IMPERIAL VALLEY COLLEGE
CONTINUOUS ACCREDITATION READINESS TEAM
TUESDAY SEPTEMBER 2, 2014, 3:30 P.M.
BOARD ROOM

Mission: The CART Committee's mission is to bring all campus areas into an ongoing effort to integrate accreditation standards into the daily function of Imperial Valley College.

AGENDA

A. Call to Order – Brian McNeece

B. Review and Approval of Minutes –August 26, 2014 (if available) - Brian McNeece

C. Update on Previous Discussion Items

    1. Follow-up Report for March 15 Recommendation 8, Finance – Tina Aguirre

        a) Budget Principles and Financial Plan for 2014-15 and 2015-2016

            i) State Block Grant One-Time Fixes

            ii) Use of Reserve for COP Bond One-Time Payment

    2. Midterm Report 2016 – Brian McNeece

        a) Actionable Achievement Plans from 2012 Self-Evaluation Report

        b) Recommendations 2,3,4,5, and 6 from 2013 ACCJC Evaluation Team Report

D. Action Items

        a) Campus Climate Survey - The CART will conduct a survey of employees and students as their perceptions apply to ACCJC Standards.

        b) CART Committee Composition – The CART is composed of the President's Cabinet, deans, half the departmental chairs, half the classified management, and _____ at-large faculty members.

E. Adjournment

F. Next Meeting

CART meets the first and third Tuesday of each month at 3:30 in the Board Room. The next regular meeting: September 16, 2014.

Major Findings and Recommendations of the 2013 Visit (Evaluation Team Report July 2013 pages 2-3)

After carefully reading the Institutional Self Evaluation Report, examining evidence, interviewing College personnel and students, and discussing the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges Standards, the team offers the following recommendations to Imperial Valley College.

Recommendation 2 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.1c, II.A.2.f)

Standard 1.B.5. [New Standards throughout] The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
Standard 1.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
Standard II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Recommendation 3 In order to increase effectiveness, the team recommends that the College include a feedback mechanism to faculty on their assessment methods and that the College encourage use of multiple indices of assessment. (II.A.1.c)

Recommendation 4 In order to increase effectiveness, the team recommends that the College integrate the program and resource evaluation process into other planning processes 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.2.f and i)

Standard II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Recommendation 5 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.1.b)

Standard II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Recommendation 6 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)

Standard II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.