

**2014 ACCREDITATION STANDARDS WITH CROSS-WALK TO ELIGIBILITY STANDARDS AND 2002 STANDARDS  
IMPACT ON COLLEGE PROCESSES**

New Standard	Eligibility Requirement	2002 Standard	Standard Description	Processes/Practices/Policies/ Procedures Affected or Show Evidence of Compliance	Responsibility
<b>Standard I.A. Mission</b>					
I.A.2.		I.A.1	I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	Define data to be used in 15-16 program review: age bands, gender, ethnicity, labor market employment info, student goal of transfer vs. certificate vs. employment, AND success, completion, volumes.... AND must compare to college standards set by Academic Senate for 70% success at completion	- J CARRILLO
<b>Standard I.B. Assuring Academic Quality and Institutional Effectiveness</b>					
<b>Institutional Effectiveness</b>					
I.B.6.		I.B. Intro	I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	In the guidelines for Program Review 15-16 remind Faculty/Chairs/Deans/ to specify any human, fiscal or other resources needed to improve student achievement <i>“defined points of completion, including successful course completion, certificates and degrees, licensure examination passage, post-program employment, and other similar elements.”</i> In other words, tie your SPOL PLANNING goal, objectives, and tasks to achievement gaps among any subpopulation groups of students.	- SEMPC co-chairs - J CARRILLO - J NELIPOVICH
<b>Standard I.C. Institutional Integrity</b>					
I.C.6.			I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	Add a link online and in future catalogs to the estimated costs. Consider adding an online cost calculator. Also refer to practice with the bookstore (make sure	- LISA SEALS - GLORIA HOISINGTON - ALFONSO RUIZ, BOOKSTORE MGR.

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				textbook links in schedule to are still working).	
I.C.14.			I.C.14. The institution insures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting internal interests.	IVC does NOT have parent organizations, or fiscal investors, but has a high % of budget going to faculty and support salaries. What about professional development and facilities improvements? External Interests: Tie to visionary results and Advisory Committees responses. (see if any correlating information from most recent survey of community)	<ul style="list-style-type: none"> <li>- BFPC</li> <li>- SEMPC CO-CHAIRS</li> </ul>
<b>Standard II.A. Instructional Programs</b>					
II.A.6.	ER 9		II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.	Pathways should be evaluated for status of 'staying on track' changes with AD-Ts etc. Status report on IVUP. What is acceptable time-frame for non-AD-T pathways? Then compare to IVC's goals of 70% completion. Does our scheduling permit the 'possibility" for 2-year completion IF the student takes advantage of the schedule? Also, not adding winter/summer sessions and the new biology and new Chem faculty.	<ul style="list-style-type: none"> <li>- INSTRUCTIONAL COUNCIL</li> <li>- STUDENT SERVICES COUNCIL</li> </ul>
<b>Standard II.C. Student Support Services</b>					
II.C.4.			II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	ASG, ambassadors, student clubs	<ul style="list-style-type: none"> <li>- SERGIO LOPEZ</li> <li>- DEAN OF M&amp;S</li> </ul>

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II.C.6.	ER 16		II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.	<p><i>“Pathways: The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.”</i></p> <p>Educational Plan for each student, AD-T. Need data....</p>	<ul style="list-style-type: none"> <li>- GLORIA HOISINGTON</li> <li>- STUDENT SERVICES COUNCIL</li> <li>- SSSP</li> </ul>
<b>Standard III.A. Human Resources</b>					
III.A.8.			III.A.8. An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part-time and adjunct faculty into the life of the institution.	<p>Annual orientation for FT and PT and all other orientations done at dept. level. Collective bargaining unit for both FT, PT faculty spells out the support. Data – sign in sheets and post-orientation survey (HR should do one for welcome back). Integration via participatory governance group and new process for assignment to committees. Part-time faculty office. Campus Hour.....</p>	<ul style="list-style-type: none"> <li>- SHAWN LARRY</li> <li>- LISA SOLOMON</li> </ul>
<b>Standard IV.A. Decision-Making Roles and Processes</b>					
IV.A.6.			IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	President’s Cabinet – to Deans under VPs to participatory committees. President’s monthly update via email. Occasional forum. Campus ‘moves’ needs some work.	<ul style="list-style-type: none"> <li>- DR. JAIME</li> </ul>
<b>Standard IV.B. Executive Officer</b>					
IV.B.3			<p>IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:</p> <p>...</p> <ul style="list-style-type: none"> <li>• ensuring the college sets institutional performance standards for student achievement; (NEW)</li> </ul> <p>...</p>	Dr. Jaime to talk with Academic Senate President	<ul style="list-style-type: none"> <li>- DR. JAIME</li> </ul>

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IV.B.4.			IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	Dr. Nick to ensure Dr. Jaime is aware of the additional new language specific to the CEO. Strongly suggest the CEO attend more CART and SEMPC meetings to keep abreast of all elements related to Accreditation. Also consider revising minutes to point out or highlight what CEO and Board should be informed of. CEO to hold more forums	- DR. JAIME
<b>Standard IV.C. Governing Board</b>					
IV.C.6.			IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	Chapter 2 Board Policies and Procedures related to Board of Trustees.	- DR. JAIME
IV.C.8.			IV.C.8. To ensure the institution is accomplishing its goals for student success, the board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	Need to have special meeting and/or agenda for open meeting a formal report on institutional effectiveness, SLOs/PLOs, and IVC plan to improve academic quality.	- DR. JAIME WITH: - DR. NICK - SEMPC CO-CHAIRS - J NELOPICH - CART CO-CHAIRS
<b>Standard IV.D. Multi-College Districts or Systems (NOT APPLICABLE)</b>					
IV.D.5.			IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.		