



Continuous Accreditation Readiness Team (CART)

Friday, September 6, 2013, 9:00 a.m.

Board Room

Attendees: present in yellow

Administrative Council Management Council		Instructional Council (Non-Administrative)	Other Members
Betty Kakiuchi	Sergio Lopez	Becky Green	Trini Arguelles, Non-Teaching Faculty#
Bill Gay	Ted Ceasar	Carol Hegarty	Michael Heumann, Teaching Faculty
Carlos Fletes	Tim Nakamura	Cathy Zazueta	Alex Cozzani, Teaching Faculty
Efrain Silva	Tina Aguirre#	Daniel Gilson	Eric Lehtonen, Academic Senate President
Gloria Carmona	Todd Finnell*	David Drury	Jessica Waddell, Confidential
Jeff Cantwell	Travis Gregory*	Edward Wells	Oscar Hernandez, Teaching Faculty
Lisa Seals	Victor Jaime*	Jose Lopez	Jim Fisher, Teaching Faculty
Omar Ramos	John Lau*	Jose Ruiz	Bradford Wright, Teaching Faculty
Rick Webster	Kathy Berry*	Rick Castrapel	Norma Nunez, Non-Teaching Faculty
Jill Nelipovich	Brian McNeece#	Rick Goldsberry	Mary Carter, Confidential
		Terry Norris	Paige Lovitt, Non-Teaching Faculty
		Sydney Rice	Patricia Robles, Classified
		Leticia Pastrana	Toni Gamboa, Classified
		James Patterson	Jeff Beckley, Teaching Faculty
		Craig Blek	Kevin Marty, Teaching Faculty
		Kevin White	Emily Bill, Adjunct Non-Teaching Faculty
			Audrey Morris, Teaching Faculty
			_____, ASG Rep

Guests: Martha Garcia, START Co-Chair

Recorder: Linda Amidon

AGENDA ITEMS/DISCUSSION

- A. Call to Order – Brian McNeece and Tina Aguirre
 - Dean McNeece called the regular meeting of the Continuous Accreditation Readiness Team (CART) to order at 9:05 a.m.
 - Dean McNeece introduced Martha Garcia, START Committee Co-Chair, and Patty Robles, Economic and Workforce Development Committee Administrative Secretary as members of CART
- B. Review and Approval of Minutes of May 3, 2013 Meeting (in Dropbox)
 - M/S/C Lopez/Blek to approve the minutes of the May 3, 2013 meeting as presented
- C. Update on Previous Discussion Items
 - a. Implementation of Actionable Achievement Plans as Per Self- Evaluation Study
 - Committee reviewed the action plan chart
 - Some actions plans have already been addressed
 - It isn't necessary to address the action plans in the Follow-Up Report due March 2014; the action plans must be addressed in the Mid-Term and Self-Evaluation Reports
 - The last five to six action plans relate to FCMAT recommendations and have been referred to START for review and action; START has begun working on those items
- D. New Discussion
 - a. ACCJC Letter and Recommendations – A Proposed Timeline – Tina Aguirre
 - The first draft of the Follow-Up Report must be completed by the end of October
 - The participatory governance committees and the Board must take action on the report in February
 - i. Recommendations viz the Standards – Kathy Berry PowerPoint
 - Committee reviewed a PowerPoint developed by VP Berry (see attachment)

- The PowerPoint highlighted the key terms and statement contained throughout the recommendations
- The college is moving forward on the recommended planning calendar but it isn't quite completed; the calendar will identify all planning activities, committees, and the roles of various college plans
- VP/Accreditation Liaison Officer Berry will seek clarification regarding standard II.C.1.b, which is referenced in Recommendation 1
- A review of the college's mission statement, strategic, and Educational Master Plan goals, priorities, planning process, and reporting pathways emphasized the need for the college to more clearly identify the links between operational goals, resource allocations, and technology resources
- CART and START committees have begun addressing the need to integrate processes
- Committee acknowledged that resource plan committees are a major key to the planning process and noted issues that continue to exist:
 - lack of regular meetings
 - confusion regarding the roles of the committees
 - lack of feedback
 - the planning process "breaks " when it reaches the Planning and Budget Committee
- Committee discussion held regarding the current status of some of the resource plan committees:
 - Marketing Committee re-established as Public Relations and Marketing Committee and bylaws developed; committee will begin meeting in September
 - College Council established a Campus Hour and Professional Development Committee last spring
- Committee recommendations included:
 - All committees need a mission that links to the college mission
 - Use the "Evaluate Stated Goals and Processes" slide in the PowerPoint as a checklist for program review
- ii. Recommendations Over the Accreditation Cycles – Tina Aguirre
 - Committee reviewed a chart reflecting the Commission's recommendations made in 2000, 2006, and 2013; the chart is color coded to show common issues in each of the recommendations (i.e., planning, budget, SLOs) (see attachment)
- iii. The Planning Cycle (Calendar) – Tina
 - Committee reviewed the existing Educational Master Plan Cycle Calendar
- b. SPOL and Its Role in Accreditation – Brian
 - Committee received a brief description of the Strategic Planning Online program:
 - The program links planning, budget, assessment, and accreditation processes
 - Training began in late July and consists of 14 sessions; progress is slow
 - SPOL will help to address specific ACCJC findings related to planning and finances:
 - Lack of integration in Strategic Technology Plan; the plan is separate and outside of the program review and planning process
 - When building the class schedule, the college isn't able to determine how it will cost
- i. Sample Planning Objective
 - Committee reviewed the sample planning objective and received an explanation of how it is used within SPOL
- E. Action Items – Brian McNeece and Tina Aguirre
 - a. Assign Staff to Implement Changes Required by ACCJC Recommendations and Prepare Written Response to ACCJC Recommendation
 - Committee reviewed the team rosters for each recommendation, which includes faculty and staff suggested by the ALO and CART Co-chairs
 - The rosters with suggested names will be provided to team leads, who can accept the rosters as presented or make changes

- Committee reviewed guides prepared for each recommendation, which included the recommendation, identified standards, guide questions, and evidence samples; the guides will be provided to the team leads

F. Other

- None

G. Next Meeting: Friday, September 20, 2013, 10:00 a.m., Board Room

ADJOURNMENT

The meeting was adjourned at 10:05 a.m.

Imperial Valley College

Planning: Where are we and Where
Do We Go From Here?

Recommendation 1 – Planning

In order to fully meet the Standard, the team recommends that the College:

- **consistently LINK the Institutional Goals*** and objectives detailed in the Educational Master Plan with
 - **Operational Goals**
 - **Resource Allocations**
 - **Technology resources**
- in Order to **ASSESS PROGRESS toward meeting Institutional Goals**

**Institutional Goals and EMP Goals are same*

Recommendation 1 (continued)

In addition, the College should

- Establish a PLANNING Calendar that identifies all
 - Planning Activities
 - Committees
 - Roles of various College Plans
- And includes Institutional Effectiveness ASSESSMENT and Improvement Cycles

Rec. 1 - Based on Standards:

- **I.B.3** – The institution **assesses progress** toward achieving its **stated goals** and makes decisions regarding the improvement of institutional effectiveness in an ongoing and **systematic cycle of evaluation, integrated planning, resource allocation**, implementation , and re-evaluation....
- **II.C.1.b** – The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.
- **IV.A.5** – The role of leadership and the institution's governance and decision-making **structures and processes are regularly evaluated** to assure their integrity and effectiveness...

How to view **LINKS** and **ASSESSMENTS**?

3. What are **current LINKS** between Goals?
 - **Mission** -- **Strategic** -- **EMP** – **Operational**
4. What are **current LINKS** between Goals and Priorities? (next slide)
 - What can/should be changed now ?
 1. What can/should wait for spring 2014 ?
5. **We** need to say “**Where are we going and Why**”

Do our current Goals align or LINK?

Think
SPOL

Exec Level or
Annual Priority?

Board Annual Goals

Exec. Level Operational Goal
or Priority?

Budget

5-Year Construction Plan

1. Bldg 400 modern. 12-13
2. Bldg 040 modern. 15-16
3. New CTE Bldg. 15-16
4. New Tech/LRC Bldg 18-19
5. Bldg 1700 modern 18-19
6. Bldg 0700 modern 18-19
7. Bldg 100 modern 18-19
8. Bldg 010 modern 18-19

Annual Priority
Or Lower Level?

Technology Resource Plan
Facilities Plan
Marketing Plan
Budget/Fiscal Plan
Staffing Plan
Prof. Development Plan
Student Services Plan
SLO/SAO Plan

Mission

The mission of IVC 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.

Strategic Goals (5-6 yrs)

1. Strengthen and Expand Support Services to Respond to Changing Student Needs
2. Increase Access to Continuing & Higher Education Opportunities
3. Enhance Professional Development
4. Adapt to a Changing Fiscal Environment w/ Sound Fiscal Strategy
5. Strengthen Internal & External Organizational Communications

Educational Master Plan Goals (3 yrs)

1. The College will maintain programs and services that focus on the mission of the college supported by data-driven assessments to measure student learning and student success.
2. The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
3. The College will develop and manage human, technological, physical, and financial resources to effectively support the college mission and the campus learning environment.
4. The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

What is Priority Among These ?

1. ACCJC Warning
2. FCMAT
3. Strategic Plan
4. EMP Goals – Student Success

Where does Visioning Fit?

Annual Priority – Tied to Mission
but Need to Define?

Institutional Learning Outcomes

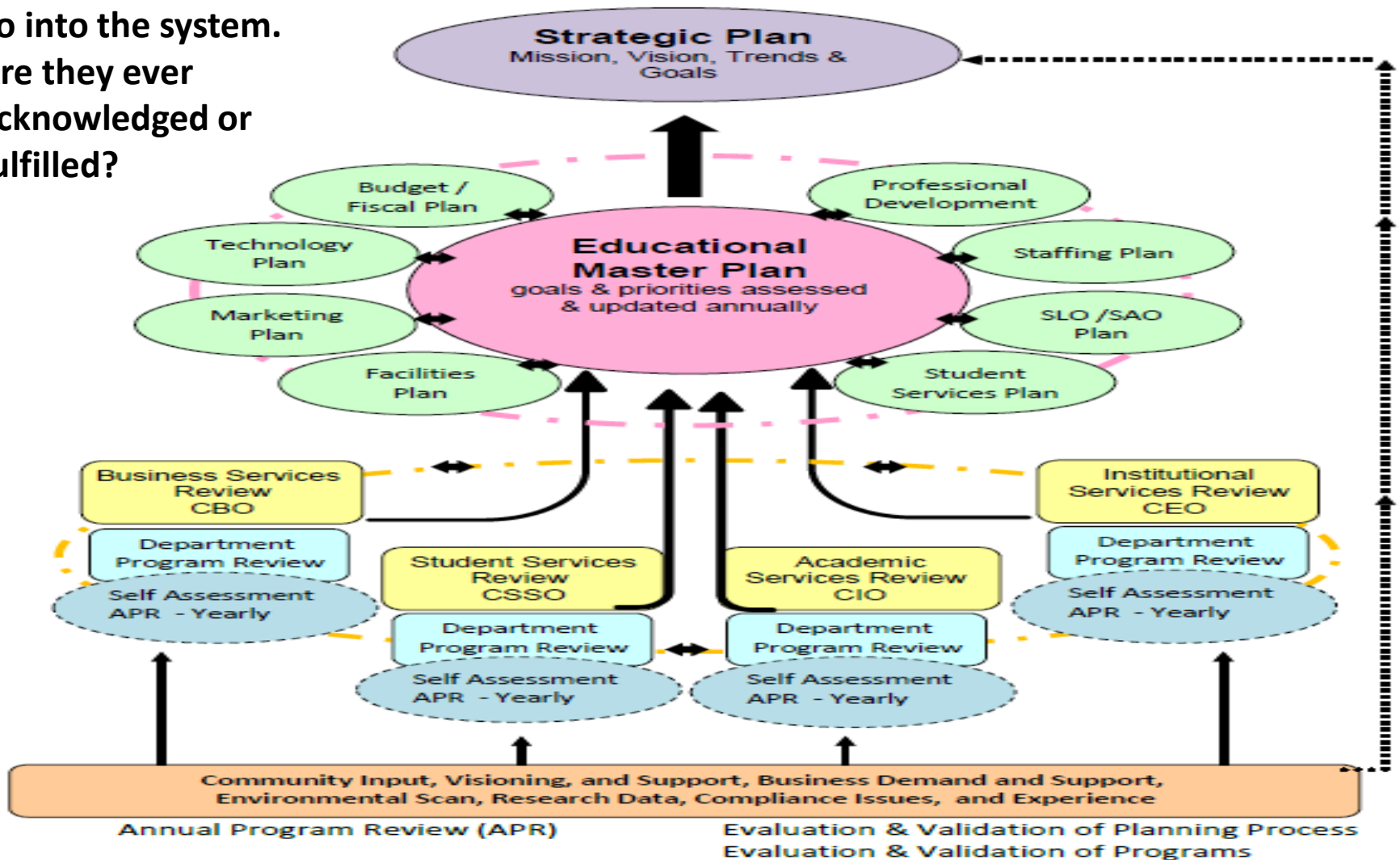
Communication Skills
Critical Thinking Skills
Personal Responsibility
Information Literacy
Global Awareness

Current Model

Do we really plan this way?

Do the arrows point in the right direction?

Resources requests go into the system. Are they ever acknowledged or fulfilled?



Do we **LINK** Goals to **Resource Allocations**?

- How do we ensure **integrated planning with resources**?
 - **SPOL** will help, but we need to agree on a **strategy**
 - We **must** assess/**evaluate current “stated”** goals
 - **NOT all resources COST MONEY**
 - For **future** (spring 14) we can explore other College’s Models
 - Grossmont/ Cuyamaca Community College District
 - Mira Costa
 - Palomar
 - San Diego City College
 - Southwestern College
 - Others

Are Planning CYCLE & Committees' Focus Clear?

- Develop and **FOLLOW a Planning Calendar**
 - Plan, Implement, Evaluate **Consistently**
 - Identify **Trigger Points** in **Planning CYCLE**
 - State Budget
 - Board Workshops to set the Plans in Action
- **Committees Must “Work” Effectively**
 - **Evaluate Committee Structures**, Define Committee Purpose and Reporting Structure
 - **MAP IT OUT**
 - Keep what we need
 - Remove the Rest - Simplify!

Need to Better Define How We Plan

Need to Adopt SMART Planning

➤ SPECIFIC

ACKNOWLEDGE LONG TERM GOALS
– BUT Until the District has reached
it's overarching Fiscal Goals – put
aside the Farm!

➤ MEASURABLE

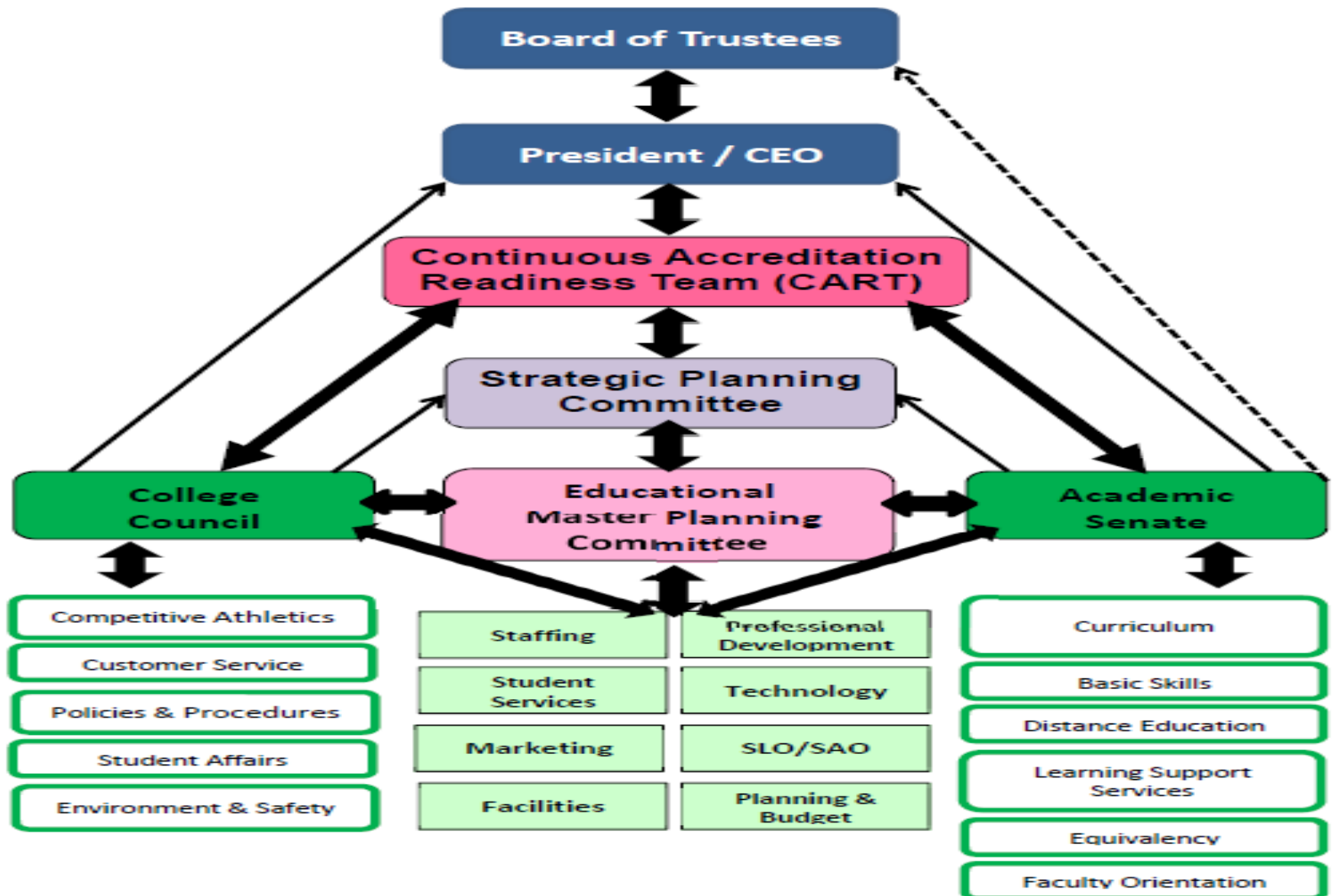
➤ ATTAINABLE

➤ RELEVANT

➤ TIMELY



Are Reporting Pathways Effective or Tangled?



Recommendation 8 – Fiscal

In order to meet the Standard , the team recommends the College develop a **financial strategy** that will result in:

- **Balanced budgets** that have ongoing revenues to meet or exceed its ongoing expenditures, without the use of reserves
- Maintain the minimum **prudent reserve level**,
- Addresses funding for its **long-term commitments**
- Addresses its **retiree health benefits costs**

Rec. 8 - Based on Standards:

- III.D.1.a – Financial PLANNING is integrated with and supports all institutional planning.
- III.D.3.a – The institution has
 - sufficient cash flow and reserves to maintain stability,
 - strategies for appropriate risk management,
 - and develops contingency plans to meet financial emergencies and unforeseen occurrences.
- III.D.4 – Financial resource planning is integrated with institutional planning. The institution systematically ASSESSES the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.
- IV.B.2.d – the president effectively controls budget and expenditures

Assess /Plan/Implement/Evaluate/ Re-Evaluate

EVALUATE stated goals & processes

- Did we PLAN?
 - Did we LINK?
 - Did we ALLOCATE RESOURCES as defined by our GOALS?
 - Did we meet the Benchmark?
 - Is Student Success Improving
 - Did We **DO** What We **PLANNED** to **DO**?
-
- **Write it up!** **NOT** written = **NOT** Done
 - **SPOL will definitely help**
 - Every year the **Integrated Planning Cycle & Assessment**
BEGINS AGAIN

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
INSTITUTIONAL SELF EVALUATION TEAM VISIT RECOMMENDATIONS
2001 – 2013

	2001 Recommendations (11 Recommendations)	2007 Recommendations (6 Recommendations)	2013 Recommendations (7 General Themes)* *General Themes only until Official Evaluative Letter Received
1	The College should review and update as necessary the college mission statement and ensure that it is included in the institutional master plan.	The Team recommends the college take action to incorporate program review and comprehensive master planning (educational, facilities, technology, and resource plans) with systematic planning and budgeting process to effectively align college resources with priority college goals.	In order to fully meet the Standard, the team recommends that the college consistently link the institutional goals and objectives detailed in the Educational Master Plan with operational plan goals and resource allocations, including technology resources, in order to assess progress toward meeting institutional goals. In addition, the College should establish a planning calendar that identifies all planning activities; committees, and the roles of various College plans, and includes institutional effectiveness assessment and improvement cycles. (I.B.3, II.C.1B, IV.A.5)
2	The college should enhance its current planning efforts, with particular attention to defining and communicating its planning flow pattern, support of institutional research and evaluation, implementation and monitoring, coordination and clarification of all planning components, documentation of achievements, and full integration and linking of planning and budgeting on a short-term and long-term basis.	The team recommends that the college develop student learning outcomes by describing how student learning outcomes will be extended throughout the institution, developing a specific timeline for development that includes establishment of authentic assessment strategies for assessing student learning outcomes in courses, programs and degrees, how resource allocation will be tied to student learning outcomes, and a plan for how faculty and staff will become fully engaged in student learning outcomes development. The institution must also demonstrate its effectiveness by providing evidence of achievement in student learning outcomes and evidence of institutional and program performance.	Given that the College has a new integrated planning model and recent growth in assessment of outcomes, the team recommends that in order to increase effectiveness the College focus its evaluation and global assessment efforts on determining how well the new model and recently collected assessments contribute to institutional improvement. In addition, the team recommends that the College 1) ground its decisions on sound data analysis; 2) evaluate its institutional quality by way of benchmarking and other comparison data, and 3) establish minimal standards of institutional quality and goals for institutional improvement. (I.B.5 and 7, II.A.1.c, II.A.2.f)
3	The program review process must be implemented and evaluated for timelines, data, and merging with planning and budget. Due to the recent changes in	The team recommends that college publications, including the general college catalog, be reviewed to ensure that information important to students is	In order to increase effectiveness, the team recommends that the College include a feedback mechanism to faculty on their assessment methods and

Technology, Budget, Planning or Planning/Budget, SLOs

	2001 Recommendations (11 Recommendations)	2007 Recommendations (6 Recommendations)	2013 Recommendations (7 General Themes)* <i>*General Themes only until Official Evaluative Letter Received</i>
	the district's population base, the college must use program review to institute new programs for students, and the college should encourage innovation and entrepreneurial activities.	readily available. The college's sexual harassment policy needs to explicitly noted, the policy for accepting transfer credit and the description of the availability of financial aid both need to be located so as to be more visible to current and prospective students.	that the College encourage use of multiple indices of assessment. (II.A.1.c)
4	The Curriculum and Instruction Committee in cooperation with the Vice President for Instruction must evaluate course units, course offerings, and educational plans and make sure these are in alignment with graduation and transfer requirements to ensure students complete programs in a reasonable time limit. The committee, in cooperation with the vice president, must ensure students are counseled to appropriate graduation requirements.	The team recommends that the college identify and assess student learning outcomes and assessment outcomes for all student services areas to include categorically funded state and federal programs.	In order to increase effectiveness, the team recommends that the College integrate the program and resource evaluation process into other planning process of the College and complete the assessment cycle for program learning outcomes and ensure they are continually aligned with student learning outcomes and institutional learning outcomes. (II.A.s.f and i.)
5	The college should continue to expand its informational Web site and update the information regularly. The college should continue to explore effectiveness of services for students in more convenient way, such as on-line registration. The coordinator of services to reduce duplication is essential.	The team recommends the college develop a process to assess, review and modify the Technology Plans as the educational needs and programs develop in order to support a college master plan. It also recommended that the plan be aligned with college budgeting processes and staffing.	In order to increase effectiveness, the team recommends the College 1) provide further professional development about information literacy so that it is better understood and applied by faculty in their instruction and that information literacy is better integrated into the College's instructional planning and practices; 2) provide quality training in the effective application of its information technology to students and personnel, and 3) move forward with planning, implementing and evaluating for improvement, the professional development activities to meet the needs of its personnel. (II.C.1.b, III.A.5.a and b, III.C.I.b)
6	It is recommended that the college develop a comprehensive technology plan, coordinating the support for both administrative and instructional technology, addressing the need for network security and outlining the personnel, hardware, and software required to support current and future telecommunication needs of the college.	To enhance the effectiveness of the governance and decision-making process, the team recommends that the college define in writing the roles of the committees and decision-making process; that the college develops a process to evaluate them and use the results of evaluation for improvement.	In order to increase effectiveness, the team recommends that the College establish a systematic plan for evaluation of the library and learning services, beyond student surveys that address use and access, to include evaluation of the relationship of the services to intended student learning and that it include input by faculty and staff. (II.C.2)
7	The Board of Trustees needs to review and update		In order to meet the Standard the team recommends

Technology, Budget, Planning or Planning/Budget, SLOs

	2001 Recommendations (11 Recommendations)	2007 Recommendations (6 Recommendations)	2013 Recommendations (7 General Themes)* *General Themes only until Official Evaluative Letter Received
	as necessary it personnel policies and administrative regulations on a regular basis.		that faculty and other directly responsible for student progress toward achieving student learning outcomes, have as a component of their evaluation, effectiveness in producing those outcomes. (III.A.1.c)
8	The college should actively explore and pursue all public and private funding opportunities to meet the goals outlined in the District's master plan.		In order to meet the Standard, the team recommends the College develop a financial strategy that will result in balanced budgets that have ongoing revenues to meet or exceed its ongoing expenditure without the use of reserves; maintain the minimum prudent reserve level; and address funding for its long term financial commitments and its retiree health benefits costs. (III.D.1.a, III.D.3.a and III.D.4, IV.B.a.c, IV.B.2.d)
9	The College academic services, student services, and business services must work together to actively develop a plan to allocate spending resources for productive enrollment growth in order to ensure the long-term fiscal stability of the District and meet the student/community needs.		
10	The Board of Trustees needs to review and update as necessary its personnel policies and administrative regulations on a regular basis.		
11	All members of the college community should find common ground and develop processes and systems that bring professionals together to improve communication in order to improve the learning environment at Imperial Valley College.		