

Follow-Up Report

Submitted by

**Imperial Community College District
380 East Aten Road
Imperial, CA 92251**

Submitted to:

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

October 1, 2020

Certification of the Accreditation Follow-Up Report

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participating by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 <small>Martha Garcia (Sep 20, 2020 18:32 PDT)</small>	9/20/2020
Dr. Martha Garcia, Superintendent/President	Date
 <small>Mark Edney (Sep 22, 2020 09:42 PDT)</small>	
Mark Edney, President, ICCD Governing Board	Date
 <small>Jorge Silva (Sep 22, 2020 15:25 PDT)</small>	9/22/20
Jorge Silva, President, Associated Student Government	Date
 <small>Ric Epps (Sep 22, 2020 17:28 PDT)</small>	9/22/20
Richard Epps, President, IVC Academic Senate	Date
	9/22/20
Melody Chronister, Chairperson, IVC College Council	Date
	9/22/20
Norma Nuñez, President, IVCC/CCA/CTA/NEA	Date
	9/22/2020
Frances Arce-Gomez, President, CSEA	Date
 <small>Joe Henderson (Sep 22, 2020 22:21 PDT)</small>	9/22/2020
Joe Henderson, President, PTFA	Date

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Statement on Report Preparation

During the Evaluation Team exit report by Dr. Roger W. Schultz in March 2019, it was made clear that Imperial Valley College would need to immediately begin to address some visiting team concerns. At the June 2019 meeting of the Accrediting Commission for Community and Junior Colleges, the Commission took action to reaffirm accreditation with three commendations and two compliance requirements for Imperial Valley College. The two major concerns were: (1) a lack of robust learning outcomes assessment processes across all instructional programs, library, and learning support services, and (2) a lack of systematic and routine evaluation of institutional processes and systems. In the ACCJC action letter of 28 June 2019, these two areas of concern were codified as recommendations for compliance by the Commission.

Immediately following the External Evaluation Team's exit report, the Continuous Accreditation Readiness Team (CART) began working. CART started collecting a list of evidence requested by the team during their campus visit as well as anecdotal questions asked and comments made by External Evaluation Team members during their visit. CART collated evidence, questions, and comments relating to the first concern (Recommendation 1) – a lack of robust learning outcomes assessment – and relating to the second concern (Recommendation 2) – a lack of regular and effective evaluation of institutional processes.

Shortly following the External Evaluation Team's visit, the college spent time evaluating and re-vamping the Student Learning Outcomes committee into an Outcomes and Assessment Committee (OAC) with a broad-based charge to encourage and document institutional assessment activities tied to program review. The new committee was given the task of addressing Recommendation 1.

CART took leadership on Recommendation 2. In this case, the first order of business was to determine which – and how many – institutional processes and systems needed improved evaluation to ensure that they are effective. During Fall 2019, several focus group activities were conducted to develop a list of approximately 14 processes and systems. CART then reviewed the full list and identified 11 processes and systems to focus on for this Follow-Up Report.

In spring 2020, CART and the OAC worked to gather evidence of meeting the identified standards for ACCJC Recommendations 1 and 2. This report was finalized in May 2020 and approved by CART in June 2020.

On March 16, 2020, Imperial Valley College went into a partial campus closure (closed to students; open only to essential employees) in response to the COVID-19 pandemic. This began a massive emergency conversion of all class offerings from face-to-face to remote methodologies. On March 23, 2020, the Superintendent/President Martha Garcia moved to a complete campus closure (closed to all students and employees). The disruption of processes and systems across the institution was not unique to the college as it affected the lives and routines of individuals and groups across the globe.

In early August 2020, Imperial Valley College experienced a severe ransomware attack. The effects of the bad actor resulted in an almost complete disruption of services for over a week. The start of the majority of fall classes had to be postponed due to the lack of access to critical systems or non-functional systems, including campus phone systems and the learning management system, CANVAS.

Despite the major impediments created by the global pandemic, emergency conversion of face-to-face classes, and the ransomware attack, IVC has made significant (if impeded) improvements in the areas of compliance recommendation. Plus, work on the Follow-Up Report continued as planned. College Council held a first reading on May 27, 2020 and approved the report on August 26, 2020. Academic Senate held a first reading on June 3, 2020 and approved the report on September 2, 2020. The Imperial Valley College Board of Trustees held a first reading on August 19, 2020 and approved the report at their meeting on September 16, 2020.

Key personnel involved in the preparation of this report include, but are not limited to, the following:

- James Patterson, Faculty Accreditation Coordinator
- Linda Amidon, Administrative Assistant to the CIO
- Keven Howell, Faculty Student Learning Outcomes/Outcomes & Assessment Coordinator
- Dixie Krimm, Academic Systems Specialist
- Robert Price, Dean of Health and Public Safety
- Betsy Lane, Dean of Arts, Letters, and Learning Services
- Jose Carrillo, Director of Institutional Research
- Christina Tafoya, CIO/Accreditation Liaison Officer

Response to College Recommendation 1: Learning Outcomes Assessment Process

Standards I.B.2, II.A.3, II.B (College Recommendation 1 – Compliance): *In order to meet the standards, the Commission requires the college to engage in a robust learning outcomes assessment process that is consistent and comprehensive to improve all programs and services.*

Standard I.B.2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

Evidence of Meeting the Standard:

Imperial Valley College has outcomes and regular assessments for each program, unit, and area. Student Learning Outcomes (SLOs) have been created for each course, program, certificate, and degree in credit and noncredit. SLOs are included in all Course Outlines of Record (COR) as well as course syllabi [[R1.01](#), [R1.02](#)]. Services Area Outcomes (SAOs) have been created for each unit.

During fall 2019, the OAC endeavored to internalize a process that would check for the accuracy of every SLO used for each course syllabus. As a result, the OAC reviewed 858 course offerings to ensure correct student learning outcomes. If an inaccuracy was found, the OAC then notified department chairs identifying those syllabi which contained incorrect information [[R1.03](#)].

All academic programs have Program Learning Outcomes (PLOs) [[R1.04](#), [R1.05](#), [R1.06](#)].

SLOs are assessed on a three-year cycle as a part of the comprehensive program review process. SAOs are assessed annually [Figure 1, [R1.07](#), [R1.08](#)].

All departments, library, and learning support services have established a regular schedule for outcomes assessment. The department chairs/coordinators/directors provide their assessment schedules to OAC, which then reports to CART [[R1.09](#), [R1.10](#)].

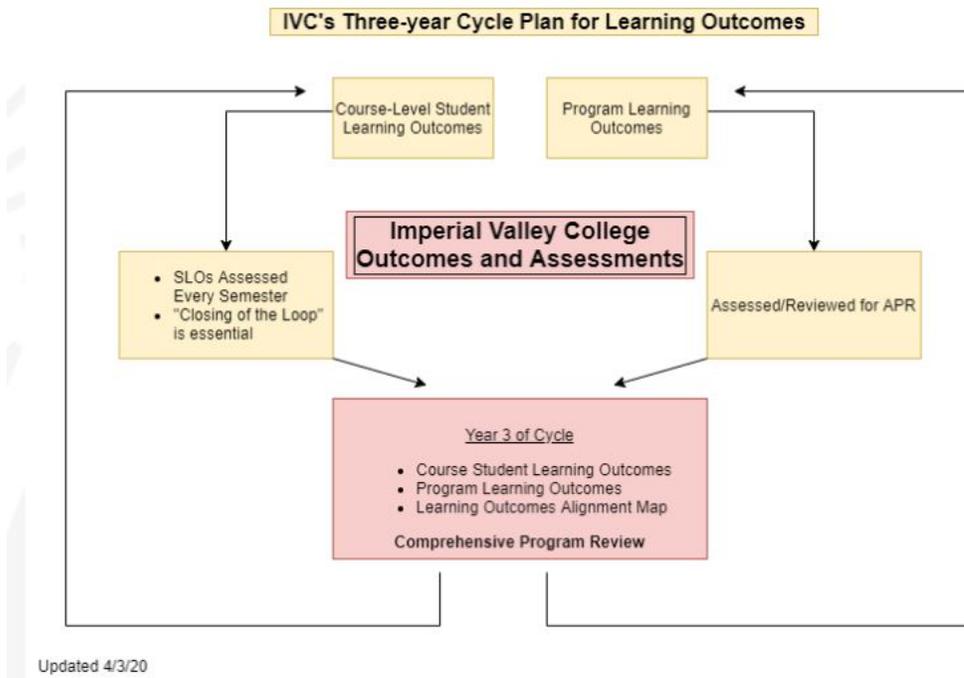


Figure 1. Three-year Cycle Plan for Learning Outcomes

Imperial Valley College has five Institutional Student Learning Outcomes (ISLOs) [R1.11]:

- Communication Skills
- Critical Thinking
- Personal Responsibility
- Information Literacy
- Global Awareness

The Institutional Student Learning Outcomes were developed with broad campus dialogue and recommended to the governing board by the Academic Senate. The most recent assessments were conducted at the end of spring 2018 and 2019 [R1.12, R1.13].

Additional Evidence of Meeting the Standard

In its 2018 ISER, the College identified three improvement plans related to Standard I.B.2:

2018 IVC ISER Improvement Plans:

(1) The SLO Coordinator aided by chairpersons will make regular reports on the status of their student learning outcomes assessment cycle.

(2) The SLO Coordinator aided by the SLO Committee will provide professional development to Student Services and Learning Support Services to develop student learning outcomes instead of service area outcomes.

(3) The institution will enlarge and expand the charge and scope of the SLO Committee to oversee campus-wide assessment practices.

As indicated earlier in this Follow-Up Report, the college spent time evaluating and re-vamping the Student Learning Outcomes Committee into an Outcomes and Assessment committee with a broad-based charge to encourage and document institutional assessment activities tied to program review. The new committee was established by the IVC Academic Senate on May 1, 2019 [R1.14].

The Faculty Student Learning Outcomes Coordinator serves as the Outcomes and Assessment Committee Chair. In this capacity, the SLO Coordinator reported to CART on April 3, 2020 and May 1, 2020, regarding the status of the department/program student learning outcomes assessment cycle and his work with Library and Learning Services staff on SLOs [R1.15]. This increase in regular and effective reporting and professional development training by the SLO Coordinator has been pivotal to the campus progress on outcomes assessment and continuous quality improvement [R1.16]. The evidence showing the College's compliance with Standard II.B.3 below describes this work in more detail.

The External Evaluation Team found that while Imperial Valley College has a process for tracking progress on assessment of learning outcomes, it noted some key deficiencies:

External Evaluation Team Findings:

*“Through interviews and review of evidence, the team found that IVC has a process for tracking progress on assessment of learning outcomes; however, the team noted that *work on learning assessment is inconsistent across all departments*. ... While the team found that *learning outcomes have been developed and a plan for their assessment exists, they are not fully incorporated consistently within the program review process*. IVC has established program review processes for regularly evaluating the quality of services and the area outcomes so that it advances student learning, the College mission, and are effective regardless of location or means of delivery. *Even though all areas are completing program review, integration of learning outcome assessment is not systematically incorporated into the program review process*” (External Evaluation Report 22). [Emphasis added]*

To address these findings, institutional templates for Comprehensive Program Review were revised to include the capture of assessment data with emphasis on how the assessment data informs resource allocation requests [R1.17, R1.07, R1.08].

Analysis and Evaluation:

The College has made significant progress in establishing assessment schedules, tracking mechanisms, and incorporation of learning outcomes assessment into the program review process.

Standard II.A.3. *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.*

Evidence of Meeting the Standard:

All courses in all programs have student learning outcomes identified in the Course Outline of Record (COR) and approved by the Curriculum Committee [R1.01].

SLO and PLO information is maintained in an electronic repository which allows faculty to file information on learning outcomes assessment and view course and department progress. Learning Outcomes are assessed on a three-year cycle to coincide with Comprehensive Program Review [R1.18, R1.10].

Each term, the syllabus for each class can be found on the college’s Syllabi Site, providing open access to both students and the general public. Additionally, faculty regularly post syllabi in Canvas and well as review the syllabus with students at the beginning of each term [R1.02].

As noted in the following excerpt from the External Evaluation Team Report, the Team found “there is a lack of consistency as different SLOs appear on different syllabi for the same course” and suggested that “the College create a comprehensive process to ensure alignment with the Course Outline of Record.”

2019 External Evaluation Team Findings:

“Spreadsheets on the Canvas SLO website do not document consistent and comprehensive SLO assessment,” and “*there is a lack of consistency as different SLOs appear on different syllabi for the same course* (emphasis added). The team suggests the College create a comprehensive process to ensure alignment with the Course Outline of Record” (External Evaluation Report 29).

In response, the Outcomes and Assessment Committee completed a review of 858 course (all active courses) syllabi against the Course Outline of Record (COR) SLOs. Thirty-six percent (36%) of the published syllabi contained SLOs that did not match the COR SLOs. If an inaccuracy was found, the OAC then notified department chairs identifying those syllabi which contained incorrect information [R1.03]. The department chairs were responsible for working with individual faculty to correct the SLOs for each syllabus and training the faculty member on how to ensure the mistake did not occur in the future. After a discussion led by the Faculty Student Learning Outcomes Coordinator with Instructional Council, it was determined that a quick reference list generated and sent out from the Academic Services office each semester would facilitate quick cross reference checks by the chairs to confirm that each syllabus contains the correct SLO.

Analysis and Evaluation:

The College has made significant progress this year to re-construct a planned schedule of SLO assessment across all instructional and learning support programs. The College now has a schedule against which actual assessments can be tracked. The College has established the responsibility and process for confirming SLOs are accurately reflected on each syllabus.

***Standard II.B.3.** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard:

The Library completed a Service Area Outcomes Report in the fall 2019 semester [[R1.19](#)].

The Reading/Writing/Language Lab conducts regular student surveys to assess the effectiveness of the services provided [[R1.20](#), [R1.21](#), [R1.22](#), [R1.23](#)].

The Study Skills Center has adopted a web-based information database to maintain records of students provided with tutoring assistance [[R1.24](#), [R1.25](#)].

Within the last two years, the two full-time Librarians, the dean over the Library, and a key staff person in the Reading/Writing/Language Lab have retired. A new full-time Librarian was hired effective January 1, 2020. A new dean over the Library was hired effective January 6, 2020. The lab staff person has not been replaced. A new director of Library and Learning Services position was established, but not filled yet. Review of the SAOs, student survey results, program review report, and the above positional changes sparked efforts to improve the design (both physically and organizationally) of a combined Library and Learning Services. Previously the Library services and Learning Services were both physically and organizationally distinct. To improve efficiency in Library and Learning Services, the District closed the Library in mid-December 2019 for re-organization and refurbishment. The Library successfully re-opened in February 2020, but the campus closure for the COVID-19 pandemic began on March 16, 2020. Despite these challenges, the College has continued efforts to improve Library and Learning Services, including developing a shared virtual service desk that now electronically houses the Study Skills Center, the Math Lab, and the Reading/Writing/Language Lab [[R1.26](#)]. These improvements will address the suggestion made by the External Evaluation Team since future data and assessment will now be coordinated for all areas/programs of Library and Learning Services as shown in 2019-2020 Learning Support Services report [[R1.27](#)]:

2019 External Evaluation Team Findings:

“While data is collected and reviewed, outcomes assessment is not analyzed in a systematic way to consistently connect to the College’s resource allocation process. Although IVC has a comprehensive program review process, the team found challenges in determining the integration of assessment results for improving the quality of all

library services. The team suggests that the College continue to strengthen the library and learning services outcomes assessment process integration with program review to ensure ongoing use of data to make improvements in programs and services and appropriate resource allocations” (External Team Report 33-34).

During the CART meeting on April 3, 2020, the SLO Coordinator reported on his work with the Library staff [R1.15].

Analysis and Evaluation:

The IVC Library has undergone significant disruption within the last year. This disruption has allowed for more in-depth reflections that resulted in innovation and improvements. Even though losing experienced employees is difficult due to the loss of institutional knowledge, the SLO Coordinator has been working with the Library and Learning Services staff to locate evidence of previous assessments and evaluations as well as to develop new assessment and evaluation strategies moving forward. Also, the refurbishing and reorganization of the physical and structural will be pivotal to improvements in how students experience the Library and Learning Services.

Response to Recommendation 2: Evaluation of Processes and Systems

Standards I.B.7, I.B.9 (College Recommendation 2 – Compliance): *In order to meet the standards, the Commission requires the college to improve the evaluation of processes and systems that are currently in place, and ensure they are more systematic and routine.*

Standard I.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.*

Evidence of Meeting the Standard:

Imperial Valley College uses the Community College League of California (CCLC) Policy and Procedure Services as its guide to adopt, assess, and modify board policies and administrative procedures. The college regularly assesses its Board Policies and Administrative Procedures to reflect changes in regulatory requirements, committee discussions, or programmatic changes. Board Policy BP 2000 Setting Policy details the process to move proposed changes to board policies and procedures through the governance structure [R2.01]. Administrative procedures are generally updated on the same cycle as board policies. [R2.02, R2.03, R2.04].

2019 External Evaluation Team Findings:

“The team noted, *due to the lack of evidence, IVC does not engage in regular evaluation of all policies and practices across all areas of the institution* (emphasis added). Strategies are implemented to address performance gaps and evaluated through program review; however, the College does not have systems in place to regularly evaluate its policies and practices to assure their effectiveness in supporting academic quality and accomplishment of the mission” (External Team Report 23).

“There are no formalized procedures that outline how policies or other governance structures should be evaluated. The team found that the budgetary process is outlined, *but there is no evidence that there is an evaluation of this process and that it is being performed on a regular basis* (emphasis added). The team suggests the College should improve the evaluation of processes and systems that are currently in place, and ensure they are more systematic and routine” (External Team Report 24).

The Continuous Accreditation Readiness Team (CART) took leadership on Recommendation 2. In this case, the first order of business was to determine which – and how many – institutional processes and systems could and should have regular and effective evaluation. During Fall 2019, several focus group activities were conducted to develop a list of approximately 14 processes and

systems. CART then culled through the list and identified 11 processes and systems to focus on for this Follow-Up Report.

1. **Program Review** (Evaluator: Strategic Educational Master Planning Committee [SEMPC])

The Strategic Educational Master Plan Committee (SEMPC) conducted a formal evaluation of the program review process on June 6, 2019 [R2.05]. Vice President for Student Services and Equity sent out an email announcement of approved budget enhancements on August 13, 2019 [R2.06]. Those who prepared program reviews in fall 2018 were then asked to complete a survey on the program review process in fall 2019 [R2.07].

2. **Strategic Educational Master Plan** (Evaluator: SEMPC)

The bylaws for the Strategic Educational Master Plan Committee notes that “The SEMPC shall (1) review, evaluate, and revise the Educational Master Plan (EMP) on a yearly basis.” At the SEMPC meeting on May 1, 2020, the committee was informed that a consultant would be hired to develop a new Strategic Educational Master Plan that incorporates the Guided Pathways implementation and the District’s Vision for Success goals [R2.08].

3. **ISER/Accreditation** (Evaluator: Continuous Readiness Accreditation Team [CART])

The Continuous Accreditation Readiness Team (CART) used meeting time on May 21, 2019 to formally reflect, evaluate, and suggest future changes for the process used by the College to develop the 2018 Institutional Self Evaluation Report [R2.09]. CART used meeting time on June 5, 2020 to formally reflect, evaluate, and suggest future changes for the process used by the College to develop the 2020 Follow-Up Report on June 5, 2020 [R2.10].

4. **Institution-Set Standards** (Evaluators: Office of Institutional Research, Academic Senate, President’s Cabinet)

On October 16, 2019, the IVC Academic Senate held a formal discussion of the Institution-Set Standards [R2.11]. Those discussions continued throughout the 2019-2020 academic year on November 20, 2019, March 25, 2020, and April 29, 2020 [R2.12, R2.03, R2.13]. On May 6, 2020, the Academic Senate agreed to continue their review and revision of the Institution-Set Standards for instructional programs one at a time: Course Success Rate (A-B-C); Course Retention Rate (A-F); Degrees Awarded; Certificates Awarded; Completion Rate (6-year Cohort) [R2.04]. The Academic Senate subsequently approved revised Institutional-Set Standards on September 16, 2020 (minutes were not yet available upon submission of this follow up report).

5. **Student Learning Outcomes Assessment Cycle / Service Area Outcomes Assessment Cycle** (Evaluator: Faculty)

The Office of Institutional Research launched an online survey (developed by and used with permission from Cerritos College) of full- and part-time faculty to assess the SLO and SAO

assessment processes on March 12, 2020. The results of the survey were finalized on May 15, 2020 [R2.14].

CART enlisted the assistance of the Outcomes and Assessment Coordinator to moderate a faculty forum on March 25, 2020. That faculty forum was postponed and then cancelled as a result of campus closure for the COVID-19 pandemic.

6. Evaluation of Committees, including bylaws (Evaluators: Representatives from College Council, Academic Senate, ASG Senate, and President's Cabinet)

The Accreditation Coordinator sought to bring together the Superintendent/President, Academic Senate President, and College Council Chairperson to coordinate the annual collection and review of standing committees' self-evaluations. The convening date was cancelled, and rescheduling delayed as a result of the campus closure for the COVID-19 pandemic.

7. Campus Hour (Evaluators: Academic Senate, ASG Senate, Instruction Office)

Discussion between the Academic Senate, the ASG Senate, and the Instruction Office was postponed indefinitely as a result of the campus closure for the COVID-19 pandemic. This was deemed appropriate since the conversion to mostly asynchronous online courses eliminates the conflicts for classes with campus hour. Any adjustments to Campus Hour would not take effect until Fall 2021 at the earliest.

8. Schedule Development and Catalog Development (Evaluators: Enrollment Management Task Force, Instructional Council)

A review of the schedule development process took place during a joint meeting of Instructional Council and EMTF on October 8, 2019 [R2.15]. During the joint meeting the decision was made to develop an annual schedule. During its monthly meeting on November 1, 2019, Instructional Council members identified issues with existing schedule development timelines [R2.16], and on December 6, 2019, two proposed schedule development calendars for 2020-2021 were presented [R2.17]. The Vice President for Academic Services reported to CART on April 3, 2020, that the 2020-2021 schedule was progressing, but due to the campus closure the schedules would need to be re-evaluated [R1.15].

The Enrollment Management Task Force did not meet in Spring 2020 due to the campus closure for the COVID-19 pandemic. However, as a result of the campus closure, the developed schedules for Summer and Fall 2020 were revised and re-built as a result of the shift to remote learning.

In anticipation of utilizing the CurrIQunet catalog module to develop the college catalog, in August 2019 the College purchased a service and support agreement to host CurrIQunet META catalog for the term August 1, 2019 through June 30, 2020 [R2.18]. Academic Services included in its program review an enhanced budget request to continue to fund this expense [R2.19]. Since CurrIQunet Meta catalog was purchased, work behind the scenes has taken place to set it up. A presentation was made to the Curriculum Committee on May 13, 2020 [R2.20].

9. Employee Evaluation Process and Procedures (Evaluator: President's Cabinet)

The Chief Human Resources Officer (CHRO) reported to CART that 86 employees were scheduled for performance evaluation in the fall of 2019. Of that number, 73.3% were completed. One hundred seventy-nine (179) employees were scheduled for performance evaluation in Spring 2020; 71% were completed. Of the 52 evaluations not completed, thirty-five (35) were faculty evaluations that were rescheduled for Fall 2020 as a result of the campus closure for the COVID-19 pandemic [R2.21]. These rescheduled evaluations are in-progress upon submission of this follow-up report.

The CHRO also reported that the responsibility of tracking, documenting and filing has been taken over by Human Resources and streamlined to ensure accountability and reporting. All employee evaluations are now entered in Banner (HRIS) and tracked through Argos reporting. HR sends out regular evaluation status reports to provide reminders and assistance to administrators so evaluations do not slip through the cracks.

10. Professional Development Funding Request Process (Evaluator: Faculty Teaching and Learning Committee [FTLC])

The funding request process was developed and carried out by the Faculty Teaching and Learning Committee (FTLC). Approximately 66% of available funds were distributed to support professional development activities for faculty. Funding for travel requests were temporarily suspended due to campus closure for the COVID-19 pandemic [R2.22].

11. Budget Development Process (Evaluator: Budget and Fiscal Planning Committee [BFPC])

The Budget and Fiscal Planning committee (BFPC) conducted evaluative discussions of the budget development process on May 8, 2019 and February 26, 2020 [R2.23]. At these meetings the BFPC made recommendations regarding the committee's role in the enhanced budget request process. The enhanced budget request process is a component of both the college program review process and the budget development process. During Fall 2019, Administrative Services representatives met with the Accreditation Coordinator to discuss planning for a formal evaluation of the budget development process. However, the campus closure for the COVID-19 pandemic and subsequent uncertainties and adjustments to the budget took up the committee's time.

Analysis and Evaluation:

The College has experienced difficulties in evaluation of processes and systems as a result of campus closure. Campus plans were adjusted as a result of the campus closure, and the CEO will no doubt conduct formal evaluation of how the institution responded to the COVID-19 pandemic when the campus re-opens.

Standard I.B.9. *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

Evidence of Meeting the Standard:

As suggested by the External Evaluation Team in its findings below, the College has identified 11 processes and systems currently in place to evaluate on a systematic and routine basis.

2019 External Evaluation Team Findings:

“The team confirmed that Imperial Valley College engages in an annual evaluation process through the Program Review process; however, continuous, broad based, and systematic evaluation and planning *related to institutional processes, policies, practices, services and programs is somewhat limited and inconsistent* (emphasis added). The team suggests the College should consider improving the evaluation of processes and systems that are currently in place, and ensure they are more systematic and routine” (Evaluation Team Report 24).

At the completion of the 2018-2019 program review and planning process for planning year 2019-2020, Vice President for Student Services and Equity sent out an email announcement of approved budget enhancements on August 13, 2019 [R2.06, R2.24].

Short and long-term goals are established in the multiple plans developed by the institution identified below. These plans are evaluated by the standing committees associated with these plans on a regular basis [R2.25, R2.26].

Strategic Educational Master Plan 2015-2021 [R2.27]

Technology Plan 2017-2022 [R2.28]

Five-Year Capital Outlay Plan 2021-2025 [R2.29]

Program Review Handbook 2019-2020 [R2.30]

Analysis and Evaluation:

The eleven (11) institutional processes and systems identified under Standard I.B.7 were identified by CART as the first challenge to establish regular and consistent evaluation by user groups. These eleven processes and systems are campus-wide and require broad-based involvement in the evaluations thereof. The next step in the process will be to establish a schedule for the regular and consistent evaluation by the user groups.

Planning Agenda:

As the institution emerges from the Governor's stay-at-home orders, it is imperative that CART work with the President's Office to coordinate effective debrief and evaluation of the processes of closing and then re-opening campus. CART will need to document the debrief and evaluation with emphasis on making such evaluation of processes and systems to occur on a regular and consistent basis.

Appendices

Evidence List for Recommendation 1 (Standards I.B.2, II.A.3, II.B.):

- R1.01 Link to IVC CurrIQunet Course Outline of Record Public Search Webpage
- R1.02 Link to IVC Syllabi Site
- R1.03 Outcomes and Assessment Committee Minutes 04-01-20
- R1.04 ACCJC Annual Report
- R1.05 Sample PLOs
- R1.06 Link to IVC Learning and Career Pathways Webpage
- R1.07 Program Review Template – Academic, Comprehensive
- R1.08 Program Review Template – Service Area, Comprehensive
- R1.09 CART Minutes 12-06-19
- R1.10 Division SLO Assessment Schedules
- R1.11 Institutional Learning Outcomes
- R1.12 Institutional Student Learning Outcomes Survey Spring 2018
- R1.13 Institutional Student Learning Outcomes Survey Spring 2019
- R1.14 Academic Senate Minutes 05-01-19
- R1.15 CART Minutes 04-03-20
- R1.16 CART Minutes 05-01-20
- R1.17 Program Review Cycles and Timeline 2019-2020
- R1.18 Link to SLOs/PLOs by Division Webpage
- R1.19 Library SAO Report Fall 2019
- R1.20 Reading/Writing Lab Student Survey Fall 2017
- R1.21 Reading/Writing Lab Student Survey Fall 2018
- R1.22 Reading/Writing Lab Student Survey Summary Fall 2018
- R1.23 Reading/Writing Lab SAO Report Spring 2019
- R1.24 Study Skills Center Report Spring 2017
- R1.25 Learning Services SAOs 2019-2020
- R1.26 Link to Virtual Learning Services Desk
- R1.27 2019-2020 Learning Services Report

Evidence List for Recommendation 2 (Standards I.B.7, I.B.9):

- R2.01 BP 2000 Setting Policy
- R2.02 College Council Minutes 02-27-19
- R2.03 Academic Senate Minutes 03-25-20
- R2.04 Academic Senate Minutes 05-06-20
- R2.05 SEMPC Minutes 06-06-19
- R2.06 Email – Approved Budget Enhancements 08-13-19
- R2.07 2018-2019 Program Review Evaluation
- R2.08 SEMPC Minutes 05-01-20
- R2.09 CART Minutes 05-21-19
- R2.10 CART Minutes 06-05-20
- R2.11 Academic Senate Minutes 10-16-19
- R2.12 Academic Senate Minutes 11-20-19

- R2.13 Academic Senate Minutes 04-29-20
- R2.14 Faculty Survey – SLO Assessment Cycle Evaluation Spring 2019
- R2.15 Instructional Council/Enrollment Management Task Force Meeting Notes 10-08-19
- R2.16 Instructional Council Notes 11-01-19
- R2.17 Instructional Council Notes 12-06-19
- R1.15 CART Minutes 04-03-20
- R2.18 CurrIQunet Catalog Module Purchase Order
- R2.19 Academic Services Program Review Objective 2020-2021
- R2.20 Curriculum Committee Minutes 05-13-20, Screenshots of CurrIQunet Catalog Module
- R2.21 MOU with CTA
- R2.22 FTLC Minutes 11-07-19, 12-05-19, 04-06-20, 06-01-20; Fund Request Process and Tracker
- R2.23 BFPC Minutes 05-08-19 and 02-26-20
- R2.24 Sample Program Review
- R2.25 SEMPC Bylaws
- R2.26 Technology Planning Committee Minutes 10-11-19
- R2.27 Strategic Educational Master Plan
- R2.28 Strategic Technology Plan
- R2.29 Five-Year Capital Outlay Plan 2021-2025
- R2.30 Program Review Handbook 2019-2020