Circulation

••••• Secondary Pedestrian Circulation

▮ Open Space

PV FIELDS

LOT H LOT I LOT J LOT K

EXPANDED PARKING

AGRICULTURAL PROGRAM FIELD

FACILITIES COMPLEX

SAFETY TRAINING CENTER

CTE

INSTR

POLICE / SAFETY CENTER

LOT L

NEW PARKING

INSTR

TENNIS COURTS

POOLS

RUNNING TRACK/ SOCCER FIELD

SOCCER FIELD

700

600

100

LOT M

STUDENT SERVICES CENTER

LOT N

LOT E

LOT D

BASEBALL FIELD

SOFTBALL FIELD

LOT C

LOT B

LOT A

WATER TREATMENT PLANT

OVERFLOW PARKING AREA 3

WATER TREATMENT PLANT

ATEN ROAD

OLD HWY 111

Project Descriptions

Descriptions for each of the projects identified in the CMP are described on the following pages and grouped as illustrated in this key plan.

A

Student Services Center

Multicultural + Equity Center

B

Police / Safety Center

CTE Building

Instructional Buildings

C

Facilities Complex

Public Safety Training Center

PV FIELDS

FACILITIES COMPLEX

AGRICULTURAL PROGRAM FIELD

LOT I   LOT J   LOT K

EXPANDED PARKING

C

B

SAFETY TRAINING CENTER

CTE

POLICE / SAFETY CENTER

INSTR

LOT L

NEW PARKING

RUNNING TRACK/ SOCCER FIELD

TENNIS COURTS

POOLS

INSTR

SOCCER FIELD

700

600   100

LOT M

A

STUDENT SERVICES CENTER

LOT N

LOT E

LOT D

BASEBALL FIELD

SOFTBALL FIELD

LOT C

LOT B   LOT A

WATER TREATMENT PLANT

OVERFLOW PARKING AREA 3

WATER TREATMENT PLANT

OLD HWY 111

ATEN ROAD

STUDENT SERVICES CENTER

A new Student Services Center will be developed at the main entry and serve as a welcoming gateway for students and campus community. Upon arrival to the campus, visitors will be greeted into a welcoming, safe and nurturing environment. The new facility will be designed to accommodate all student services in one location to improve access and increase awareness. In addition, the new building will include administrative office spaces.

MULTICULTURAL + EQUITY CENTER

Following the relocation of services to the new Student Services Building, the existing 100 Building will be renovated and repurposed to become the new Multicultural + Equity Center.

A

2100

FOUNTAIN

400

300

MULTICULTURAL + EQUITY CENTER

600

2800

2600

2300

800

200

1000

2200

STUDENT SERVICES CENTER

900

ENTRY PLAZA

LOT N

LOT B

LOT A

B
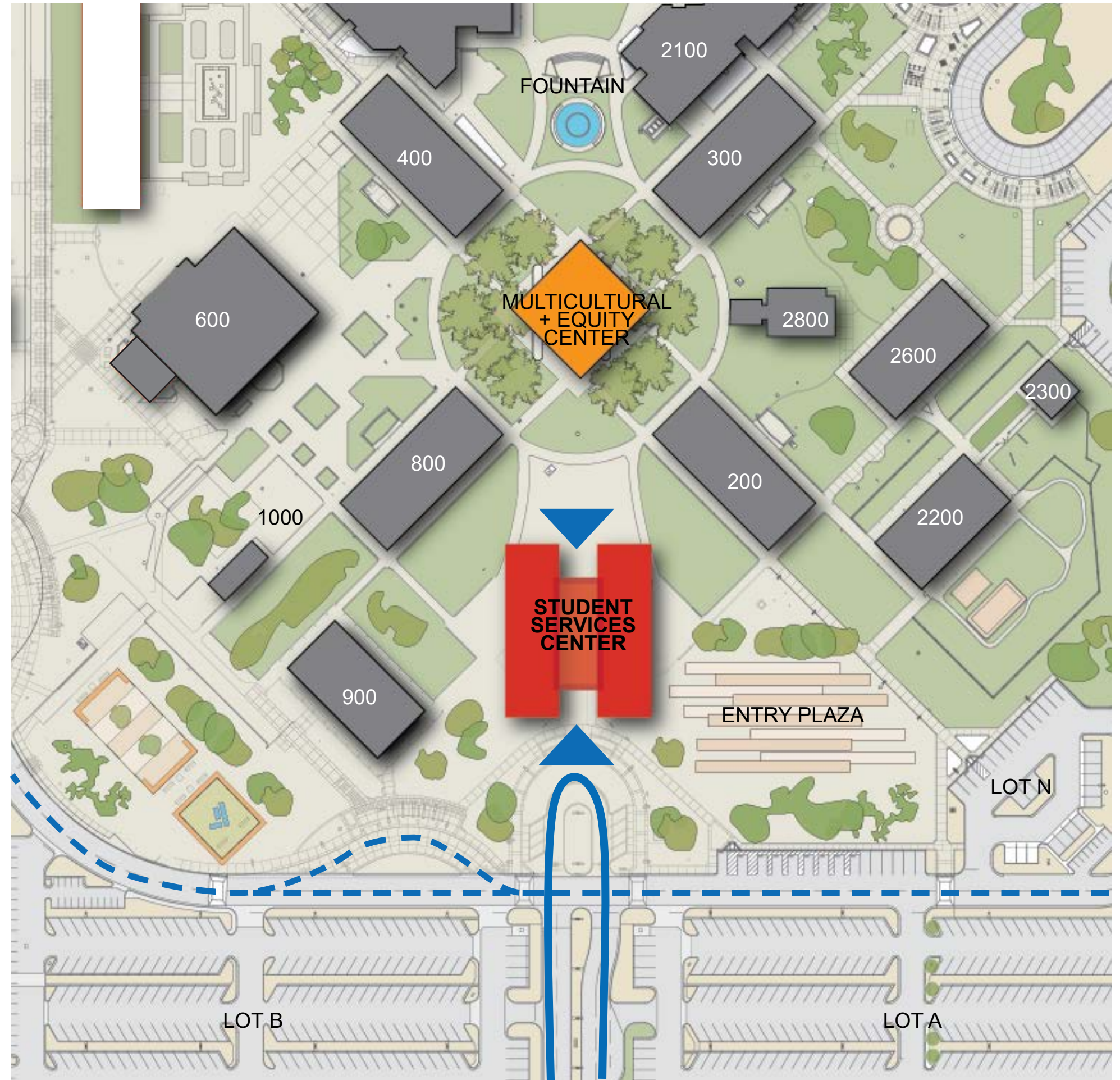
POLICE / SAFETY CENTER

A new Police / Safety Center is proposed adjacent to the east campus entry to welcome visitors to the IVC campus, improve access to information and to promote a safe and nurturing campus environment.

INSTRUCTIONAL BUILDING

The new Instructional Building will replace classrooms currently located in temporary facilities and sized to support interdisciplinary program needs. Located adjacent to the 1500 Library Building, the proposed location will extend the campus core and frame a series of outdoor learning environments, A proposed Cafe will activate this area of the campus.

CTE BUILDING

The new CTE Building will replace the aged and underperformng 1100, 1200, 1300 and 1400 Buildings. The new facility will be designed to support the specialized indoor and outdoor program needs and to enhance interdisciplinary collaboration. The proposed location will expand the campus core and connect to the north zone of the campus where the 3100 and 3200 Building are located.

FUTURE INSTRUCTIONAL BUILDING

The long range vision for IVC includes the identification of a potential future Instructional Building on the west side of the 1500 Library Building. If and when this facility is needed, it will be designed to accommodate program needs.

C
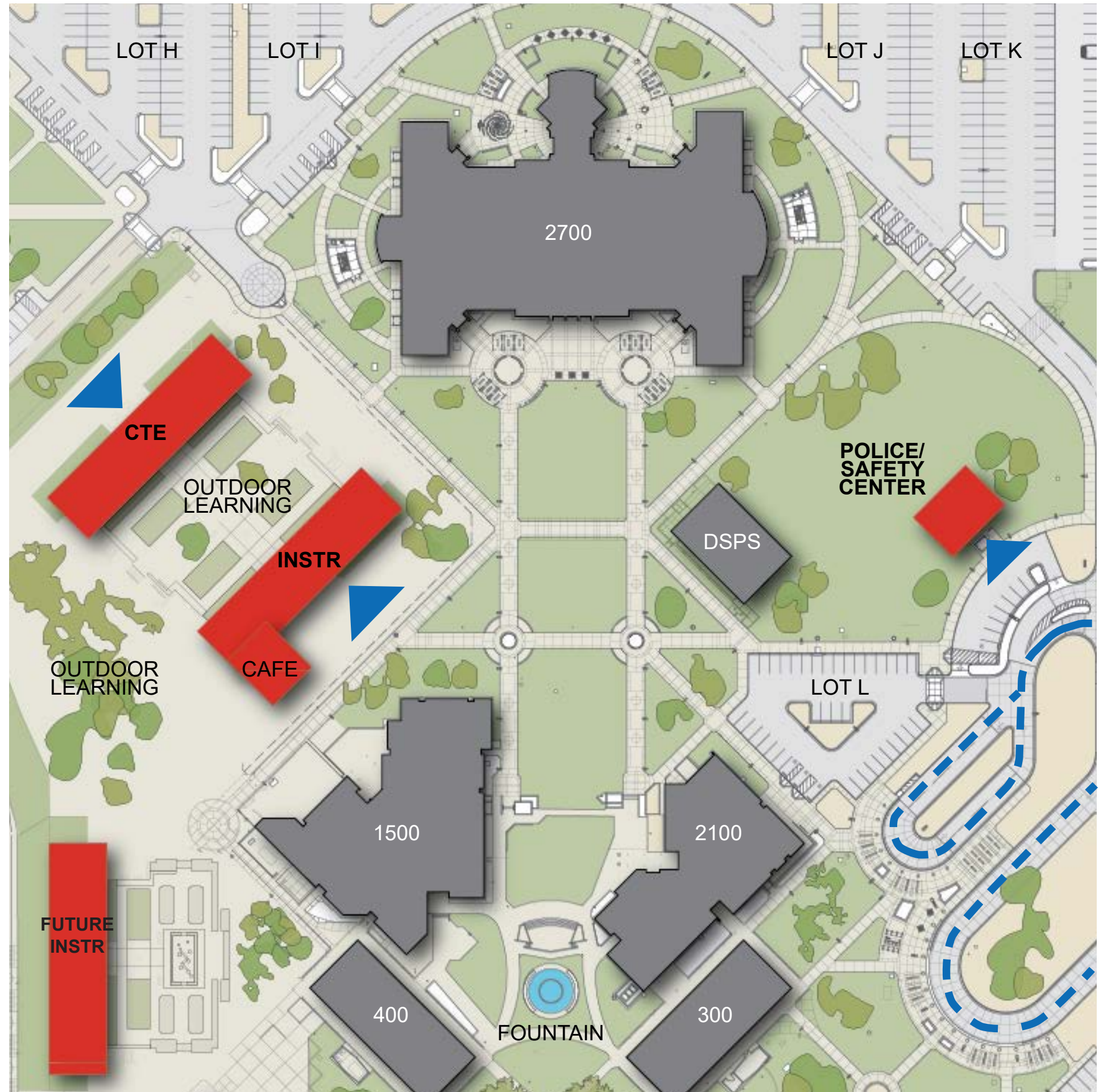
FACILITIES COMPLEX

A new Facilities Complex will house functions currently located in the 1800 Building including maintenance, operations, and receiving services. The proposed location on the northwest side of the campus will improve vehicular access and provide a secure outdoor space for receiving/loading and yards. Following the development of the complex, space will be freed up to expand parking close to the campus core.

PUBLIC SAFETY TRAINING CENTER

The Public Safety Training Center site is identified north of the Athletic Fields to maximize land use to improve visual and physical connections to all areas of the campus, and to maximize land use to align with college priorities.

AGRICULTURAL PROGRAM FIELDS

FACILITIES COMPLEX

3200

3100

PUBLIC SAFETY TRAINING CENTER

NEW PARKING LOT

RUNNING TRACK/ SOCCER FIELD

TENNIS COURTS

POOLS

SOCCER FIELD

700

APPENDIX

A.2 GUIDED PATHWAYS

A.19 INSTRUCTIONAL PROGRAM DATA

Guided Pathways Overview

Guided Pathways Overview

Guided Pathways guide students from connection through program completion, changes how they enter programs of study, and ultimately, complete their educational goals. Four pillars of program progress serve as the defining concepts for the Guided Pathways initiative:

- create clear curricular pathways to employment and further education;

- help students choose and enter their pathway;

- help students stay on their path; and,

- ensure that learning is occurring with intentional outcomes.

As illustrated in Figure 8, Imperial Valley College grounded its implementation of Guided Pathways through the Student Success Committee, which organized assigned teams' strategic activities around the initiative pillars.

Figure 8. Imperial Valley College Guided Pathways Teams and Activities

IVC Pathways to Student Success Committee

CLARIFY THE PATH (Group #1)
- Enhance New student orientation
- Pre-enrollment and First Year Counseling
- First Year Experience
- Revise Brochures & Publications Informational sources
- Program mapping
- K-12 and College curriculum alignment
- Connect academic work to employment
- Basic Skills Assessment
- Career Assessment

ENTER THE PATH (Group #2)
- Curriculum & program design
- Meta-majors
- Comprehensive Education plan
- Student Success course
- Bridge programs
- Contextualized teaching and learning
- Career Counseling
- Supplemental Instruction
- Acceleration
- Co-requisites
- Exploratory course pathway

STAY ON THE PATH (Group #3)
- Stackable certificates
- Degree Planner / Audit
- Self-Advising tools
- Learning communities
- Mentoring
- Study Groups
- Student clubs and government
- Faculty Advising
- Early Alert
- Focus Groups

ENSURE LEARNING (Group #4)
- Alignment of program learning outcomes to four-year institutions and employer expectations
- Relationships with four-year institutions' faculty
- Advisory committees
- Employer engagement
- SLO Database accessible to students
- Classroom assessment techniques
  - Regular feedback from faculty on performance
  - Learning assessment (graded or ungraded)
  - Constant access to progress/grade in the class
  - Internships
  - Cooperative education

Guided Pathways Overview

Because Guided Pathways also provide clear curricular roadmaps of coursework required to earn a degree or certificate, Imperial Valley College has developed pathways around meta majors (i.e., families of academic programs with common or related content represented that helps students focus on courses in a defined pathway). IVC's Learning and Career Pathways include:

- Public Safety, Health, and Wellness;

- Business;

- Science, Technology, Engineering, and Math;

- Social and Behavioral Sciences;

- Education;

- Industrial Transportation and Technology;

- Arts, Humanities, and Communications; and,

- Agriculture.

Figure 9 captures the degree and certificate programs aligned with each Learning and Career Pathway.

Public Safety, Health, and Wellness	Business	Science, Technology, Engineering, & Math	Social & Behavioral Sciences
Administration of Justice AS-T	Buisiness Admin. for Transfer	Biology for Transfer	Addiction Disorder Studies*
Administration of Justice*	Business Accounting Technician*	Chemistry for Transfer	Anthropology for Transfer
Administration of Justice Law Enforcement*	Business Administrative Asst*	Computer Science for Transfer	Behavioral Science
Correctional Science*	Business Information Systems	Computer Information Technology*	Geography for Trnasfer
Emergency Medical Services*	Business Management*	Digital Design and Production	History
Fire Technology*	Buisiness Office Tecnician*	General Science	Political Science for Transfer
Kinesiology for Transfer	Economics for Transfer	Mathematics for Transfer	Psychology for Transfer
Pharmacy Technician*	Computer Information Systems	Pre-Engineering	Sociology for Transfer
Registered Nursing RN*		Physics for Transfer	Social Science
Vocational Nursing LVN*		University Studies: Science & Math	University Studies: B&S
Physical Educaiton			
Public Health Science for Transfer			

Certificates:
Corrections Sci: Corrections Officer
Firefighter I
Medical Assistant

Certificate of Achievements:
Retail Management

Certificates:
Computer Networking
Microsoft Office
Cybersecurity
Certificate of Achievements:
Dielsel Farm Machinery and Heavy Equipment

Education	Industrial Transportation & Technology	Arts, Humanities, & Communication	Agriculture
Child Development	Air Conditioning and Regrigeration Technology	Art History	Ag Business for Transfer
ECE for Transfer	Automotive Technology*	Studio Arts for Transfer	Ag Plant Science for Transfer
Elem Ed for Transfer	*Automotive: Specializations (ALL)	Communications for Transfer	
	Building Construction Technology*	English for Transfer	
	Electrical Technology*	French	
	Electrical Trades	Humanities	

Certificates:
Diesel Farm Machinery and Heavy Equipment
Alternative Energy Solar Technology

Music for Transfer
Spanish for Transfer
Univeristy Studies: A&H

Certificates:
AG Business Mgt
Agricultural Plant Science

* Indicates major with degree and certificate.

Continuous Quality Improvement, Program Review, and Institutional Effectiveness Outcomes

Continuous Quality Improvement, Program Review, and Institutional Effectiveness Outcomes

Academic program review affords the institution a critical opportunity to reflect on the successes and challenges in each academic program, and develop strategies and actions for programs improvements, which will increase success for all students. Similarly, program reviews for administrative services and student support units allow these units to determine strategies for improving college services in ways that ultimately improve student outcomes. At Imperial Valley College each unit is required to complete the program review process on an annual basis. Units will complete either a comprehensive or an updated program review annually. Three cycles ensure that all units complete a comprehensive program review every third year, with program review updates completed on off years.

The Strategic Educational Master Plan Committee (SEMPC) is the College's representative advisory body to the President's Cabinet regarding matters of strategic and institutional planning, which are required to remain in compliance with state and federal regulations and to move the College toward continuous program quality improvement. In addition to reviewing and revising the Educational Master Plan (EMP) on an annual basis, this committee is charged with overseeing annual program reviews and guiding the campus regarding self-evaluation and improving the institutional effectiveness necessary to implement the Educational Master Plan.

At the time of this plan's development, the College was engaged in revitalizing the processes and structures charged with overseeing institutional effectiveness outcomes and metrics, specifically the inception of a College Council. Ultimately, this effort will help improve the program review process in all units and contribute to even greater integration with the College's planning and budgeting processes, thus strengthening the vital link between student learning and the allocation of resources.

Additionally, through the development of institutional set goals and baseline and targeted progress metrics, the College will be equipped with the critical indicators needed to consistently measure and report its progress toward to improving student outcomes and eliminating equity gaps.

Instructional Program Trends: Enrollment, Retention, Success, and Program Completion

Enrollment Trends

The information presented in this section provides a summary of the general findings regarding the vitality of instructional programs with an emphasis on marked patterns of growth or decline. Complete data for instructional disciplines can be found in the Appendix, Instructional Program Data. In assessing instructional program data, it is important to be mindful of a variety of factors that impact enrollment, including but not limited to, enrollment management strategies, scheduling patterns, class size maximums, facilities, safety considerations, availability of staff, and recruiting and hiring practices.

Enrollment Trends

FTES

FTES, a standard measurement of student enrollment, is a key performance indicator and a measure of productivity, which also serves as a basis for funding. Additionally, in general, Full Time Equivalent Students (FTES) data can be a useful indicator of student demand.

District FTES Trend

Between AY 2015-2016 and 2019-2020 College FTES for Credit Enrollments increased overall by 15% from 7,111 to 8,180. However, enrollment declines in AY 2020-2021 resulted in a dramatic decline in FTES to roughly 5,301 (an unofficial estimate at the time of this plan's development).

FTES by Discipline

There were notable increases in FTES among some CTE/Workforce Preparation (e.g., EMT, FIRE, VN, ELTT, AUTO) and General Education/AA/AS related disciplines (Science, Behavioral/Social Sciences, Arts).

Decreases in FTES occurred in several CTE/Workforce disciplines, including high labor market demand areas like Welding and Medical Assisting, Physical Science, & Engineering.

Five-Year FTES & AY 2020-2021 Comparison

- ■ Annual 2015-2016 Credit FTES
- ■ Annual 2019-2020 Credit FTES
- ■ Annual 2020-2021 (Estimate) Credit FTES

Enrollment Trends

WSCH (WEEKLY STUDENT CONTACT HOURS)

WSCH is the number of class contact hours a class is scheduled to meet per week multiplied by the number of students in the class. WSCH indicated a total number of hours faculty contacted students weekly in an academic department or the institution.

Five-Year WSCH Trend

The College-wide Discipline average WSCH declined by -6.5% overall. Several disciplines had stable WSCH numbers (i.e., no loss in WSCH), including English As A Second Language, Geography, and Religious Studies. Thirty programs that experienced an increase in WSCH were equally represented by General Education/AA/AS programs and CTE/Workforce Preparation disciplines. Similarly, programs exceeding the College's overall WSCH decrease (-6.5% or greater) were represented by twenty disciplines, which were evenly split between GE/AA/AS Disciplines and CTE/Workforce Preparation Disciplines.

Retention

Retention rates refer to the percentage of students retained in a class at the end of the semester.

Five-year Retention Trend

Between AY 2015-2016 and 2019-2020, IVC experienced a decrease of -2.5% in average retention across all disciplines. A majority of disciplines saw declines in retention rates greater than -2.5%. Additionally, twenty-two disciplines saw declines in retention rates greater than -10%. However, ten disciplines saw retention rate increases above 1% over five years – predominantly General Education/AA/AS program-related disciplines.

Moreover, this is another area in which the impact of the pandemic on IVC's students is clearly evident, as the average retention rate across disciplines for Spring 2019 (pre-pandemic) was 86.75% but in Spring 2020 (pandemic) the discipline average had fallen to 71.9%.

Course Success

Course success is defined as the percentage of students who received a passing grade of A, B, C, P at the end of the term.

Five-year Course Success Trend

The Five-year College discipline average in course success rates increased by 5.1%. The majority of disciplines with rate increases above 5.1% were General Education/AA/AS Disciplines, particularly Sciences and Social/ Behavioral Sciences. Slightly more than half of the disciplines with the most significant declines in success rates (in excess of -7%) were in CTE/ Workforce Preparation disciplines.

The impact of the Covid-19 pandemic is also evident in slight changes in average success rates. Comparing Spring 2019 (pre-pandemic) to Spring 2020 (pandemic) we see a sharp decline in course success rates (i.e., 70.9% in Spring 2019 and 69.5% in Spring 2020. However,

considering the sharp decrease in retention in Spring 2020, it stands to reason that the students who managed to remain enrolled in classes would succeed at a rate comparable to prior terms.

Additionally, comparing Fall 2019 (Pre-Pandemic) to Spring 2020 (Pandemic), average discipline success rates dropped from 72.8% (Fall 2019) to 69.5% (Spring 2020).

Moreover, this is another area in which the impact of the pandemic on IVC's students is clearly evident, as the average retention rate across disciplines for Spring 2019 (pre-pandemic) was 86.75% but in Spring 2020 (pandemic) the discipline average had fallen to 71.9%.
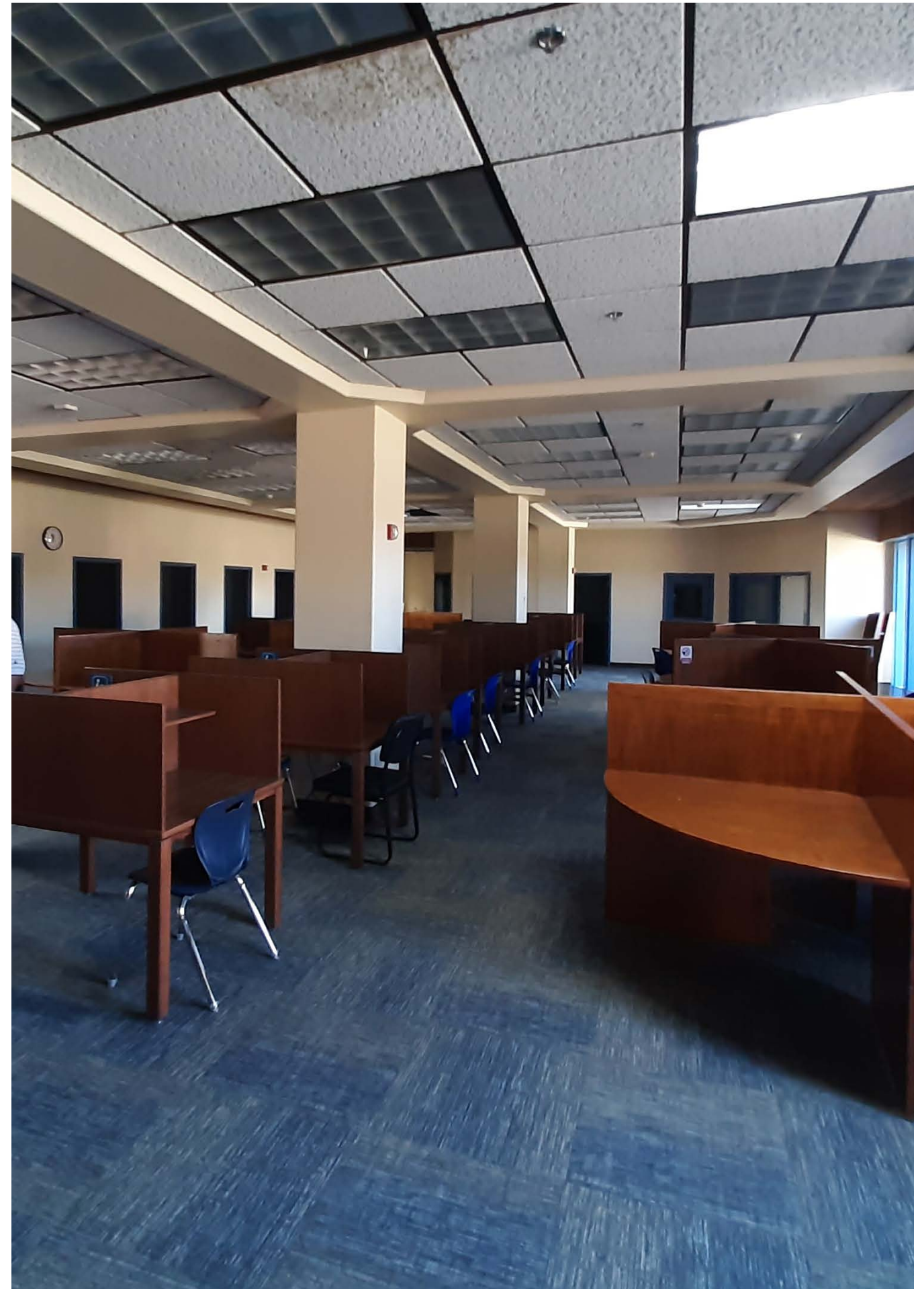
Student Services Program Trends

Student Services Program Trends

SUCCESS AND RETENTION

Imperial Valley College delivers a full range of support services and programs to help students achieve their academic, career, and personal goals, including, but not limited to, counseling and guidance, success and retention, transfer and careers, referrals to community resources, financial aid, and tutoring. The canvas overview of student learning and support services offers a synopsis of student services trends over the previous five years, which serve as an informational baseline for the planning of future student services through 2030. While Imperial Valley College administers many more student services programs than are represented in the canvas overview, the summary data presented includes that for which consistent quantitative information over the five previous academic years is available.
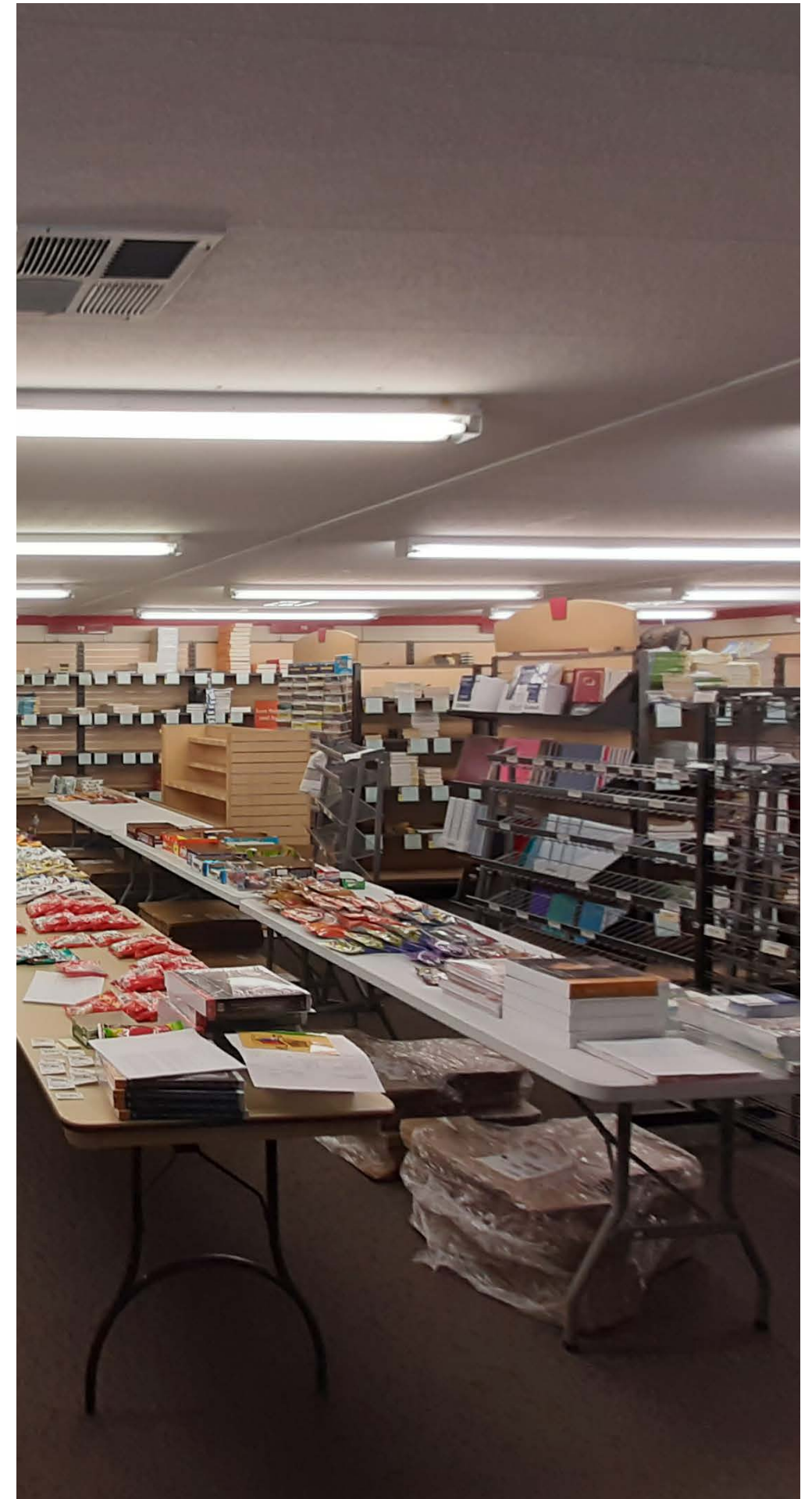
Student Services Program Trends

CANVAS OF KEY STUDENT SERVICES AND SPECIAL POPULATIONS

Success Service (Credit Students)	2015-2016	2019-2020	% Change
Academic/Progress Probation Services	80	2	-98%
Counseling/Advisement Services	10,545	6,901	-35%
Education Plan Services	6147	2,664	-57%
Initial Assessment Services Placement	12,230	6,167	-50%
Initial Orientation Services	2,744	275	-90%
Other Services	2,868	4,485	56%

Source: https://datamart.ccco.edu/Services/Student_Success.aspx

Program	2015-2016	2019-2020	% Change
Incarcerated	56	632	1029%
Special Admit	35	219	526%
Foster Youth	23	86	274%
First Generation	4360	8634	98%
EOPS	1927	2861	48%
CARE	258	370	43%
DSPS - Disabled Students Programs & Services	846	896	6%
Veteran	186	193	4%
Economically Disadvantaged	0	409	0%
Homeless	0	117	0%
CalWORKs	410	407	-1%
Military (Active Duty, Active Reserve, National Guard)	2	0	-100%

Source: https://datamart.ccco.edu/Services/Special_Pop_Count.aspx

Disability	2015-2016	2019-2020	% Change
Acquired Brain Injury	8	7	-13%
Attention Deficit Hyperactivity Disorder (ADHD)	1	100	9,900%
Autism Spectrum		52	0%
Developmentally Delayed Learner	42	47	12%
Hearing Impaired	21	25	19%
Learning Disabled	90	113	26%
Mobility Impaired	19	16	-16%
Other Disability	262	112	-57%
Psychological Disability	160	150	-6%
Speech/Language Impaired	1		-100%
Visually Impaired	17	17	0%

Source: https://datamart.ccco.edu/Services/DSPS_Status.aspx

Student Services Program Trends

CANVAS OF KEY STUDENT SERVICES AND SPECIAL POPULATIONS

EOPS, CARE, and CalWORKS Programs	2015-2016	2019-2020	% Change
	Students	Students	
EOPS and CARE participant	184	187	2%
EOPS participant (excludes CARE participant)	1,186	1,449	22%
IVC EOPS and Care Program Totals	10,457	11,473	10%
CalWORKS Program			
County-Referred Program Participant	86	134	56%
Exempt Program Participant	11	2	-82%
Self-Initiated Program Participant	141	92	-35%
Self-Referred Program Participant	6		-100%
IVC CalWORKS Program Total	244	228	-7%

Sources: https://datamart.cccco.edu/Services/EOPS_CARE_Status.aspx,

Financial Aid Type	2015-2016	2015-2016	2019-2020	2019-2020	% Change	% Change
	Students	Aid Amount	Students	Aid Amount	Students	Aid Amount
CA College Promise Grant Total	7,905	$6,995,933	8,295	$6,787,553	5%	-3%
Grants Total	4,980	$21,850,570	5,504	$31,541,496	11%	44%
Loans Total	7	$74,307	3	$17,000	-57%	-77%
Work Study Total	172	$538,009	154	$628,450	-10%	17%
IVC Total	8,104	$29,458,819	8,581	$38,974,499	6%	32%

Source: https://datamart.cccco.edu/Services/FinAid_Summary.aspx

Planning Implications

Planning Implications

The College's recent development of student success teams organized around Guided Pathways will need to expand so that student support through each pillar of the Guided Pathways framework in ways that ensure that more students receive the just-in-time services and support, which will increase retention, success, program completion, and transition rates.

To increase student access to holistic support services and programs, re-envision and implement the delivery of student services and learning support programs in an online environment, including the deployment of effective and integrated student support e-tools.

Declines in enrollment, which resulted from the widespread impact of the Covid-19 pandemic, point to a critical need for IVC to develop a comprehensive strategic enrollment management plan to:

- integrate instructional, student services, and administrative units and programs with broader College initiatives;

- focus on optimizing enrollments, improving student success;

- ensuring fiscal viability; and,

- connect enrollment management goals to the College's mission and this Comprehensive Master Plan for 2021-2030.

Data over the five-year span of time used for this plan's development shows that there have been some improvements related to student retention and success, but gaps among different student groups, instructional modalities, course types, and disciplines persist. Additionally, as online instruction has recently emerged as a major method of delivery (a trend which may continue post-pandemic), focusing intently on improving outcomes for students enrolled in distance education courses and ensuring their access to support services will be important to closing equity and success gaps.

Instructional Program Data

Table 1. Disciplines exceeding 16% IVC Average FTES Change (2015-2016 and 2019-202

Discipline	2015-2016	2019-2020	% Change
Education (EDUC)	1.83	12.56	586%
Correctional Science (CSI)	25.38	91.34	260%
Fire Science (FIRE)	74.26	254.41	243%
Emergency Medical Technician (EMT)	28.64	74.74	161%
Geography (GEOG)	57.37	120.67	110%
Theater (THEA)	3.83	7.14	86%
Emergency Medical Technician - Paramedic (EMTP)	34.09	52.9	55%
Electrical Wiring (EWIR)	23.22	32.49	40%
Physics (PHYS)	29.75	41.45	39%
Philosophy (PHIL)	34.71	46.04	33%
Sociology (SOC)	88.5	114.18	29%
Economics (ECON)	29.22	37.51	28%
Psychology (PSY)	254.19	306.51	21%
Art (ART)	168.5	201.51	20%
Chemistry (CHEM)	140.5	167.55	19%
Anthropology (ANTH)	37.28	44.45	19%

Table 2. Disciplines with decreases in FTES greater than -10% (2015-2016 and 2019-202

Discipline	2015-2016	2019-2020	% Change
Humanities (HUM)	6.73	6.01	-11%
Astronomy (ASTR)	22.18	19.79	-11%
Automotive Technology (AU T)	65.87	58.14	-12%
Welding (WELD)	54.68	47.81	-13%
Computer Information Systems (CIS)	112.09	96.02	-14%
English As A Second Language (ESL)	424.66	361.14	-15%
French (FREN)	29.35	24.4	-17%
Air Conditioning & Refrigeration (ACR)	29.6	24.49	-17%
Engineering (ENGR)	3.21	2.59	-19%
Computer Science (CS)	24.08	19.2	-20%
Work Experience (WE)	4.62	3.64	-21%
Electronics (ELTR)	16.63	12.92	-22%
English (ENGL)	593.07	459.83	-22%
Mathematics (MATH)	684.33	509.14	-26%
Water Treatment Systems Technology (WT)	18.72	13.76	-26%
Business (BUS)	142.09	104.39	-27%
Medical Assistant (MA)	48	34.48	-28%
American Indian Studies (AIS)	1.66	1.14	-31%
Addiction Disorder Studies (ADS)	46.76	31.44	-33%
Allied Health Professions (AHP)	39.02	24.56	-37%
Arabic (ARAB)	9.22	5.12	-44%
Physical Science (PHSC)	10.05	5.39	-46%
Administration of Justice (AJ)	375.8	192.67	-49%
Disabled Student Programs & Services (DSPS)	11.38	4.16	-63%
Renewable Energy (RNEW)	9.89	1.56	-84%

Instructional Program Data

Table 3. Disciplines with notable WSCH increases (+10% or greater) over five-years (20 2016 to 2019-2020)

Discipline	2015-2016	2019-2020	% Change
Addiction Disorder Studies (ADS)	75.80	133.40	76%
Physical Science (PHSC)	81.85	118.15	44%
Geology (GEOL)	124.70	168.10	35%
Welding (WELD)	163.80	212.95	30%
Economics (ECON)	106.70	136.05	28%
Correctional Science (CSI)	85.10	107.65	26%
Computer Information Systems (CIS)	68.35	85.60	25%
Astronomy (ASTR)	90.30	111.35	23%
Renewable Energy (RNEW)	65.60	78.80	20%
Film Studies (FILM)	108.00	128.25	19%
French (FREN)	107.60	126.55	18%
Anthropology (ANTH)	121.50	142.45	17%
Spanish (SPAN)	125.10	146.25	17%
Electrical Wiring (EWIR)	124.50	142.40	14%
Administration of Justice (AJ)	110.70	126.60	14%
Chemistry (CHEM)	190.70	215.30	13%
Electronics (ELTR)	90.20	101.30	12%
Education (EDUC)	112.50	125.75	12%
History (HIST)	120.65	134.35	11%
Building Construction (BLDC)	116.85	130.00	11%
Arabic (ARAB)	151.90	168.80	11%
Automotive Technology (AU T)	118.70	131.50	11%
Water Treatment Systems Technology (WT)	89.60	98.35	10%

Table 4. Disciplines with notable five-Year decreases (-6.5% or greater) in WSCH over five-years (2015-2016 to 2019-2020)

Discipline	2015-2016	2019-2020	% Change
Fire Science (FIRE)	107.85	100.30	-7%
Mathematics (MATH)	164.95	151.50	-8%
Psychology (PSY)	162.95	143.30	-12%
Athletics (ATHL)	158.55	139.35	-12%
American Indian Studies (AIS)	54.00	47.30	-12%
Air Conditioning & Refrigeration (ACR)	107.15	93.60	-13%
Medical Assistant (MA)	146.80	127.40	-13%
Vocational Nursing (VN)	214.60	182.95	-15%
Sociology (SOC)	183.25	154.30	-16%
Emergency Medical Technician - Paramedic (EMTP)	62.80	51.10	-19%
Engineering (ENGR)	52.35	42.20	-19%
Physics (PHYS)	240.20	186.30	-22%
Work Experience (WE)	78.20	59.60	-24%
Child Development (CDEV)	153.30	110.80	-28%
Nursing (NURS)	116.30	80.80	-31%
Health Education (HE)	249.65	160.10	-36%
Political Science (POLS)	301.85	152.90	-49%
Allied Health Professions (AHP)	223.10	108.40	-51%
Emergency Medical Technician (EMT)	320.65	135.55	-58%
Art (ART)	364.50	153.25	-58%

Instructional Program Data

Table 5. Disciplines with five-year increase in retention (greater than 1%) over five-year (2015-2016 to 2019-2020)

Discipline	2015-2016	2019-2020	% Change
American Indian Studies (AIS)	68.75%	78.57%	14.3%
Theater (THEA)	64.86%	71.62%	10.4%
Fire Science (FIRE)	89.66%	96.28%	7.4%
Film Studies (FILM)	72.05%	74.95%	4.0%
Disabled Student Programs & Services (DSPS)	91.74%	95.21%	3.8%
Biology (BIOL)	83.01%	85.61%	3.1%
Social Work (SW)	83.88%	85.78%	2.3%
Economics (ECON)	80.43%	81.98%	1.9%
Sociology (SOC)	87.14%	88.54%	1.6%
Athletics (ATHL)	93.19%	94.29%	1.2%

Table 6. Disciplines with five-year declines in retention (greater than -10%) over five-years (2015-2016 to 2019-2020)

Discipline	2015-2016	2019-2020	% Change
Geology (GEOL)	83.55%	75.20%	-10.0%
Mathematics (MATH)	81.70%	72.44%	-11.3%
Building Construction (BLDC)	95.44%	84.08%	-11.9%
Agriculture (AG)	86.68%	76.07%	-12.2%
History (HIST)	82.18%	71.79%	-12.6%
Art (ART)	92.09%	80.45%	-12.6%
Electronics (ELTR)	95.51%	83.37%	-12.7%
Addiction Disorder Studies (ADS)	90.83%	78.32%	-13.8%
French (FREN)	77.33%	66.46%	-14.1%
Astronomy (ASTR)	56.05%	47.41%	-15.4%
Correctional Science (CSI)	90.78%	76.39%	-15.9%
Political Science (POLS)	90.81%	76.14%	-16.2%
Education (EDUC)	90.00%	74.69%	-17.0%
English As A Second Language (ESL)	91.00%	75.06%	-17.5%
Allied Health Professions (AHP)	91.11%	74.87%	-17.8%
English (ENGL)	76.58%	62.57%	-18.3%
Work Experience (WE)	91.52%	74.35%	-18.8%
Humanities (HUM)	92.05%	73.34%	-20.3%
Physical Science (PHSC)	66.74%	52.78%	-20.9%
Computer Science (CS)	90.74%	71.53%	-21.2%
Electrical Wiring (EWIR)	96.63%	71.17%	-26.3%
Renewable Energy (RNEW)	95.56%	64.29%	-32.7%

Instructional Program Data

Table 7. Disciplines with five-year course success rates above 5.1% District-wide increase (2015-2016 2019-2020)

Discipline	2015-2016	2019-2020	% Change
Physical Science (PHSC)	35.65%	44.37%	24.4%
Sociology (SOC)	65.82%	79.67%	21.0%
Fire Science (FIRE)	77.69%	91.30%	17.5%
Water Treatment Systems Technology (WT)	72.85%	85.29%	17.1%
American Indian Studies (AIS)	68.75%	78.57%	14.3%
Child Development (CDEV)	71.05%	79.95%	12.5%
Film Studies (FILM)	50.44%	56.35%	11.7%
Geography (GEOG)	70.10%	78.07%	11.4%
Chemistry (CHEM)	58.34%	64.85%	11.2%
Geology (GEOL)	51.31%	56.96%	11.0%
Biology (BIOL)	71.89%	78.36%	9.0%
Spanish (SPAN)	66.99%	72.42%	8.1%
Emergency Medical Technician (EMT)	51.03%	54.62%	7.0%
Economics (ECON)	65.55%	69.84%	6.5%
Psychology (PSY)	73.65%	78.20%	6.2%

Table 8. Disciplines with greatest five-year decreases in success rates (exceeding -7%) over five-years (2015-2016 to 2019-2020)

Discipline	2015-2016	2019-2020	% Change
Electronics (ELTR)	87.21%	81.07%	-7.0%
Engineering (ENGR)	87.63%	81.25%	-7.3%
Air Conditioning & Refrigeration (ACR)	87.66%	81.23%	-7.3%
Vocational Nursing (VN)	93.57%	85.93%	-8.2%
Agriculture (AG)	65.32%	59.92%	-8.3%
Welding (WELD)	85.06%	77.36%	-9.0%
Medical Assistant (MA)	99.00%	89.88%	-9.2%
Disabled Student Programs & Services (DSPS)	70.58%	63.98%	-9.4%
Counseling (COUN)	69.38%	62.81%	-9.5%
Administration of Justice (AJ)	75.42%	67.91%	-10.0%
Astronomy (ASTR)	32.55%	29.27%	-10.1%
Emergency Medical Technician - Paramedic (EMTP)	96.88%	86.67%	-10.5%
English As A Second Language (ESL)	74.59%	66.59%	-10.7%
Building Construction (BLDC)	90.97%	81.04%	-10.9%
Art (ART)	82.99%	73.19%	-11.8%
French (FREN)	65.68%	57.07%	-13.1%
Humanities (HUM)	70.60%	61.25%	-13.2%
Political Science (POLS)	69.14%	57.26%	-17.2%
Addiction Disorder Studies (ADS)	83.08%	68.79%	-17.2%
Computer Science (CS)	81.26%	66.58%	-18.1%
Electrical Wiring (EWIR)	87.45%	69.98%	-20.0%
Education (EDUC)	80.00%	59.60%	-25.5%
Work Experience (WE)	81.44%	58.03%	-28.8%
Renewable Energy (RNEW)	94.17%	64.29%	-31.7%