

San Bernardino Valley College **2014**

Institutional Self Evaluation
Reaffirmation of Accreditation



San Bernardino
Valley College



San Bernardino Valley College
Institutional Self-Evaluation Report

**SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY AND
INSTITUTIONAL EFFECTIVENESS
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION**

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Submitted to:

The Accrediting Commission for Community and
Junior Colleges of the Western Association of
Schools and Colleges

July 25, 2014

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ACRONYMS

ACSA	Association of California School Administrators
ADA	Americans With Disabilities Act
AED	Automated external defibrillator
ALO	Accreditation liaison officer
AP	Administrative procedure
APR	Annual performance review
ARC	Annual required contribution
ARCC	Accountability Reporting for the Community College
AS	Associated Students
ASCCC	Academic Senate for California Community Colleges
ASG	Associated Student Governance
ASLO	Accreditation and Student Learning Outcomes Committee
ASSETS	Avenues for Students' Strengths, Excellence, Thriving, and Success
AV	Assessed valuation
BAM	Budget and Accounting Manual
BI	Bibliographic instruction
BOG	Board of Governors
BP	Board policy
Cal-Pass	California Partnership for Achieving Student Success
CARE	Cooperative Agencies Resources for Education
CBT	College Brain Trust
CC	Core competencies
CCCCO	California Community Colleges Chancellor's Office
CCCPRO	Community College Public Relations Organization
CCCS	California Community College System
CCLC	Community College League of California
CCR	California Code of Regulations
CDR	Cohort Default Rate
CEPA	California Environmental Protection Agency
CLEP	College-Level Examination Program
CMS	Course management system
COE	Common Origination and Disbursement system
COR	Course outlines of record
CSEA	California School Employees Association
CSU	California State University
CTA	California Teachers' Association
CTE	Career Technology Education
CTS	Campus Technology Services
CUPA	Certified Unified Program Agency
CUV	Carnegie Unit Value
DANTE/DSST	Defense Activity for Non Traditional Education Support
DBC	District Budget Committee

DCS	District Computing Services
DE	Distance education
DECC	Distributed Education Coordinating Council
DPR	Department of Pesticide Regulation
DSA	California Division of the State Architect
DSP	District Strategic Plan
DSP&S	Disabled Students Programs and Services
DTSC	Department of Toxic Substance Control
DTSP	District Technology Strategic Plan
EDCT	Economic Development and Corporate Training
EDTC	Employment Development Training Center
EEO	Equal employment opportunity
EHS	Environment, Health and Safety Committee
ELL	English Language Learner
EMP	Educational Master Plan
EOP&S	Extended Opportunities Programs and Services
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FEMA	Federal Emergency Management Agency
FERPA	Family Educational Rights and Privacy Act of 1974
FISAP	Fiscal Operations Report and Application to Participate
FMP	Facilities Master Plan
FMP	Facilities Master Plan
FSC	Facilities and Safety Committee
FTEF	Full-time equivalent faculty
FTES	Full Time Equivalent Students
GASB	Governmental Accounting Standards Board
GE	General education
GOFA	Government Finance Officers Association
GPA	grade point average
GSA	Gay-Straight Alliance
HACU	Hispanic Association of Colleges and Universities
HIS	Hispanic-Serving Institution
HTC	High Tech Center
IB	International Baccalaureate
ICC	Inter-Club Council
IGETC	Intersegmental General Education and Transfer Curriculum
IT	Information Technology
ITV	Interactive television
JPA	Joint Power Authority
LEED	Leadership in Energy and Environmental Design
M&O	Maintenance and Operations Department
MEChA	Movimiento Estudiantil Chicano de Aztlan
MCHS	Middle College High School

MOU	Memorandum of Understanding
MSEIP	Minority Science and Engineering Improvement Program
NFPA	National Fire Protection Agency
OCLC-WMS	Online Computer Library Catalog World Share
OEP	Office of Emergency Preparedness
OPEB	Other Post-Employment Benefits
OPEB	Other Post-Employment Benefits
ORT	Off Reservation Training
OSHA	Occupational Safety and Health Administration
PALM	Program for the Advancement of Leadership for Managers
PLOs	Program learning outcomes
POST	Peace Officer Standards and Training
RAC	Resource Allocation Committee
RAM	Resource Allocation Model
RTVF	Radio, Television, Video and Film Department
SAOs	Service area outcomes
SARS	Scheduling and Reporting System
SBCCD	San Bernardino Community College District
SBCCDTA	San Bernardino Community College District Teachers Association
SBCS	San Bernardino County Sheriff
SBVC	San Bernardino Valley College
SEOG	Supplemental Educational Opportunity Grant
SERP	Supplemental executive retirement plans
SI	Supplemental Instruction
SLOs	Student learning outcomes
SMSR	Scheduled maintenance and special repair
SNAP	Software
SPAR	Student Progress and Achievement Rate
SPSS	Statistical Package for the Social Sciences
SSC	Student Success Center
SSSP	Student Success and Support Program
STAR	Success Through Achievement and Retention
STEM	Science, Technology, Engineering and Mathematics
SWACC	State Wide Association of Community Colleges
SWOT	Strengths, weaknesses, opportunities, and threats
TAG	UC Transfer Admission Guarantee
TAP	Transfer Alliance Program
TESS	Technology and Educational Support Services
TMC	Transfer Model Curricula
TRANS	Tax revenue anticipation note
TTIP	Telecommunications and Technology Infrastructure Program
UC	University of California
USDE	U.S. Department of Education
VA	Veterans Affairs

VBC	Valley-Bound Commitment
VPAS	Vice president of administrative services
VPI	Vice president of instruction
VPSS	Vice president of student services
VRC	Veterans Resource Center
WOW	Week of Welcome
WPA	Works Progress Administration
WSCH	Weekly student contact hours

Certification of the Institutional Self-Evaluation Report

Date: July 25, 2014

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

From: San Bernardino Valley College
701 South Mt. Vernon, San Bernardino, CA 92410

This Institutional Self-Evaluation Report is submitted for the purpose of assisting in the determination of the Institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Bruce Baron, Chancellor, San Bernardino Community College District

Donna Ferracone, President, Board of Trustees, San Bernardino Community College District

Dr. Gloria Fisher, Interim President, San Bernardino Valley College

Dr. Haragewen Kinde, Accreditation Liaison Officer and Co-Chair, 2014 Self-Evaluation,
San Bernardino Valley College

Dr. Celia Huston, Co-Chair, 2014 Self-Evaluation, San Bernardino Valley College

Dr. Jeremiah Gilbert, President, Academic Senate, San Bernardino Valley College

Cassandra Thomas, Classified Senate President, San Bernardino Valley College

Brandon Brown, President, Associated Students of San Bernardino Valley College

Certification of Continued Compliance With Eligibility Requirements

1. Authority

San Bernardino Valley College (SBVC) is a public two-year community college operating and awarding degrees and certificates under the authority of the State of California, the Board of Governors (BOG) of the California Community Colleges, and the Board of Trustees of the San Bernardino Community College District (SBCCD).

SBVC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). This organization is recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education (USDE).

SBVC also offers programs accredited by the California State Board of Registered Nursing and the National League for Nursing Accrediting Commission.

2. Mission

SBVC's mission statement identifies its reason for being: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." This statement is clearly defined and is appropriate to a degree-granting institution and its constituency and reflects SBVC's commitment to student learning. The mission statement was adopted in 2007 and is reviewed by campus constituencies and reaffirmed or modified (if indicated) on an annual basis by the College Council. The Board of Trustees approved the mission statement. The mission statement appears in all significant documents of SBVC including the Strategic Plan, the schedule of classes, the official College Catalog, and the College's website.

3. Governing Board

The Board of Trustees of the SBCCD is made up of seven voting members, elected from the communities served by the District, and two student representatives (nonvoting), elected by their respective campuses. The Board of Trustees is responsible for the quality, integrity, and financial stability of the entities within SBCCD, including SBVC. The Board of Trustees adheres to its conflict of interest policy.

4. Chief Executive Officer

Dr. Gloria Fisher has served as the interim president of SBVC since her appointment by the Board of Trustees effective April 11, 2013. At that time, she also served as the vice president of student services (VPSS). Effective January 6, 2014, with the appointment of a permanent VPSS, Dr. Fisher's full-time assignment is as president. Board policy grants her authority to administer board policy at SBVC. She does not serve on the Board of Trustees.

5. Administrative Capacity

SBVC has 26 administrators, including one president, three vice presidents, seven deans, one associate dean/director, 11 directors, two managers (includes academic and classified managers), and one program administrator. Of these, nine are currently employed in interim positions. There are currently five vacant positions that are being evaluated. All permanent managers were hired through a competitive, open process, which included screening committees and a representative from the SBCCD Human Resources Office. All administrators have appropriate preparation and experience to provide the administrative services required to support SBVC's mission. The number of positions is sufficient to provide the administrative services necessary to support SBVC's mission and purpose.

6. Operational Status

SBVC is a comprehensive college that meets the educational needs of its community. It offers a wide range of academic and vocational programs leading to degrees, certificates, transfer to four-year colleges and universities, career advancement, job training, lifelong learning, and personal enrichment in support of both its mission and the mission of the California Community College System (CCCS). SBVC has been in continuous operation since 1926.

7. Degrees

SBVC offers programs leading to 66 Associate of Arts (AA) and Associate of Science (AS) degrees and 74 certificates (effective fall 2014). Included in these are six AS for Transfer (AS-T) and eight AA for Transfer (AA-T) degrees. Most courses satisfy the requirements for either majors or general education (GE).

8. Educational Programs

SBVC considers student demand and need in determining the degree and certificate programs, as well as course objectives, University of California (UC) and California State University (CSU) requirements, and/or recommendations from advisory committees related to the needs of businesses and industry. Content review, program review, student learning outcomes (SLOs), and faculty evaluation contribute to courses that are of high quality and rigor. Certificate and degree programs have identified SLOs. Most degree programs are two academic years in length.

9. Academic Credit

Academic credit is given in semester units based on the Carnegie Unit Value (CUV) system and Title 5 of the California Code of Regulations (CCR) minimum standards. One credit hour of work is equivalent to one hour of lecture or three hours of laboratory per week based on a term of 18 weeks. Information regarding academic credit is published in SBVC's catalog.

10. Student Learning and Achievement

SBVC developed collegewide SLOs, referred to as core competencies (CCs), in 2004. The CCs are available on SBVC's website and in the course catalog. The student service areas have defined service area outcomes (SAOs). Academic departments have defined SLOs for their programs and courses, which are also available on SBVC's website. Course-level SLOs appear on class syllabi and are attached to course outlines of record (COR). Program and course-level SLOs must be submitted with new courses and through the content review process. SBVC is engaged in a cycle of assessment of SLOs at the course, program, and college levels. Executive summaries have been submitted to the Office of Instruction on an annual basis. In 2013, summaries began to be submitted on a semiannual basis. Data on attainment of SLOs are now collected every fall and spring semester, for every course, regardless of where or how it is offered, beginning in fall 2013. The analysis cycle remains every three years. The faculty regularly engage in dialogue regarding student learning and strategies for improvement of student learning and assessment. In addition, institution-set standards were established in 2013-2014. Dialogue on institution-set standards began in the College Council, Academic Senate, and Online Program Committee. At the February 9, 2014, Academic Senate meeting, the Senate set the institution-set standard for course completion, degrees awarded, and transfer at one standard deviation below the mean over a seven-year period. The College Council endorsed the institution-set standards on March 12, 2014. Additionally, the Academic Senate approved at its May 7, 2014, meeting institution-set standards for success and retention in online programs. SBVC will not fall below the state average in these areas for over three consecutive semesters.

11. General Education

All academic and vocational degree programs include a GE breadth requirement. There are three pathways to the AA/AS degree. The CSU GE breadth and Intersegmental General Education and Transfer Curriculum (IGETC) are the most common; however, a third option for SBVC graduation includes more locally identified needs for GE. Course objectives are considered in recommendations for inclusion in College GE requirements as these are reviewed by transfer institutions. GE requirements include demonstrated competence in writing and computational skills as well as foundational level courses in the major areas of knowledge. The CCs (institutional SLOs) reflect the GE requirements. Degree credit is consistent with levels of quality and rigor appropriate to higher education as reviewed by transfer institutions.

12. Academic Freedom

SBCCD Board Policy 4030 (BP4030) defines the rights and obligations of academic freedom for all academic employees. Additionally, the California Teachers' Association (CTA) contract with the SBCCD addresses academic freedom (Article 6). SBVC provides faculty and students with the freedom to explore all knowledge appropriate to their discipline.

13. Faculty

SBVC employs 156 full-time faculty and 379 part-time faculty. The CTA agreement sets forth the process of evaluation for faculty, along with their responsibilities, which include contributions to campus service on committees. Assessment of student learning has been addressed in a Memorandum of Understanding (MOU) between the CTA and the SBCCD, signed on January 30, 2013.

14. Student Services

SBVC offers many student support services that assist students in completing their educational and career goals. These services include Academic and Career Counseling, Articulation, and Athletics programs; a Career/Transfer Center; a Child Development Center (CDC); Financial Aid; Matriculation/ Assessment; Orientation; Outreach/Recruitment; a comprehensive Library; a Student Health Center; Student Life and Student Government; a Student Success Center (SSC; tutoring); Student Ambassadors; and a Welcome Center. SBVC also offers services designed for special populations of students. These services include CalWORKS, Disabled Students Programs and Services (DSP&S), Extended Opportunities Programs and Services (EOP&S), Puente Project, Success Through Achievement and Retention (STAR), Tumaini Program, and a Veteran's Resource Center (VRC). All programs support the mission of SBVC.

15. Admissions

In support of the mission of the CCCS, SBVC provides access to all who can benefit from education. SBVC maintains an open-door admission policy consistent with the California Education Code and Title 5 of the CCR.

16. Information and Learning Resources

SBVC's Library maintains a collection of books, microforms, reference materials, e-books, and online databases, all selected and coordinated to meet the varied needs of the current diverse student population as well as to provide the opportunity for lifelong learning for the campus community. E-books and online databases are available in house on 37 research computers and remotely via the Internet. In addition, 107 computer workstations are housed in the Library Computer Laboratory, including some equipped with adaptive software. There are 31 computer workstations in the Instructional Laboratory Classroom. Online student services have expanded with an E-mail the Librarian service. There is also Question Point, a 24/7 reference service that permits students to receive help from reference librarians 24 hours a day, seven days a week. This service is available for all courses, regardless of where or how they are offered.

The SSC provides tutoring services in most disciplines. The Writing Center provides tutorial assistance to all interested students who seek assistance with writing assignments, including an online Writing Center tutorial service. There is an open

computer lab, housed within the Reading Lab, which provides an additional 20 computer workstations and minimal tutorial assistance.

17. Financial Resources

SBCCD's funding structure ensures SBVC's financial stability. The College governance structure considers program review and the Strategic Plan and utilizes the mission statement to support decision making in the allocation of resources.

18. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. These audits are reviewed by the Board of Trustees. SBCCD's business manager provides the financial audit for interested stakeholders.

19. Institutional Planning and Evaluation

SBVC has several mechanisms by which institutional planning and evaluation occur. Program review is a two-step process with needs assessment and program efficacy phases that occur each year. Rubrics are established to ensure fair reviews for each program. The Office of Institutional Research provides data and reports from surveys that are used for decision making. Information is available on the institutional research website. The SBVC Strategic Plan and the accompanying initiatives were developed via collaborative processes that included campus and community input. The plan guides the College in its goal setting and accountability. Benchmarks are provided to ensure SBVC is reaching its targets. The initiatives are integrated into program review and all budgeting procedures, as well as year-end reports and self-evaluation of managers.

20. Integrity in Communication With the Public

SBVC publishes a catalog annually and makes it available in both print and electronic versions. The catalog prominently displays the official name of the College along with its address, telephone number, and website. SBVC's mission is presented in the first section, which provides College information. Course, program, and degree offerings; academic calendar; program length; financial aid information; and availability of learning resources are featured. Additionally, the names of the governing board members appear on page 2, and the administrators and faculty are listed, with their degrees, at the back of the catalog. All admissions requirements, fees, and degree/certificate/ graduation requirements are listed, as well as the major policies that affect students, such as academic dishonesty, nondiscrimination, acceptance of transfer credits, student standards of conduct and disciplinary procedures, grievance and complaint procedures, sexual harassment, and fee refunds. In addition, suggestions for improvement and safety can be made by the public on the website. Complaints regarding unlawful discrimination or sexual harassment can be filed via forms found on SBCCD's website. Information to the public regarding informal and formal complaint processes is provided in Administrative Procedure 3430 (AP3430).

21. Integrity in Relations With the Accrediting Commission

SBVC's and SBCCD's Boards of Trustees are committed to adherence to the eligibility requirements, the Accreditation Standards, and the ACCJC policies. All required reports have been submitted in a timely manner. SBVC regularly communicates with the Commission regarding changes (e.g., recent substantive change proposals). SBVC is committed to working with the Commission and has served as host for a regional training activity. SBVC complies with all Commission requests, directives, decisions, and policies, and strives for all documents to be complete, accurate, and honest.

Certification of Compliance With Commission Policies

Policy on Distance Education and Correspondence Education

SBVC complies with this policy. SBVC's mission statement identifies its reason for being: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." This mission statement is found on the cover of the SBVC catalog and on SBVC's website (0.1).

Distance education (DE) offerings at SBVC do not alter or supplant the mission of the College; those offerings are a way of advancing SBVC's mission by using technology to increase student access to quality education and services that support a diverse community of learners. Two of SBVC's strategic initiatives—initiatives that grow out of the mission—are "access" and "technology." Thus, there is a clear correspondence between the mission of SBVC, its strategic initiatives, and the existence of courses approved for DE delivery (0.2).

All courses are the same in content, rigor, and quality, no matter what the mode of delivery as the course outline of record. SBVC requires that all courses proposed for DE delivery be separately reviewed and approved by the Curriculum Committee, a standing committee of the Academic Senate, before being forwarded to the Board of Trustees for final approval.

In 2006, SBVC finished the transition from a paper process for course approval in the Curriculum Committee to a process driven by CurricUNET, a statewide database program designed to assist California Community Colleges with their curriculum development and approvals. As a part of this transition, the Online Program Committee realized that the required separate approval for DE courses needed clarification. Specifically, Title 5 of the CCR states that any course that is approved for DE delivery must demonstrate that there will be "regular effective contact" between instructor and students in the class.

55211. Instructor Contact. In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

The Online Program Committee developed standard definitions that identified the types of contact included in DE courses. Although separate approval for DE courses has been in place for over 30 years, this clarification was a significant addition to the CurricUNET process. That process includes the initiating faculty having a conversation with a co-chair of the Online Program Committee, creating a detailed description of the rationale for DE delivery, including sample assignments focusing on the appropriateness of DE delivery for the content of the course, and, finally, listing the appropriate contact types that constitute a

minimum baseline for each section of the course offered in the DE format. The listed contact types clearly identify the regular effective contact that happens in each course and clearly state how the class will fulfill the quality control measures regarding regular effective contact with co-chairs of the SBVC's Online Program Committee and SBCCD's associate vice chancellor of technology and educational support services, thereby ensuring that approval for DE delivery meets the highest standards of SBVC and SBCCD.

The definition of DE by ACCJC includes a requirement that DE courses demonstrate that there is "regular substantive interaction" between faculty and students. This is one of the major distinctions between DE and correspondence education drawn by ACCJC. In 2011, the Online Program Committee discussed the Title 5 requirements and the ACCJC requirements and decided that at SBVC "regular effective contact" is equivalent to "regular substantive interaction." When SBVC fulfills the Title 5 requirements of the State of California, the accreditation requirements of ACCJC are simultaneously fulfilled. Thus, the rigorous approval processes in place at SBVC initially demonstrate that the relevant Commission policies regarding DE are being addressed (0.3, 0.4).

SLOs are defined for courses and for programs and are identical in traditional courses and those offered in an online environment. SBVC affirms the importance of SLOs as a way to continually improve instruction. This process is clearly documented at the division level, and the data are housed in the office of the vice president of instruction (VPI). SBCCD has purchased a program, eLumen, to assist the campuses with the collection and tracking of SLO data. The intent of SBVC is to assess "every SLO in every section in every semester" beginning in fall 2013. This includes all online sections. The use of eLumen will streamline the collection and analysis of SLO data.

SBVC has submitted two substantive change proposals (2012 and 2014) to ACCJC as online offerings have increased. Both proposals have been accepted by the Commission.

One element of SBVC's Comprehensive Quality Control Process deals with student authentication. In the summer of 2008, Congress passed legislation that included language with implications for online classes. As stated in Section 496 of the August 14, 2008, Higher Education Opportunity Act (HEOA), "Accrediting agencies must require institutions that offer DE or correspondence education to have processes to establish that the student who registers is the same student who participates in and completes the work and gets the academic credit." The implementation of this law is being taken seriously by accrediting agencies such as ACCJC. The key issue is in knowing that the student who is doing the work in an online class is the student who is getting credit for doing the work in the online class. The language of the conference committee that drafted the compromise legislation is clear that using an authentication system with a student login, such as Blackboard, is sufficient to meet the spirit and letter of the law. All students enrolled at SBVC are issued a secure username and password for access to the Blackboard learning management system. Those usernames and passwords are unique to each individual, and students are encouraged to change their passwords after initial login and frequently thereafter. In addition to the secure

login, the Comprehensive Quality Control Process for online classes includes a checklist of other ways to ensure student authentication (e.g., internal, instructor-controlled password protection for exams; techniques to limit cheating on exams; extensive writing and revision tasks through the semester; “plagiarism certificates”; “ethics certificates”; and informal Google checking for plagiarism). This is an opportunity for faculty to reflect on other ways to make sure that the students who are getting credit for a class are, indeed, the students who are doing the work in the class as well as an opportunity to reflect on the pedagogy (andragogy) of online learning. SBCCD’s Office of Distributed Learning has purchased and is now implementing Turnitin as a formal way of assessing whether students’ writing is their own work or borrowed from other sources.

SBCCD’s Distributed Education Coordinating Council (DECC) has explored more technology-intensive approaches to student authentication, such as Acxiom Identity-X Authenticate. However, such reliance on technology has been seen as a very narrow approach to solving the problem. The discussions at this point favor what WCET calls “prevention” approaches to academic integrity and student authentication (0.7).

Student authentication resides in a larger arena of academic integrity. The login screen to SBVC’s Blackboard site includes a bold reminder about academic integrity and verification of student identity: “By clicking on a course link in Blackboard, I affirm that I am the student who is enrolled in the course. Furthermore, I affirm that I understand and agree to follow the college’s regulations regarding academic integrity. Failure to abide by those regulations may result in disciplinary action, up to and including expulsion from the college.” This affirmation is also included on the Blackboard landing page. Secure, password-protected login to Blackboard, reminders of the importance of academic integrity upon login and upon entrance into a Blackboard shell, and faculty-specific interventions to prevent plagiarism and verify identity constitute SBVC’s multilayer approach to student authentication (0.5).

Policy on Institutional Compliance With Title IV

SBVC complies with this policy. SBVC participates in the Federal Perkins Loan Program. SBVC has a small amount of money to award in Perkins Loans each academic year. First consideration of these loan awards is typically given to students with exceptional financial needs as well as students enrolled in the nursing, psychiatric technician, and sheriff’s academy programs. Other students are considered on an individual basis. For the past three years, the percentage of students receiving loans has been approximately 0.003 percent, as detailed in Table 1:

Table 1. *Federal Perkins Loan Program Awards Totals Report*

Aid year	Perkins loans	Dollars disbursed	Non-institutional loans	Dollars disbursed	Enrollment	Percentage of students receiving loans
2010-2011	21	\$34,750	16	\$117,587	19,169	.002
2011-2012	13	\$15,500	36	\$287,734	16,593	.003
2012-2013	9	\$ 8,000	35	\$318,835	15,441	.003

SBVC’s default rate does not require a default reduction plan; however, the Financial Aid Office has established a default management plan to help educate students on the consequences of taking on college loan debt and the importance of repayment. SBVC’s default rate is summarized in Table 2:

Table 2. *SBVC’s Default Rates Three-Year Fiscal Year 2010 and 2009*

OPE ID	School	Type	Control	Programs		FY2010	FY2009
127200	San Bernardino Valley College, 701 S. Mount Vernon Ave, San Bernardino, CA 92410	5	Proprietary	Perkins direct	Default rate	48.28	27.08
					# in default	14	13
					# in repay	29	48
					Enrollment	19,169	21,305
					% calculation	0.002	0.003

Enrollment data. To provide context for the Cohort Default Rate (CDR) data, SBVC includes enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, fiscal years reflect the academic year ending on June 30 prior to the beginning of the cohort year (e.g., fiscal year 2010 CDR will use 2008-2009 enrollment).

SBVC evaluates all student loan requests on a case-by-case basis and has the federal authority [Higher Education Act (HEA) Sec.479(A)(c), 34 CFR 685.301(a)(8)] to reduce or deny loan requests for students who, based on professional judgment, are at serious risk for loan default or unsatisfactory academic progress. High levels of indebtedness (including loans from other colleges), coupled with unsatisfactory academic progress, are common indicators for students to be at high risk for default. A student loan request may be denied or reduced for one of the following reasons:

- Student has not met SBVC's satisfactory academic progress (SAP) standards.
- Student has already borrowed the maximum appropriate amount for a community college.
- Student appears to be in default or delinquent on financial obligations.

SBVC requires that all first-time borrowers of Perkins Loans complete an entrance counseling session. The entrance counseling session is provided to students online. During the entrance counseling session, students are informed on how student loans and promissory notes work. Additionally, SBVC emphasizes the importance of repaying loans, describes the consequences of default, and shows student loan borrowers sample monthly repayment amounts and options. SBVC collects as much contact information about student borrowers as possible during entrance counseling to facilitate future contact if needed.

SBVC requires all student loan borrowers who graduate, leave their program of study, or enroll in 6 units to complete an exit counseling session. The exit counseling session is provided online. Exit counseling is an effective way to prevent defaults and is often the last opportunity that borrowers have to work with someone at SBVC regarding their student loans. The exit counseling session provides in-depth counseling that focuses on fully explaining repayment plans and choices that fit the students' needs. SBVC recognizes that timely and accurate enrollment reporting to the National Student Loan Data System or the guarantor is required by federal regulation and promotes school and student success. SBVC agrees there is a direct correlation between late or inaccurate enrollment reporting and loan defaults. This monthly activity ensures that borrowers receive their full grace period and further ensures that contacts from the loan servicer, such as correspondence and telephone calls, occur in the appropriate timing and sequence.

The director of the Financial Aid Office is exploring financial literacy programs to help all students, not just borrowers, become financially responsible adults. The director plans to implement a comprehensive program with student success tools, financial education, default prevention, and financial aid management.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

SBVC complies with this policy through the College Catalog, class schedules, College's website, and other forms of social media. SBVC uses several forms of institutional advertising to ensure integrity and responsibility in marketing, student recruitment, and representation of the College's accredited status to prospective and current students. The following list is an overview of how SBVC promotes its educational programs on and off campus:

A. Advertising, Publications, and Promotional Literature

SBVC utilizes the College Catalog and class schedules, which are available in print and electronic formats, to inform the public of its educational programs and services. These publications are clear and updated electronically to ensure that they are factually accurate. The College Catalog and class schedules offer information on SBVC's education program and display the regulatory and enrollment information as required by Standard II.B of the ACCJC Accreditation Standards.

B. Student Recruitment for Admissions

SBVC relies on qualified faculty and staff who are knowledgeable about the College's admissions policies and procedures for financial aid. The Outreach and Recruitment Office is the primary recruitment unit on campus. The Outreach and Recruitment Office's objective is to provide prospective and current students with access to SBVC through recruitment and outreach efforts in the local community. The Outreach and Recruitment Office disseminates admissions information, major sheets, and other SBVC information at feeder high schools and community events. Under the direction of the outreach coordinator, trained student ambassadors serve as representatives at college fairs, community events, and high school visits. Together, the outreach coordinator and student ambassadors work to assist current and prospective students with admissions and successfully transitioning into college.

C. Representation of ACCJC Accredited Status

SBVC maintains its accreditation status and informs the public of accreditation activities via the SBVC website. The current accreditation status with the ACCJC is also published in the 2013-2014 College Catalog (page 5). Additionally, the College Catalog includes statements that "SBVC's Nursing Program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing" (p. 5).

Policy on Institutional Degrees and Credits

SBVC complies with this policy. The college conforms to the 60-unit semester credit-hour standard. Requirements are on page 33 in the College Catalog. Graduation requirements for the AA degree have the following criteria:

- A. A student must complete 60 units of degree-applicable work with an overall grade point average (GPA) of *C* (2.0) or higher in all courses.
- B. Depending on the major, a student must achieve a grade of *C* or higher in each course to be counted for the major. Courses completed for a Certificate of Achievement that also fulfill requirements for an AA degree must be completed with a grade of *C* or higher.
- C. For associate degrees for transfer, a student must complete a minimum of 18 semester units in the major or area of emphasis.

SBVC ensures that a credit hour meets accepted academic expectations through BP/AP4020. The definition of a credit hour is on page 10 of SBVC's catalog. SBVC has established procedures to ensure that curriculum complies with the definition of "credit hour" or "clock hour," where applicable. SBVC's Curriculum Committee ensures that a credit hour meets accepted academic expectations. SBVC complies with the ACCJC's assessment of clock-to-credit-hour conversion formula.

Policy on Institutional Integrity and Ethics

SBVC upholds and protects the integrity of its practices through its mission statement and institutional strategic initiatives, commitment to diversity, policies and procedures, and compliance with the California Education Code and other relevant regulatory requirements. SBVC regularly reviews its institutional plans and educational policies to ensure that they are current and accurate.

SBVC completes and submits all required reports to the Accreditation Commission, California Community Colleges Chancellor's Office (CCCCO), state and federal governments, and any other body requiring information about the College. SBVC ensures that information related to its mission, strategic initiatives, educational programs, admissions requirements, student services, tuition and other fees, financial aid programs, and policies related to transcripts, transfer of credit, and refunds of tuition and fees is accurate and readily available to the public. The College Catalog, schedule of classes, and website are the main sources of information with regard to SBVC's educational programs and institutional policies. SBVC's accreditation status is published in the catalog.

SBVC has policies to ensure academic honesty, integrity in hiring, and prevention of conflict of interest violations. The College Catalog, schedule of classes, and related policies and procedures address how violations of integrity are addressed. Due process protections for employees are also addressed in collective bargaining agreements.

SBVC utilizes established policies and procedures to receive and address complaints, which may be submitted confidentially and anonymously, regarding questionable accounting practices; operational activities that are in violation of applicable laws, rules, and regulations; or questionable activities that may indicate potential fraud, waste, and/or abuse. SBVC regularly reviews its policies and procedures through its collegial consultation process to ensure they are equitably and consistently administered. SBVC welcomes accreditation site visit teams and provides assistance and support to peer evaluators so that they may perform their duties.

Policy on Contractual Relationships With Nonregionally Accredited Institutions

SBVC does not contract responsibilities for programs or services such as recruitment, admissions, student support, online support, instructional curriculum materials, and student

authentication processes with any nonregionally accredited organizations. SBVC retains full functional responsibility for all of its programs and services.



INTRODUCTION

History of San Bernardino Valley College

An election to establish the San Bernardino Valley Union Junior College District was held on March 26, 1926. With no formal opposition to the formation of SBVC, the issue carried by an overwhelming majority: 3,079 to 118, or nearly 30 to 1. The first Board of Trustees was elected on May 7 of the same year. The five nominees (E. M. Lash, N. A. Richardson, Frank H. Binney, T. Fred Robbins, and Charles J. O'Connor) ran unopposed and were elected by a small voter turnout.

On June 23, 1926, the Board of Trustees met at a site on the east side of Mt. Vernon Avenue equidistant between the downtown areas of San Bernardino and Colton. It was suggested that approximately 30 acres in the northwestern section of the parcel being inspected would provide the ideal location for the new college. The Board of Trustees directed that an appraisal be made. About a month later, an offer was made to the owners, Swan and Barton, to purchase the desired land for \$1,500 an acre, contingent upon voter approval of a bond issue. The offer was accepted in early August, and an election was called for September 23, 1926, to vote on bonds in the amount of \$485,000 to cover the costs of the land purchase and the initial building construction. The bond issue passed by a vote of nearly 25 to 1 (3,512 to 141).

The 1927-1928 SBVC faculty comprised 11 men and six women. Nearly 300 students enrolled for the fall semester of 1927, with the freshmen outnumbering the sophomores nearly six to one. Fifty-four courses were offered, nearly all with a strong academic orientation. A number of College clubs were organized, including Y'se Women, La Sociadad Hispanica, the Indian Paint Brush (Art), Sock and Buskin (Drama), the Forensics Club, the Honor Society, a Women's Athletic Association, and a Junior Lions' Club. A number of dances, parties, teas, and receptions were scheduled throughout the year, and newspaper accounts of the time indicate that they were usually well attended.

The effects of the Great Depression were felt on campus in the early 1930s. In 1932, one of the members of the Board of Trustees was asked to identify ways to economize costs associated with the upkeep of the grounds and buildings. In addition, SBVC decided to defer buying books for the library. In May of 1932, the faculty accepted a 5 percent reduction in salary. But a year later, SBVC's financial situation had become dire, and only 17 instructors received assurances of a full-time job. Several instructors were let go, while nine had their positions reduced to half time. Salary reductions also followed.

From 1936 to 1938, SBVC's financial situation seemed to recover. Additional buildings were added, providing employment for over 500 individuals in the area. The auditorium was accepted by the Board of Trustees in October 1938, and during that same month, the Drama Department presented Shakespeare's *As You Like It* as its first production. In other construction projects, State Emergency Relief Administration funds were obtained to construct a Greek Theatre, and Works Progress Administration (WPA) funds were used to build concrete bleachers for the stadium and a new vocational building.

The fall of France in 1940 and the passage and implementation of the Selective Service Act had a sobering effect on the SBVC campus. After the United States' entry into World War II, the number of male students on the campus decreased drastically. Total daytime enrollment dropped to less than 200 during the 1943-1944 academic year, and women made up the majority. In the spring of 1943, the contracts of seven instructors were terminated, and the following year, four more were released.

Many of the male faculty went off to war. Eleven instructors were granted leave to enter military service, and two others were given leave to take war-related civilian jobs. The war impacted the college in other direct ways in both curriculum and campus activities. The vocational building, completed in the fall of 1941, was used to house a number of Off Reservation Training (ORT) courses. Courses in radio equipment repair and battery maintenance were also offered. During the first months of the war, rigid security regulations were imposed on those assigned in the ORT program. A stockade-like fence was constructed around the shop building, with armed sentries. One of the more interesting assignments undertaken by SBVC during the war years was the teaching of English to Italian war prisoners at Camp Ono, north of San Bernardino.

The war affected campus life in many other ways. Students promoted the sale of war stamps and bond drives. Receptacles were placed on the campus to collect scrap metal and donations of articles of clothing for the Red Cross and other war-relief agencies. A Red Cross workshop was set up in the Science Building to teach students to fold bandages. Knitting lessons were given for students who wanted to make apparel for those in the service.

In the last months of the war, after the defeat of Germany in 1945, the tempo subsided. Even earlier, some of the first veterans returned to campus in 1944, and a Veterans' Club was organized. By the fall of 1945, the faculty men who had been on military leave began to return, and veterans enrolled in SBVC in ever-increasing numbers. A big expansion in enrollment came a year later in 1946 with the addition of many new faculty members and a rapidly growing student body.

By the 1960s and 1970s, changes in curriculum mirrored the changing social and economic conditions. The Civil Rights Movement resulted in a substantial increase of minority students. Occupational courses were in great demand, and courses in psychology and philosophy also became popular.

Student attitudes toward other phases of traditional college life also underwent a transition. Attendance at assemblies and convocations declined noticeably. Activities such as homecoming also suffered because of both a lack of student interest in football and the growing feeling that such events had no social relevance. Dress codes, which had previously been accepted by students and faculty alike, were all but forgotten.

Racial and political confrontation came to the campus early in Dr. Art Jensen's administration. A story in the SBVC newspaper that was critical of a presentation made by

an off-campus speaker at a Black Culture Day program led to a demand by the Black Student Union that the paper's faculty advisor and student author be dismissed. Another confrontation occurred when four students locked themselves in the staff lounge of the Campus Center, a pressure tactic that eventually led to the establishment of a Chicano Cultural Center on the campus. Student concern was also expressed by demonstrations in opposition to the Vietnam War. During the period of greatest activism, a free speech area, with a permanent podium, was established at the southeast corner of the Quad, in front of the Campus Center.

Faced with increasing enrollment and a cap on state funding, SBVC faculty and administration held a forum in 1991 to discuss "Whom Shall We Serve?" Initiatives to bring new populations to the campus were reduced, while state-mandated tuition was increased, resulting in a sharp decline in enrollment. An earthquake in 1992 severely damaged the book stacks on the main floor of the Library, causing the facility to be closed down for the summer while repairs were made.

During the winter break for the 1995-1996 academic year, trenching began to determine the vulnerability of the campus to future seismic activity. The results of the study revealed that seven of the 15 buildings on campus straddled or were near the San Jacinto earthquake fault and would eventually have to be taken down.

A high point of SBVC President Donald Singer's tenure was a visit to the campus by President Bill Clinton in February 1995. President Clinton spoke to a standing-room-only crowd in the Snyder Gym and also met with a select group of students, faculty, and administration to discuss educational issues of the day.

In 1997, SBVC President Sharon Caballero was presented with an immediate challenge. There was a pressing need to identify a funding source to build new facilities to replace seven buildings that straddled the San Jacinto fault line, which traversed campus. A combination of District and College efforts as well as contacts with the Federal Emergency Management Agency (FEMA) resulted in the positive outcome of a state commitment of over \$40 million to erect replacement structures.

In 2002, voters passed Measure P, a local bond measure totaling \$190 million benefiting SBCCD and its two sister colleges. Steven Ehrlich, a noted architect, was hired to design the new buildings for the Library, Administration/Student Services, Campus Center, Health and Life Sciences, and the Art Building and Gallery at SBVC. These buildings were completed between 2005 and 2006. At the same time several outdated buildings were demolished, and three buildings were retrofitted.

The SBVC campus suffered a number of setbacks beginning in 2004 when fires in the San Bernardino Mountains and within the city ravaged homes of employees and students. The following year, flooding occurred in many areas, and one of SBVC's exceptional employees, Maureen Brady Martinez, lost her life while crossing an intersection that began to flood on

her way home. In times of crisis, employees have rallied to support the less fortunate. A holiday basket social has evolved over the years to support individuals in need. Twelve homeless students received \$100 at Christmas, and 13 students affected by the fires received \$600 from the basket donations. The December 2007 event garnered over \$4,000 to support the scholarship program.

In 2008, SBCCD asked voters again to approve funds to complete work laid out in SBCCD's Master Plan. Voters approved a \$500 million general obligation bond, Measure M, to complete construction projects at SBVC and Crafton Hills College (CHC). In fall 2008, SBVC began another phase of construction with a phasing in of three new buildings on campus and a fourth across Grant Street and the demolition of the old North Hall, the Physical Sciences Building, the Chemistry Building, and the Maintenance and Operations (M&O) Building. Four new buildings opened in 2010: North Hall, Media and Communications, Custodial, and M&O. The new M&O Building was soon converted to the Diesel instructional program, with M&O and Custodial using the same building. In fall 2011, another new three-story building opened, the 56,000-square-foot Physical Sciences Building, the campus's first Leadership in Energy and Environmental Design (LEED) certified building.

The SBVC campus now features new access points, sweeping walkways, vistas, and an expansive greenbelt area. As visitors, staff, and students traverse the college grounds—from the administration building to the Campus Center—the area now equals the size of the Pasadena Rose Bowl. The revamped Business Building is pending a Silver LEED Certification from the U.S. Green Building Council. The auditorium is currently under renovation to improve safety and bring it into Americans with Disabilities Act (ADA) compliance and will be reopened in fall 2014. A new athletic center is in the design phase with construction to begin in fall 2014.

Since the last accreditation visit, there have been a number of personnel changes at the SBVC campus. Three presidents (Dr. Debra Daniels, Dr. Larry Buckley*, and Dr. Glen Kuck*) have guided the college. Dr. Gloria Fisher*, who has worked at the college as a faculty member and administrator for the last 20 years, is currently serving as interim president.

The vice president positions have undergone a number of changes as well. There have been two VPIs (Dr. Kay Ragan* and Dr. Larry Buckley). SBVC's current VPI is Dr. Haragewen Kinde. Three individuals have held the position of VPSS (Mr. Damon Bell, Dr. Gloria Fisher*, and Mr. Joe Cabrales*). The current VPSS is Dr. Ricky Shabazz. Two people have served in the capacity of vice president of administrative services (VPAS; Mr. Mike Perez and Mr. James Hanson). The current VPAS is Mr. Scott Stark.

**Note.* Indicates interim positions.

In recent years, SBVC has been able to provide a number of innovative programs, including the implementation of paired courses, supplemental instruction (SI), and expanded tutoring services for students, through the award of more than \$7 million in grant-funded projects. In 2011, SBVC was selected as the only two-year college in the nation to receive a grant from the Hispanic Association of Colleges and Universities (HACU) for colleges and universities that face challenges in retaining and graduating Hispanic students and that are willing to commit to a collaborative two-year project focused on increasing Hispanic academic success. Only three higher education institutions were selected in total, and they were subsequently matched with a mentor institution to share information about and implement successful practices. Also in 2011, SBVC was awarded \$5.5 million for a USDE Hispanic-Serving Institutions Science, Technology, Engineering and Mathematics (HSI STEM) and Articulation PASS GO project focused on STEM degree completion for Hispanic and other minority students and the development of model articulation and transfer agreements between two- and four-year HSIs. In addition, SBVC has received a National Science Foundation Advanced Technology Education grant for a project to recruit and train women and minorities to enter the field of water and wastewater technology.

One of SBVC's strengths is the variety of academic and support services provided to students. SBVC has found that student success courses, learning communities (such as Valley-Bound Commitment [VBC] for low-income students), faculty mentoring, curriculum redesign, guidance, tutoring, recruitment efforts, and celebration programs in STEM have resulted in improved achievement for students. The services provided to students include personal counseling, career counseling, workforce education and job placement, a VRC, programs and services for disabled students, tutoring, academic advising and matriculation, transfer services, vocational rehabilitation, and childcare for students who are parents. There are several tutoring centers on campus specifically dedicated to assisting students in need of academic help.

SBVC presently offers 74 certificate programs and 66 degree programs. SBVC also maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology, and has more than 170 distributed education courses. For transfer students interested in enrolling in a four-year college or university, SBVC offers 13 AA-T and AA-S transfer degrees that guarantee admission into the four-year CSU and UC systems.

Despite challenges unique to SBVC, such as a massive construction project, and statewide budget cuts felt throughout the educational system, SBVC has remained committed to improving SLOs, testing and refining new instructional practices, and increasing emphasis on data collection to assist in decision making. Guiding principles at the heart of SBVC's endeavors have included improved educational access, honoring diversity, and collegial consultation.



Demographics

As discussed in the previous section, SBVC initiated new construction and landscaping after the discovery of the earthquake fault under the campus in 1997. These improvements continue to change the visual appearance of the campus. At the same time, demographic changes have transformed the ethnic character of the campus. The ethnic breakdown of the campus in fall 2013 was 62 percent Hispanic, 15 percent White, 14 percent African-American, and 4 percent Asian (see Figure 1 for a complete breakdown). Over the last 30 years, the campus has undergone an ethnic transition, from majority non-Hispanic Whites in the 1980s to a current majority of Hispanic students (see Figure 2). Demographic shifts of this magnitude rarely occur in such a compressed timeframe. This transition is having an impact on a wide range of programs and services including outreach, counseling, and cultural event planning.

Among those who are currently seeking to increase their skill and knowledge base, a large portion are Hispanic; therefore, SBVC is designated as an HSI and is eligible for a number of federal grants. Due to the federal HSI designation, SBVC has been invited to apply for additional grants through private foundations. The majority of SBVC students reside in ZIP codes where the median household incomes are significantly below the state median (see Maps 1 and 2 for location of student residences and the areas' median household incomes). In addition, the ZIP codes where the majority of students reside contain the lowest college-going rates in the state (see Figure 7 and Table 4). Finally, demographic forecasts project a 10 percent population increase in SBVC's service area, while high school graduation rates are projected to decline over the next 10 years. These demographic factors will present the campus with new enrollment challenges.

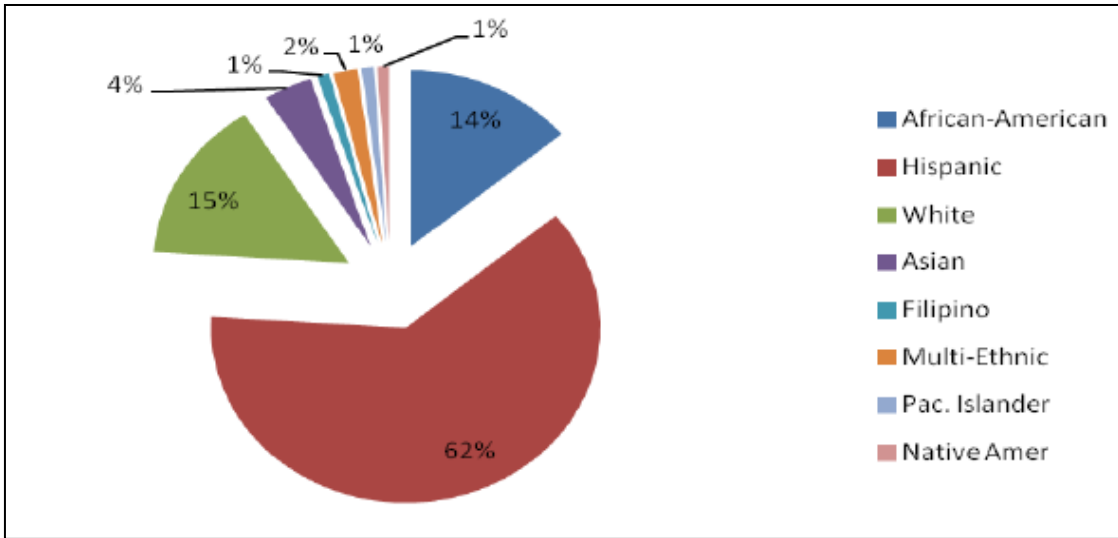


Figure 1. SBVC student ethnicity, fall 2013. From California Community College Chancellors Office, http://datamart.ccco.edu/Students/Student_Term_Annual_count.aspx.

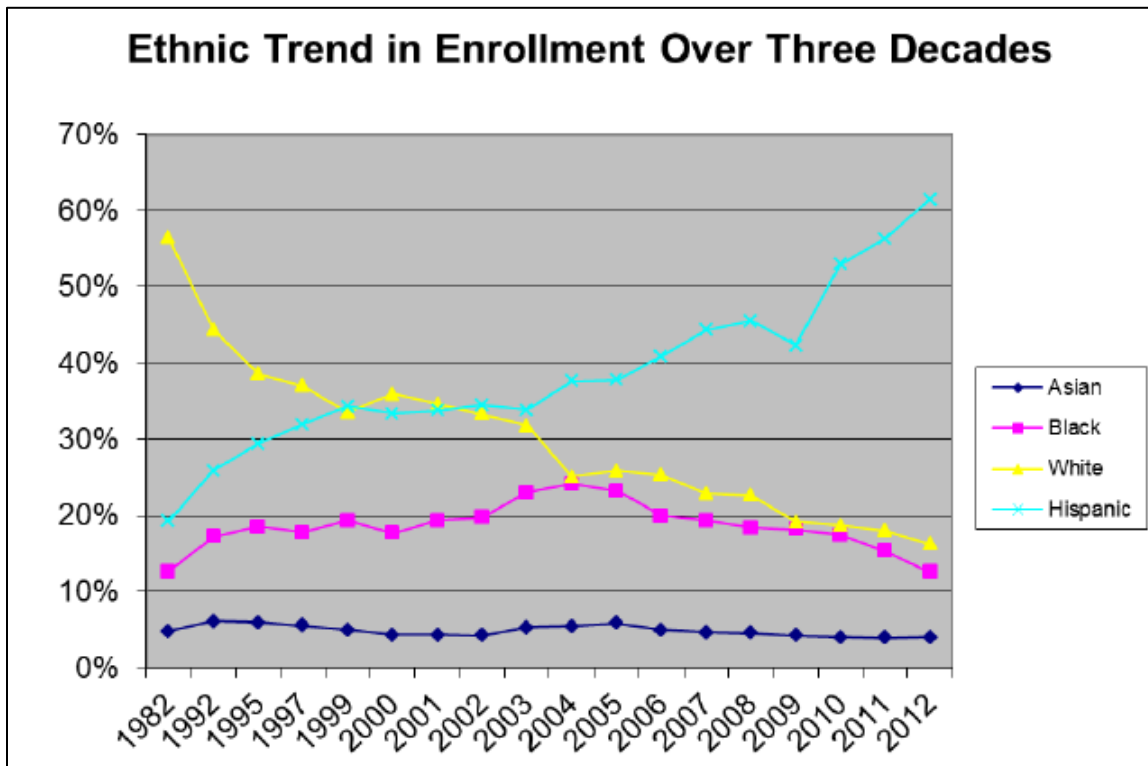


Figure 2. Ethnic transition trends. The ethnic labels for African-Americans have changed over the last 30 years, as can be seen in the figure above where they are referred to as Black.

After the most recent economic downturn, as with most of the community colleges in the state, SBVC’s enrollment declined. Several of the tables and figures in this section highlight the impact of the enrollment challenges between 2008 and 2013 as a result of the economic downturn. However, even with these drops, the Inland Empire and area surrounding the campus is experiencing population growth, which has been projected into the foreseeable future. Last year, the fall class of entering first-time students was more than double the number entering five years ago (see Table 6). In fall 2009, there were 792 first-time students; in fall 2013, the number had increased to 1,630. This is reflected in the falling average age of students. Figure 4 shows an increase in younger students and a decrease in older students. Full-time equivalent students (FTES) hit a low point in spring 2010 and fall 2011. The low point for unduplicated headcount was in spring 2013—during a time when the FTES was on the rise. This was primarily due to an increase in the courses taken by the average student (see Figures 11, 12, 13, and 14).

Results of campus and community surveys indicate that SBVC is viewed as the most stable institution in the community. The two most recent economic downturns—one in the 1990s and the other in 2008—resulted in the loss of many local businesses and nonprofit organizations in this area (see Figure 2). As the economic recovery develops, SBVC stands as a beacon of hope for those who want to prepare for a future that will require greater skills and knowledge.

Within the student decline, Whites have shown the greatest percentage decline at SBVC from nearly 60 percent in the early 1980s to 14 percent in 2012. African-Americans have fluctuated between 12 percent and 22 percent and now stand at 14 percent, slightly higher than the African-American representation in the surrounding ZIP codes.

Table 3 shows that SBVC student groups are roughly proportional to their representation in the community of residents. African-Americans and Hispanics are slightly overrepresented, and Whites are slightly underrepresented. The Asian student population is exactly proportionate to the community percentage.

Table 3. *Campus Ethnicity Compared to Immediate Service in Early 2012*

2012 population— race & ethnicity	Service area count	Service area %	Campus %	Difference
Asian	83,719	6%	6%	0
Black	137,706	10%	16%	+6
Hispanic	780,357	55%	59%	+4
Other	40,597	3%	3%	0
White	377,767	27%	17%	-10
Total	1,420,146	100%	100%	0

Gender on the SBVC campus has been stable over the years, with women outnumbering men by about 10 percent. This gap shrinks somewhat during periods of economic stress because higher unemployment results in more men returning to school (see Figure 3).

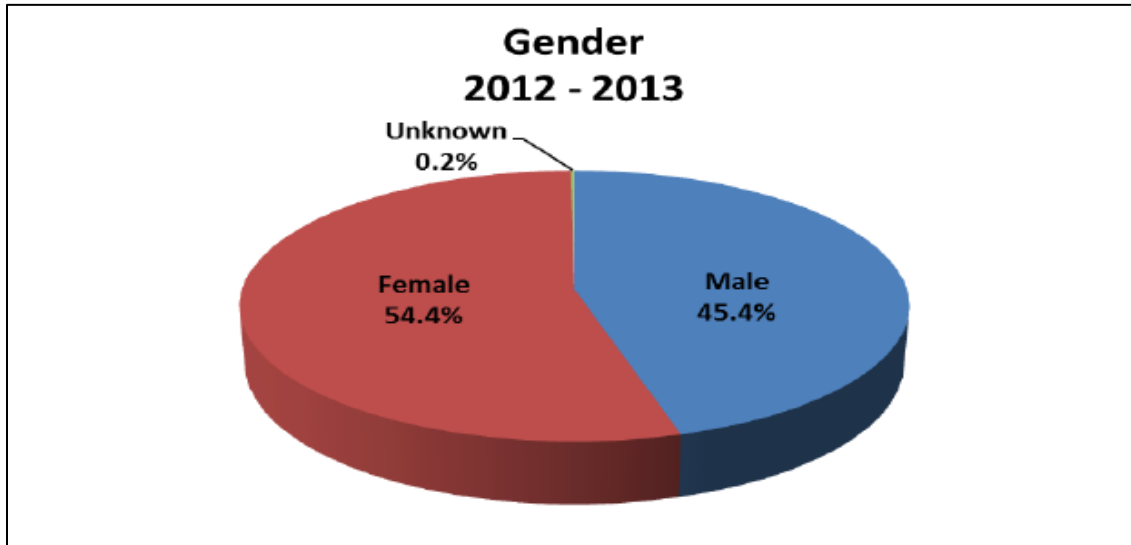


Figure 3. Gender 2012-2013.

Figure 4 shows how, in recent years, the age of SBVC students has declined. This is also reflected in the average age of the student population. In 2009, it was slightly over 29 years of age. In 2013-2014, it fell to under 28 years of age.

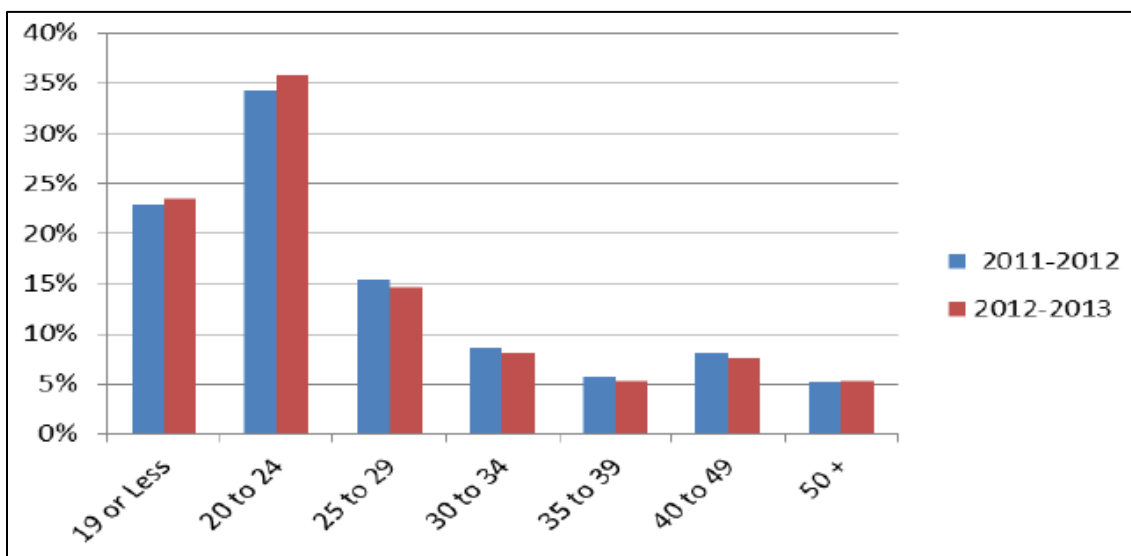


Figure 4. Age comparison. From SBCCD Datatel 2014.

Table 4 shows the demographics for the ZIP codes where approximately 80 percent of the SBVC students live. Many of them are characterized by lower household incomes and higher-than-average poverty rates. These demographics show how essential SBVC is to the community's well-being.

Table 4. ZIP Code Summary

Top 25 ZIP Codes Where SBVC Students Resided in 2012 - 2013									
Zip code	City	Count of students in this zip code	Percent of students in this zip code	Estimated Population	Median household income	Percent with some college	Percent with a college degree	Percent below poverty level	Population Density (per sq. mile)
92324	Colton	1,624	10.1%	60,197	\$45,314	14.7%	12.1%	21.8%	2,089
92376	Rialto	1,398	8.7%	83,211	\$43,934	12.1%	9.1%	19.2%	2,440
92404	San Bernardino	1,361	8.4%	60,952	\$35,225	12.5%	11.2%	29.6%	1,796
92407	San Bernardino	1,322	8.2%	63,698	\$55,855	14.0%	17.4%	15.4%	849
92346	Highland	1,172	7.3%	54,857	\$61,730	14.9%	17.7%	16.8%	1,156
92410	San Bernardino	1,019	6.3%	49,149	\$28,864	9.7%	7.1%	37.0%	5,753
92405	San Bernardino	691	4.3%	28,830	\$40,635	11.6%	13.8%	29.2%	6,058
92335	Fontana	532	3.3%	94,490	\$44,512	10.8%	8.0%	21.3%	5,423
92411	San Bernardino	516	3.2%	26,473	\$31,525	9.6%	8.0%	30.6%	5,777
92374	Redlands	445	2.8%	41,996	\$55,404	16.2%	22.3%	13.6%	2,069
92316	Bloomington	439	2.7%	33,368	\$48,284	11.2%	9.4%	20.2%	3,116
92336	Fontana	382	2.4%	89,968	\$76,176	14.5%	18.2%	9.5%	4,164
92354	Loma Linda	355	2.2%	22,316	\$52,491	12.1%	30.2%	12.8%	4,379
92373	Redlands	325	2.0%	32,009	\$68,480	11.8%	32.0%	7.2%	825
92399	Yucaipa	294	1.8%	52,861	\$54,104	15.5%	19.1%	10.1%	1,004
92408	San Bernardino	241	1.5%	16,064	\$33,242	11.4%	14.0%	28.4%	1,398
92313	Grand Terrace	235	1.5%	12,571	\$60,740	15.2%	18.2%	5.8%	3,694
92377	Rialto	205	1.3%	20,117	\$77,923	14.3%	16.6%	8.6%	2,657
92223	Beaumont	195	1.2%	45,684	\$55,294	14.7%	18.8%	9.9%	964
92337	Fontana	182	1.1%	37,497	\$65,881	12.6%	14.6%	9.5%	2,675
92325	Crestline	133	0.8%	8,655	\$58,992	15.3%	18.4%	18.2%	786
92507	Riverside	122	0.8%	58,251	\$40,867	13.1%	25.4%	27.2%	2,774
92557	Moreno Valley	109	0.7%	51,725	\$62,754	15.1%	17.3%	15.5%	2,927
92553	Moreno Valley	104	0.6%	75,520	\$45,043	13.9%	13.3%	24.6%	7,312
92509	Rubidoux	104	0.6%	80,075	\$54,028	12.3%	12.0%	16.0%	2,585

Figure 5 shows where the Inland Empire stands as it relates to the need for education. In a study conducted by California Competes, an organization that recommends policies and practices for higher education, the state was divided into 11 regions. The only region with a greater need for higher educational services for adults was Los Angeles. Figure 6 shows the high school completion rates for each region. Again, only Los Angeles has a lower rate. The

Inland Empire has the second lowest percentage of high school graduates going directly to college (see Figure 7).

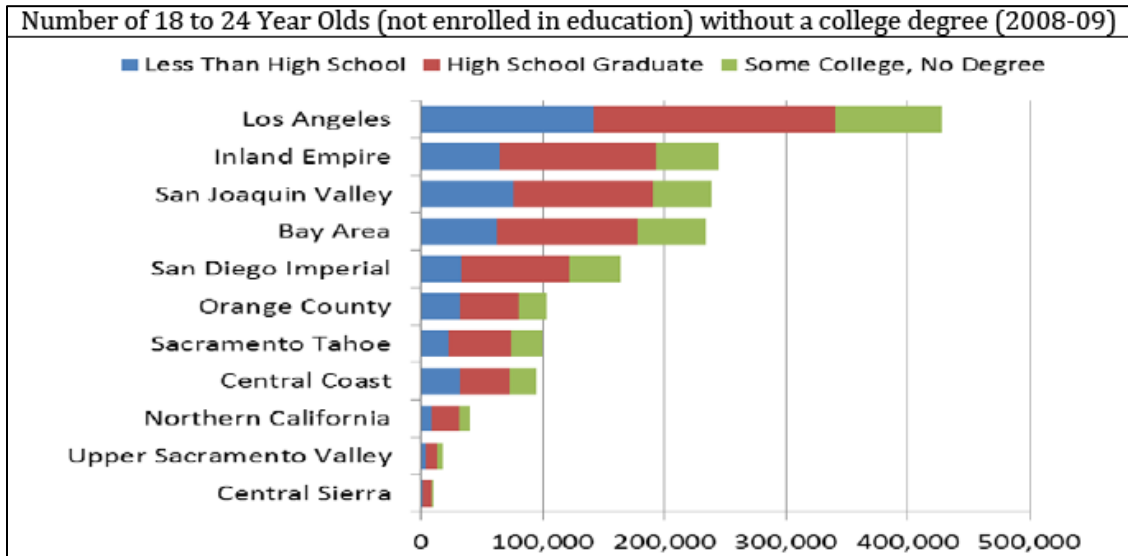


Figure 5. Young adults in need of education. From California Competes, compiled from CPEC.

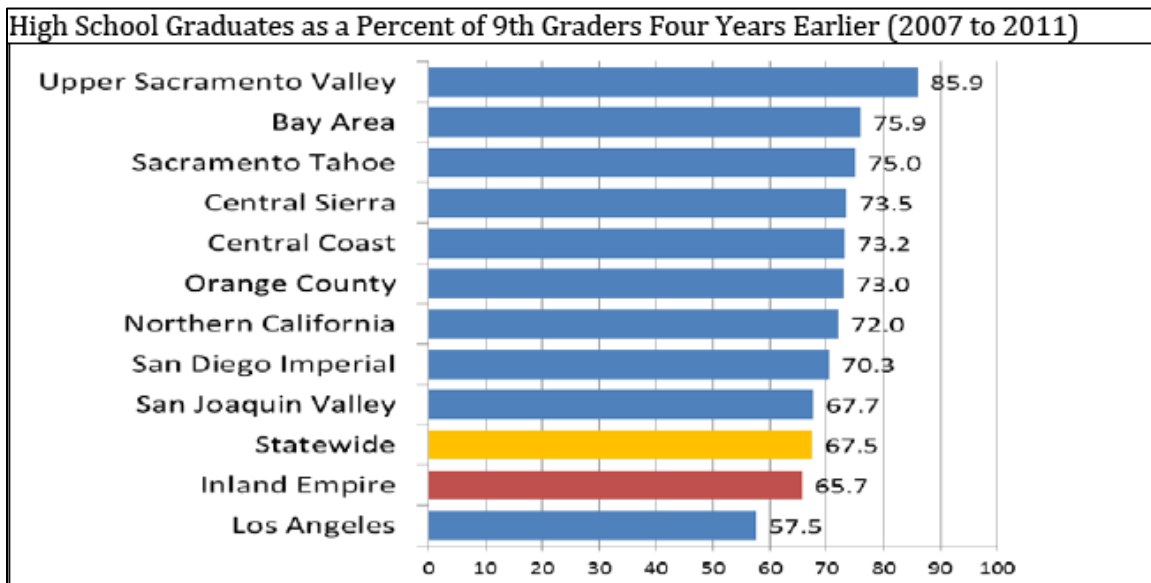


Figure 6. High school graduation rates by region. From California Competes, compiled from CPEC.

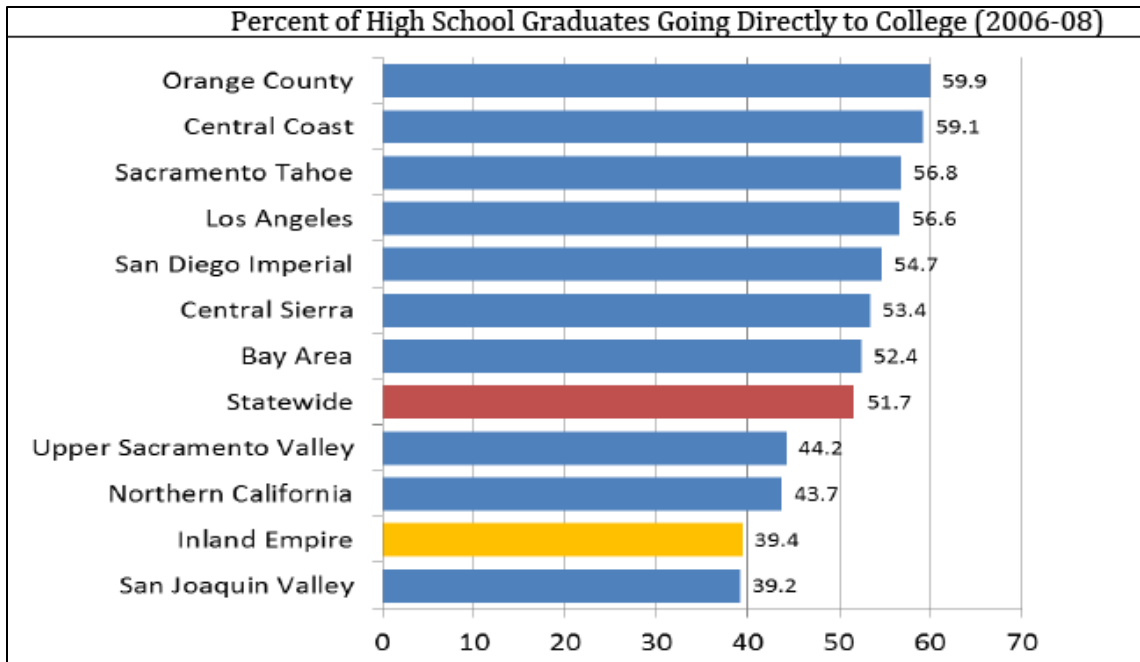
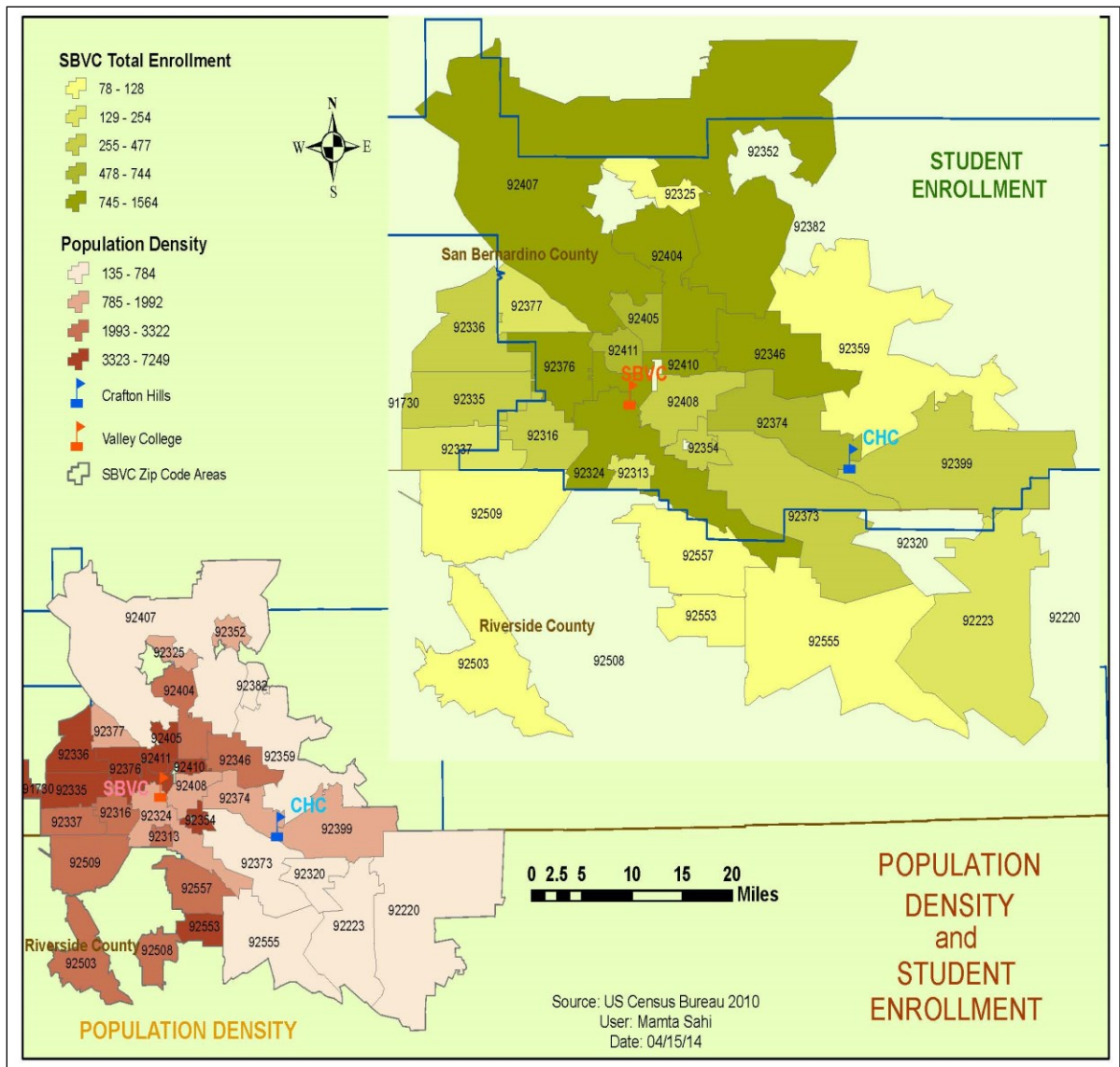


Figure 7. Students who enroll in college immediately after high school. From California Competes, compiled from CPEC.

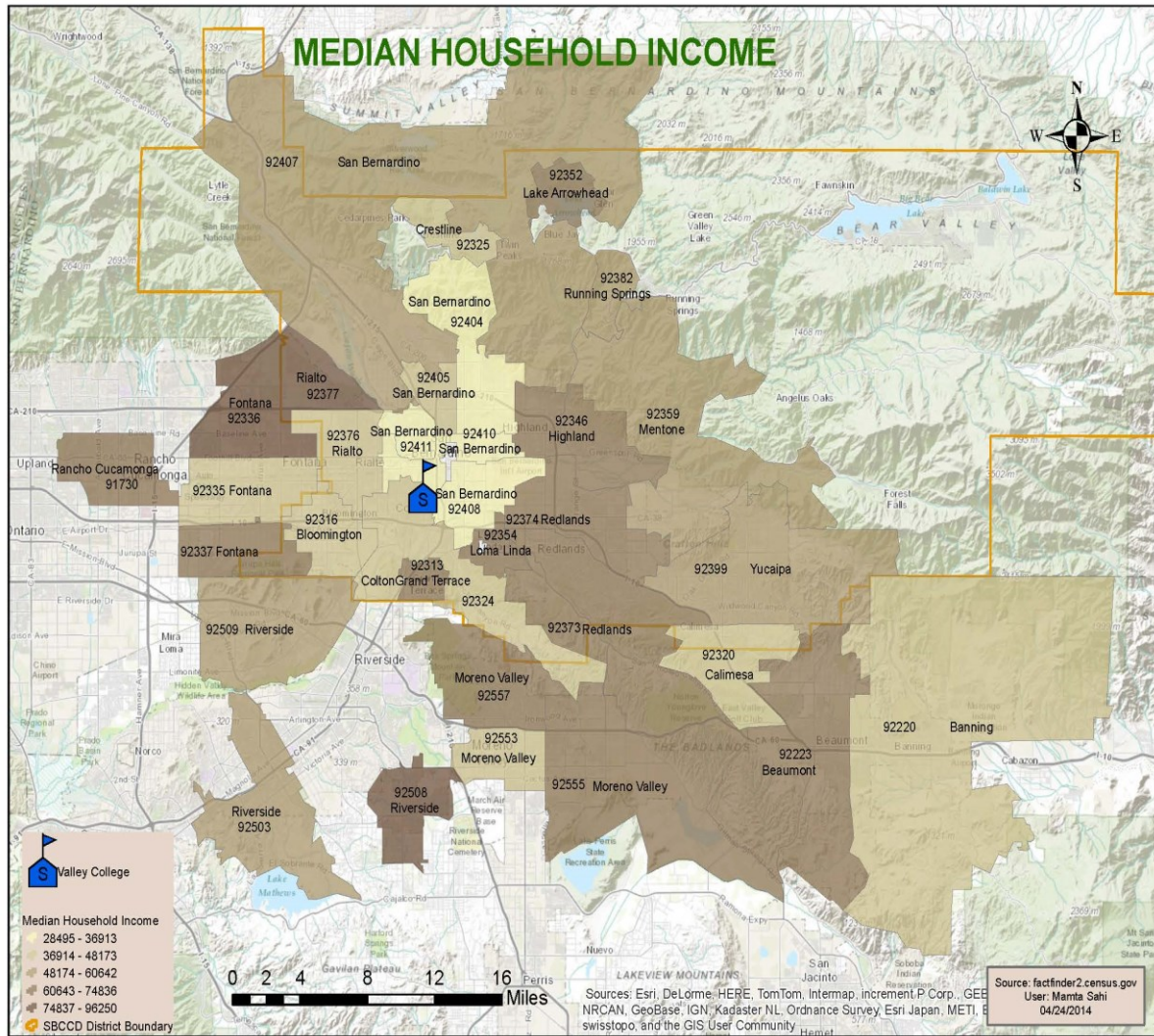
Enrollment

The majority of SBVC students reside in low-income and high-density areas. Maps 1 and 2 represent an approximate 15-mile radius surrounding the campus location that reflects these demographics. The majority of SBVC's student enrollment is from these areas.

Comparing the number of high school graduates among the 11 California regions, Los Angeles and the Inland Empire are the two lowest regions, with every other region in the state ranking above the state average. Because their regions are so large, Los Angeles and the Inland Empire pull the state average down as well (see Figures 6 and 7). To determine graduation rates, the students were tracked from 2007, when they entered, through 2011, when they were scheduled to graduate. Recent projections suggest that the percentage of graduates will decline even further between 2015 and 2025 (Henry Madrid, 2013, SBCCD Environmental Scan).



Map 1. Population density and student enrollment.



Map 2. Median household income for the ZIP codes surrounding SBVC.

In addition to the change in the number of graduating high school students, there has also been an enrollment change in the number of student veterans. As seen in Figure 8, the veteran population on SBVC's campus has increased dramatically over the last two years. The troop drawdown in Iraq and Afghanistan has contributed to this increase.

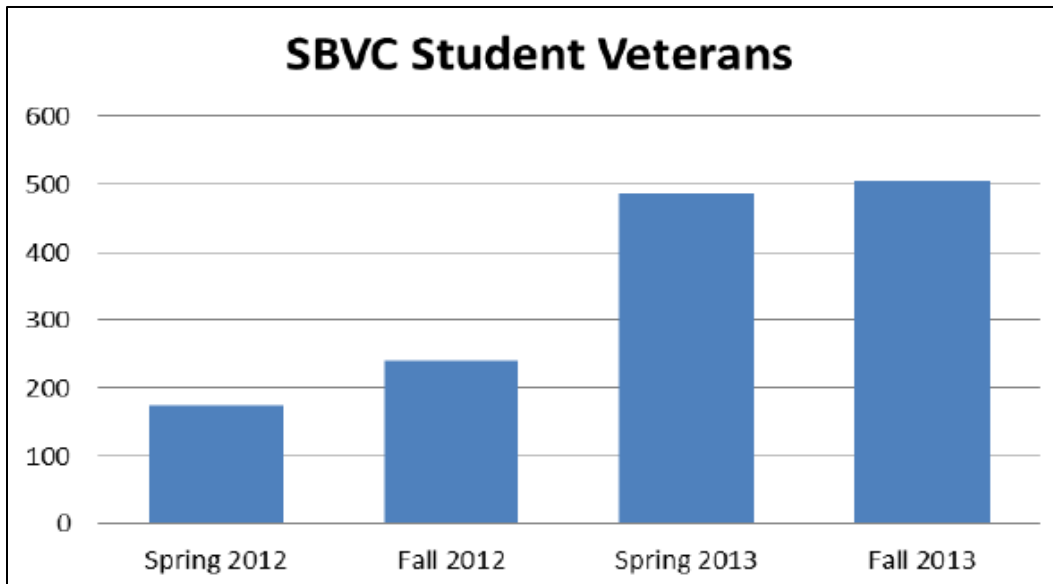


Figure 8. Veteran enrollment. From SBCCD Datatel 2014.

Table 5 shows an increase in the number of students who have a goal of seeking a bachelor’s degree. Fewer are selecting *personal interest*, *upgrade job skills*, and *educational development* as goals. Since the release of the Student Success Initiative, more emphasis can be seen on graduation as a goal.

Table 5. Student Goals for Reporting Years 2009-2013

Goal	2009	2010	2011	2012	2013
BA degree after completing AA/AS	26.56%	31.23%	32.52%	33.95%	37.27%
BA degree w/o AA/AS	4.82%	5.35%	5.81%	5.99%	6.67%
AA degree w/o transfer	6.77%	8.46%	8.44%	8.79%	9.32%
Vocational degree w/o transfer	1.09%	1.29%	1.37%	1.46%	1.75%
Vocational certificate w/o transfer	3.23%	4.07%	3.75%	3.55%	3.57%
Career exploration	1.75%	1.94%	2.00%	1.93%	
Acquire job skills	4.74%	5.44%	5.65%	5.59%	4.71%
Upgrade job skills	7.01%	4.40%	5.09%	5.01%	4.38%
Maintain cert/license	1.58%	1.75%	1.89%	2.31%	2.32%
Educational development	2.11%	1.64%	1.83%	1.82%	1.67%
Basic skills	0.93%	0.88%	0.85%	0.89%	0.94%
HS diploma/GED	1.47%	1.10%	1.33%	1.30%	1.49%
Undecided goal	10.25%	9.94%	10.30%	10.34%	10.32%
Personal interest	6.67%	4.83%	5.20%	5.64%	5.25%
Uncollected/unreported	21.00%	17.67%	13.96%	11.43%	8.40%

Source. SBVC Datatel 2014.

The number of first-time students has increased dramatically over the last five years, as shown in Table 6. The number of younger students has increased proportionately. This trend may change if demographic projections turn out to be correct and if CSU admissions policies change.

Table 6. *First-Time Student Count*

Fall term	First-time student count
2013	1,630
2012	1,558
2011	1,697
2010	558
2009	792
Five-year average	1,247

Source. SBVC Datatel 2014.

Table 7 and Figure 9 show the most recent count for students from feeder high schools. Figure 9 shows a large one-year increase in the most recent count.

Table 7. *Top 20 Feeder High Schools—Fall 2013*

Feeder high school	Count
Colton High School	137
Cajon High School	130
Arroyo Valley High School	117
San Geronio High School	117
Rialto High School	109
Pacific High School	94
San Bernardino High School	81
Eisenhower High School	66
Bloomington High School	44
Wiler Amina Carter High School	41
A. B. Miller High School	32
Citrus Valley High School	32
Redlands High School	31
Fontana High School	24
San Andreas High School	24
Redlands East Valley High School	20
Rim of the World	17
Yucaipa Senior High School	16
John W. North High School	14
Dr. John H. Milor High School	13

Source. SBVC Datatel 2014.

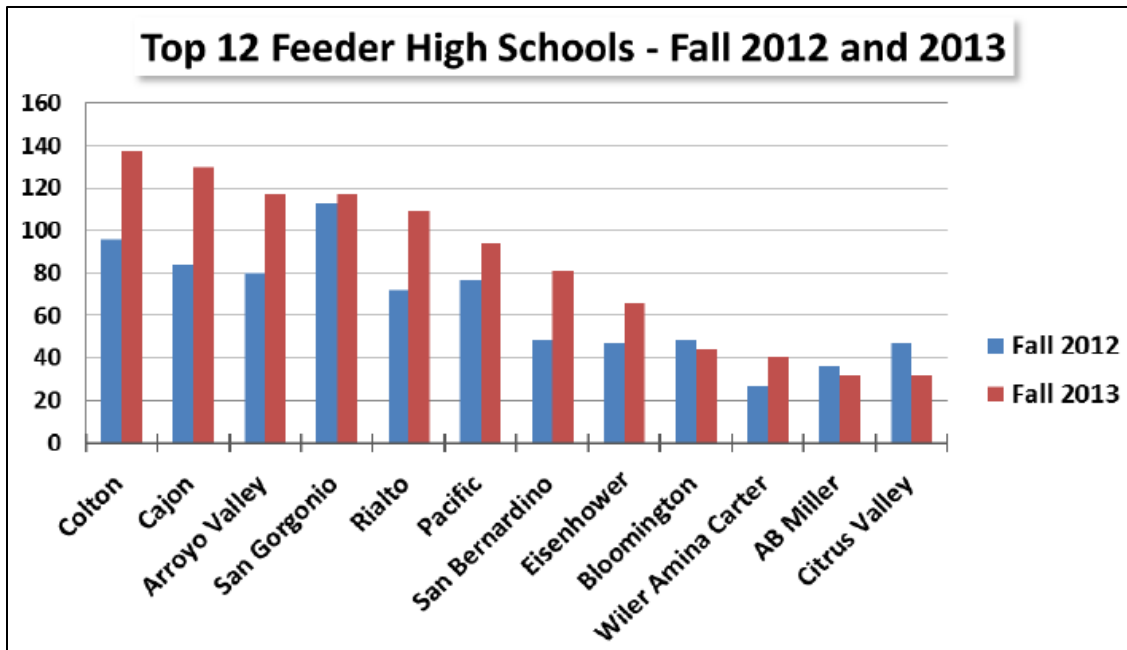


Figure 9. SBVC feeder high schools.

Notice that in Figures 10-15, while the headcount was at its lowest in the spring of 2013, FTES was on the rise. This is because a larger percentage of students were enrolling in multiple course sections than they were in previous semesters.

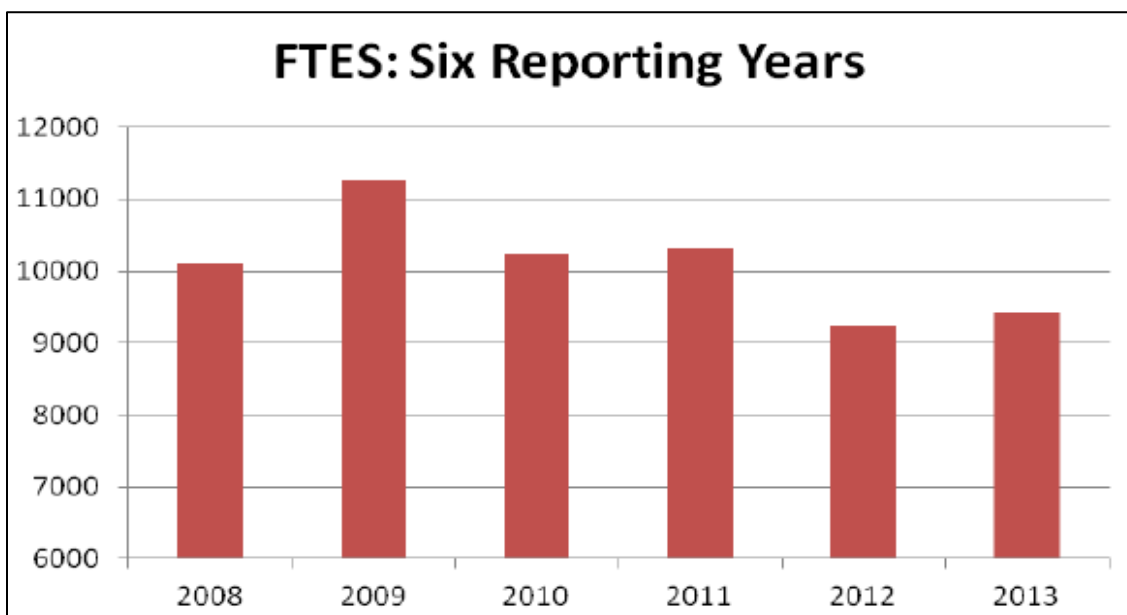


Figure 10. FTES for reporting years. From CCCCO Datamart (2014).

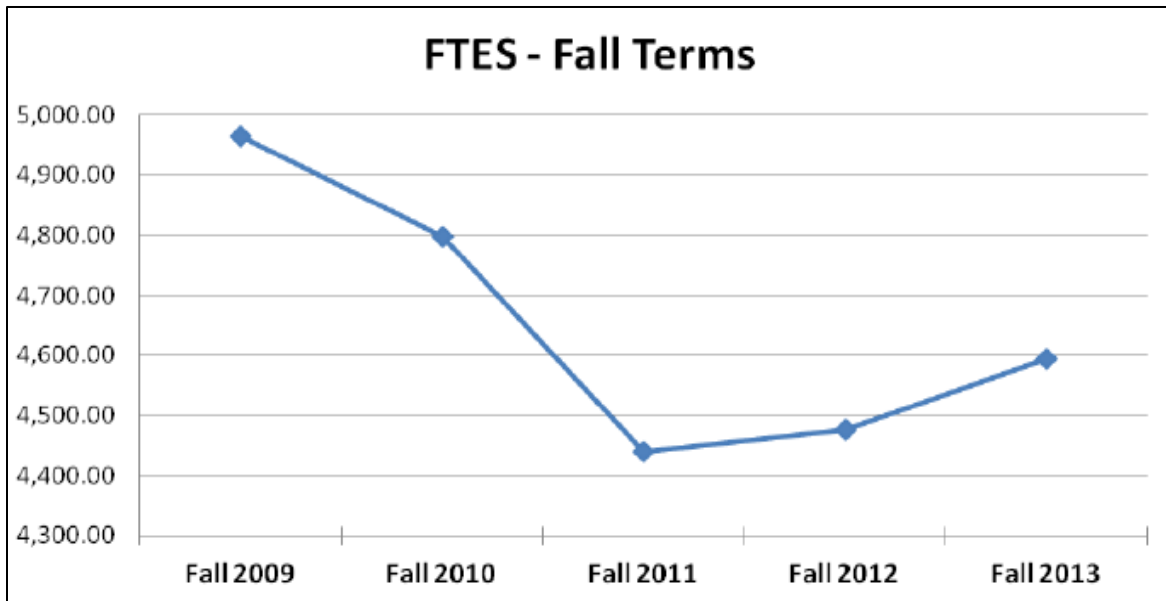


Figure 11. FTES for fall terms. From SBVC Datatel 2013.

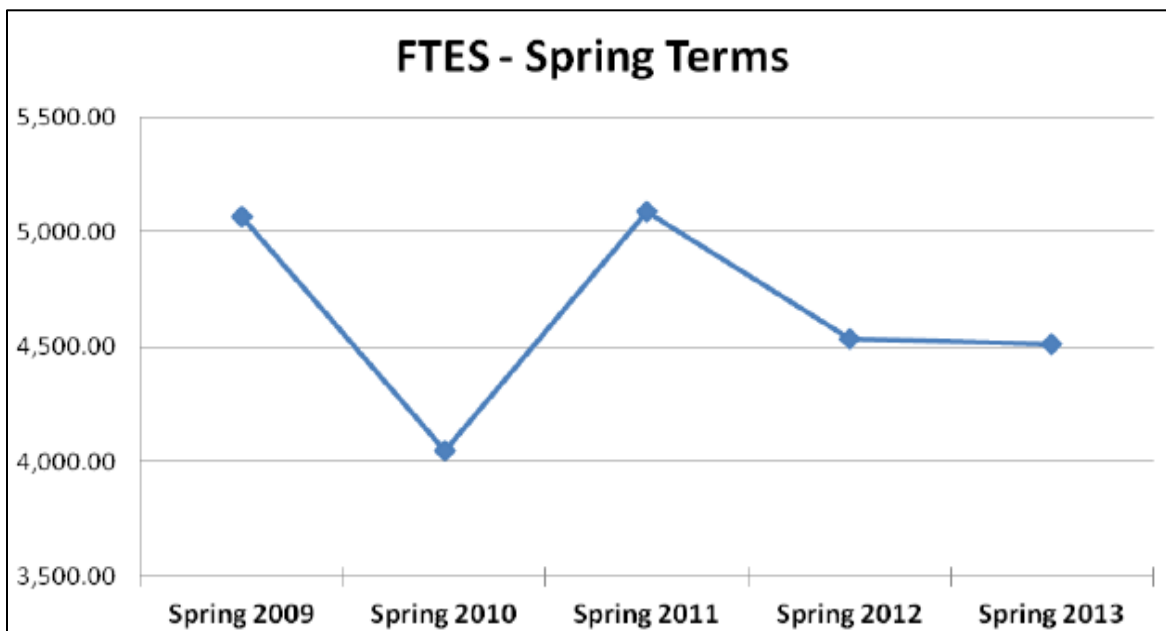


Figure 12. FTES for spring terms. From SBVC Datatel 2014.

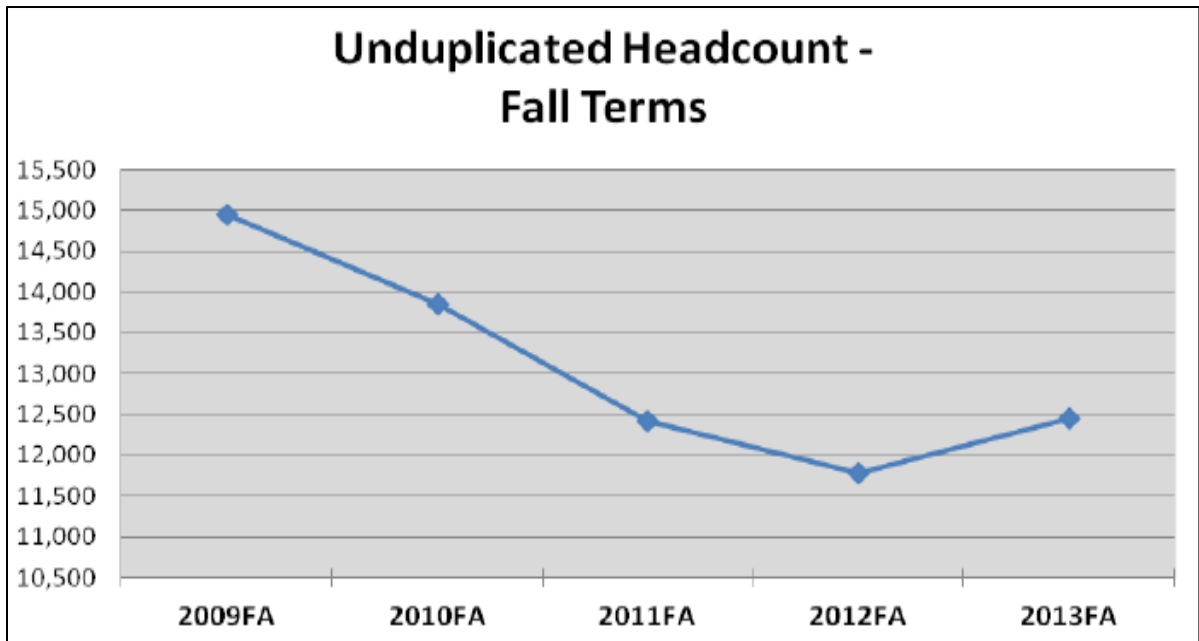


Figure 13. Unduplicated head count—fall terms. From SBVC Datatel 2014.

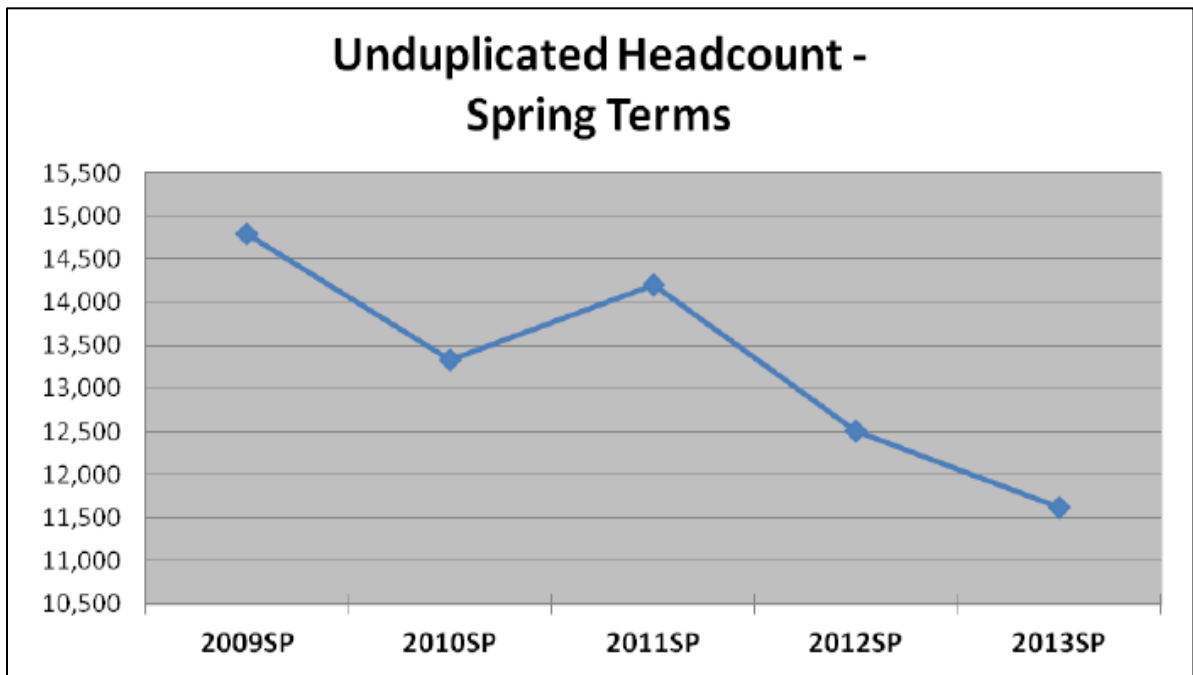


Figure 14. Headcount for spring terms. From SBVC Datatel 2014.

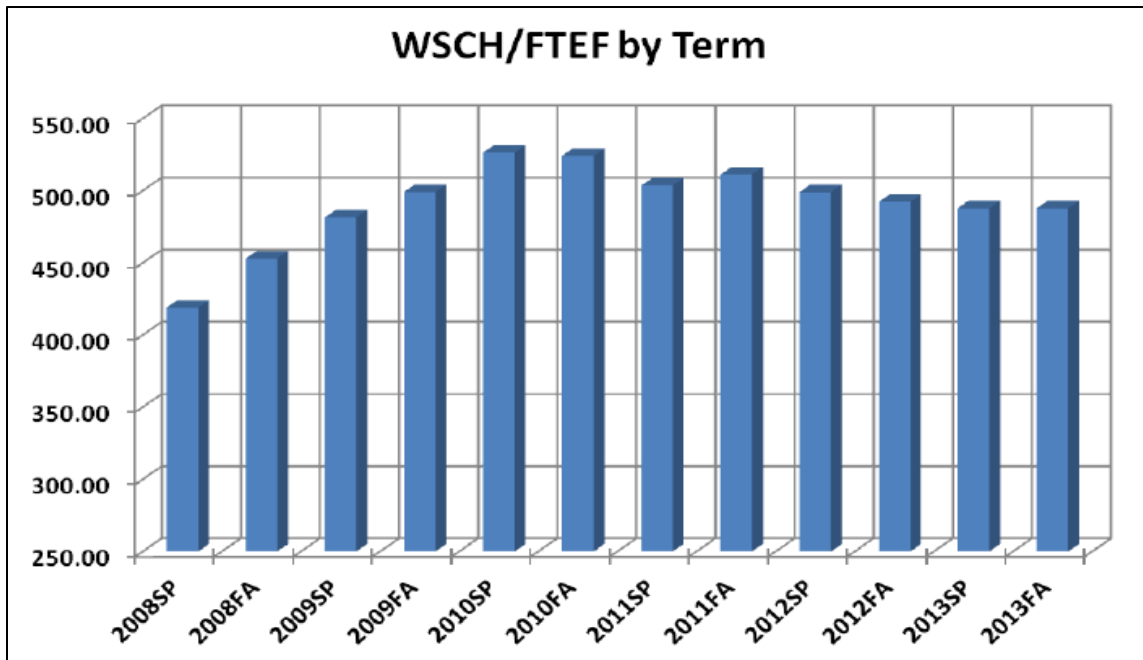


Figure 15. Weekly student contact hours (WSCH), faculty load (FTEF) ratios. From SBVC Datatel 2013.

The enrollment and section count for DE courses has increased substantially over the last ten years (see Figure 16), and as an early adopter of DE, SBVC is a leader in the state, with over 17 percent of the sections delivered through DE.

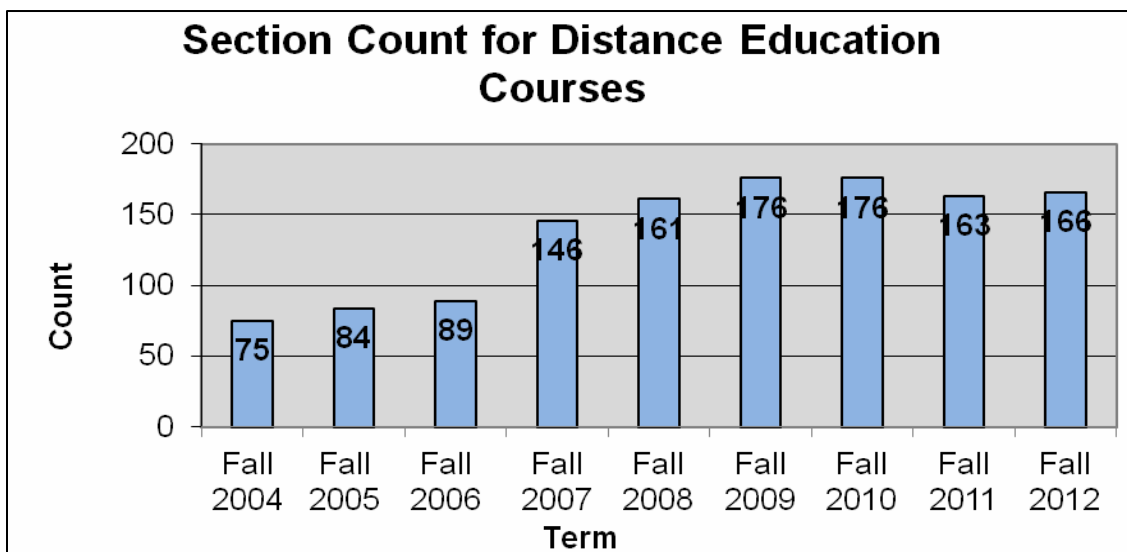


Figure 16. Distance education courses. From SBVC Datatel 2014.

Increased use of technology throughout campus has led to increased numbers of students using online registration (see Figure 17), which is in alignment with one of SBVC’s strategic goals, to improve access via campus technology.

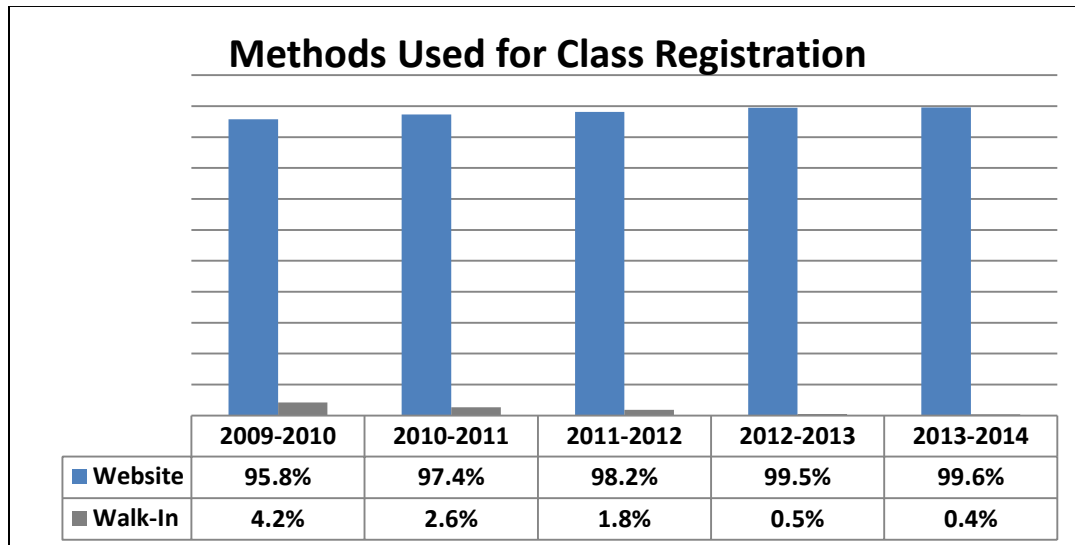


Figure 17. Student registration methods. From SBVC Datatel 2014.

The overall basic skills pass rate was 61.4 percent. Table 8 shows the ethnic distribution of the students who received a C or better in one or more of the basic skills courses. The success rate for African-American students is significantly below that of other groups, whereas the success rate of Asians far exceeds that of the other groups. As seen in Figure 18 and Table 9, Asian completion rates also exceed those of the other ethnic groups.

Table 8. Success in Basic Skills Courses

Ethnicity	Success rate
American-Indian/Alaskan Native	52.4%
African-American	51.9%
Asian	72.9%
Hispanic	64.0%
Pacific Islander	63.6%
White	66.6%

Source. SBVC Datatel 2014.

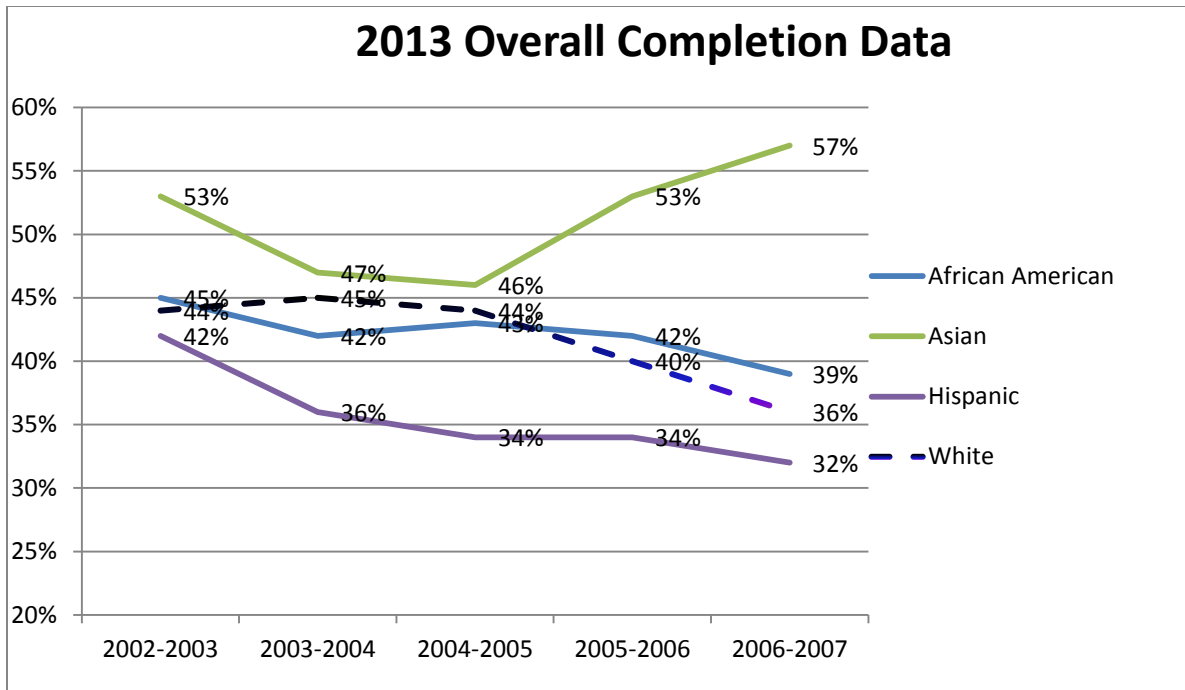


Figure 18. Completion data—2013. From CCCCO—Student Success Scorecard (2013).

Table 9 shows an ethnic comparison of Career Technology Education (CTE) and Student Progress and Achievement Rate (SPAR).

Table 9. Success Rate for CTE and SPAR

Ethnicity	CTE	Completion
Overall	52.3%	35.6%
African-American	52.0%	39.2%
Asian	54.5%	57.1%
Filipino	60.9%	22.7%
Hispanic	55.2%	32.0%
Pacific Islander	75.0%	33.3%
White	50.9%	35.6%

Source. Student Success Scorecard: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=982>.

As shown in Table 10, African-American and Hispanic students have a higher need for basic skills math courses than Asian and White students. Table 11 shows that fewer African-American and Hispanic students qualify for transfer levels of English than their White and Asian peers.

Table 10. *Assessment to Basic Skills Math*

Ethnicity	2006	2007	2008	2009	2010	2011	2012	2013
Asian	41.5%	48.0%	41.5%	54.5%	48.2%	33.2%	31.6%	41.5%
African-American	83.9%	84.6%	85.4%	82.7%	82.1%	69.3%	66.2%	63.0%
Hispanic	72.7%	74.6%	69.1%	71.1%	55.1%	53.3%	51.3%	48.9%
White	68.0%	62.1%	60.6%	65.4%	55.5%	52.4%	43.0%	40.5%

Source. Datatel Accuplacer assessment scores.

Table 11. *Assessment to Transfer-Level English*

Ethnicity	2006	2007	2008	2009	2010	2011	2012	2013
Asian	15.3%	11.9%	8.1%	2.1%	16.1%	30.0%	29.2%	31.0%
African-American	8.2%	4.5%	4.8%	6.1%	22.8%	21.9%	20.3%	23.6%
Hispanic	8.3%	4.5%	4.7%	6.0%	25.2%	20.0%	26.7%	26.6%
White	21.1%	12.5%	9.9%	23.4%	38.5%	25.3%	41.1%	39.9%

Source. SBVC Datatel 2014.

For the campus as a whole, retention and success have increased in recent years. Over the six-year period between 2007-2008 and 2012-2013, the retention rate has increased over 10 percent, and the success rate has increased nearly nine percentage points (see Figures 19 and 20).

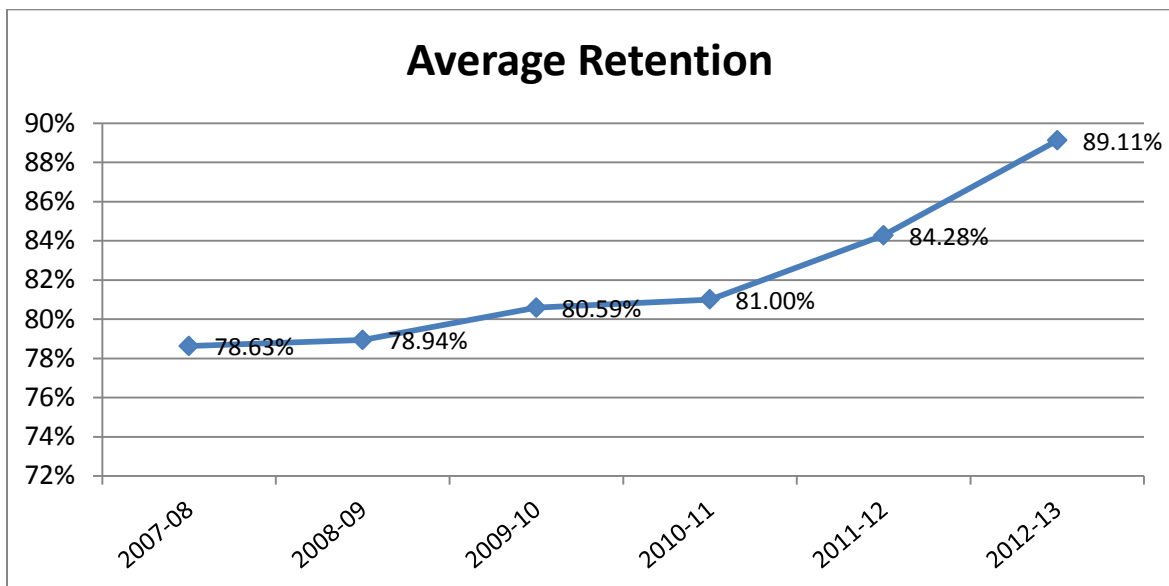


Figure 19. Course retention. From SBVC Datatel 2013. *Institution-set standard for this measure is calculated at one standard deviation below the seven-year average.

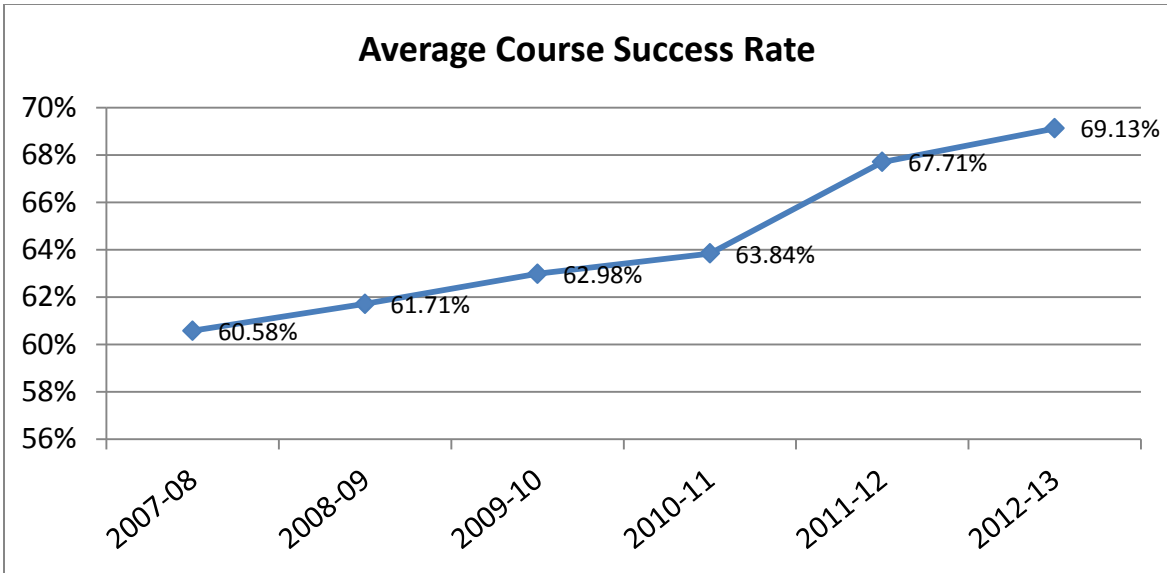


Figure 20. Course success. From SBVC Datatel 2014. *Institution-set standard for this measure is calculated at one standard deviation below the seven-year average.

After a decline in the number of awards received beginning in 2010, there has been a steady increase in overall award count since 2012, with the count of AA/AS degrees declining and then increasing slightly earlier than certificates (see Figures 21 and 22).

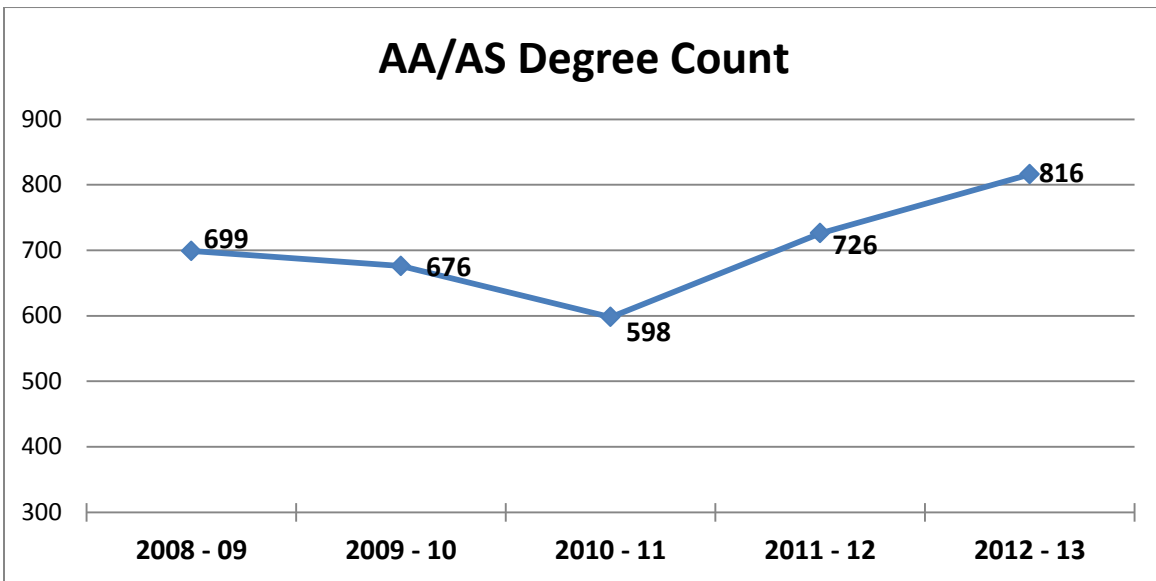


Figure 21. AA/AS degrees awarded. From SBVC Datatel 2013.

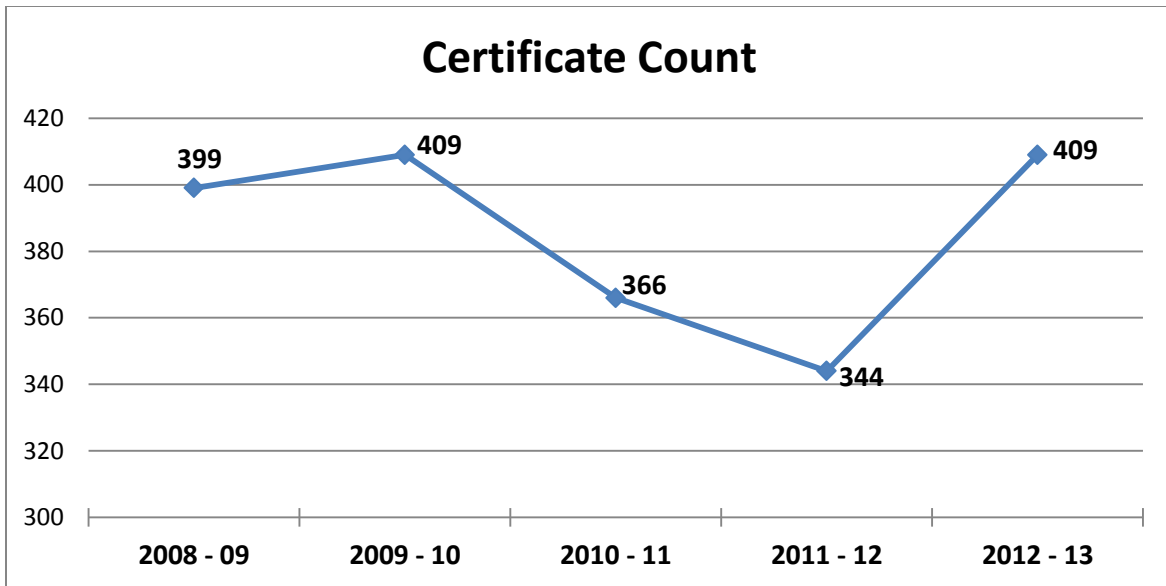


Figure 22. Certificates awarded. From SBVC Datatel 2013.

Transfers

This section provides a summary of current transfer data. The majority of incoming students plan to complete a Bachelor of Arts (BA) degree after earning their AA or AS degree. Of those students who do transfer to a university, the majority transfer to a CSU, whereas the minority transfer to a UC college.

Table 12. *Transfer Plans—Tentative*

Students who plan to transfer	Five-year average %
BA degree after completing AA/AS	32.31%
BA degree w/out AA/AS	5.73%
AA degree w/out transfer	8.36%
Overall average	46.39%
Average fall enrollment over five years	10,700
Number who indicated intent to transfer	4,646

Note. Percentages in this table do not total to 100 percent because they are five-year averages.

Table 13. *Transfer Destination*

Transfer destination	Five-year average count
University of California*	33
California State University**	299
Out of state**	133
In-state-private**	193

Note. *2006-2010; **2009-2013.

Statewide budget cuts have resulted in capping or cutting enrollment to state universities, which can be seen in the steady enrollment decline in Figure 23. The UC system has also terminated its website's enrollment count tables, with 2009-2010 being the last year the data can be viewed.

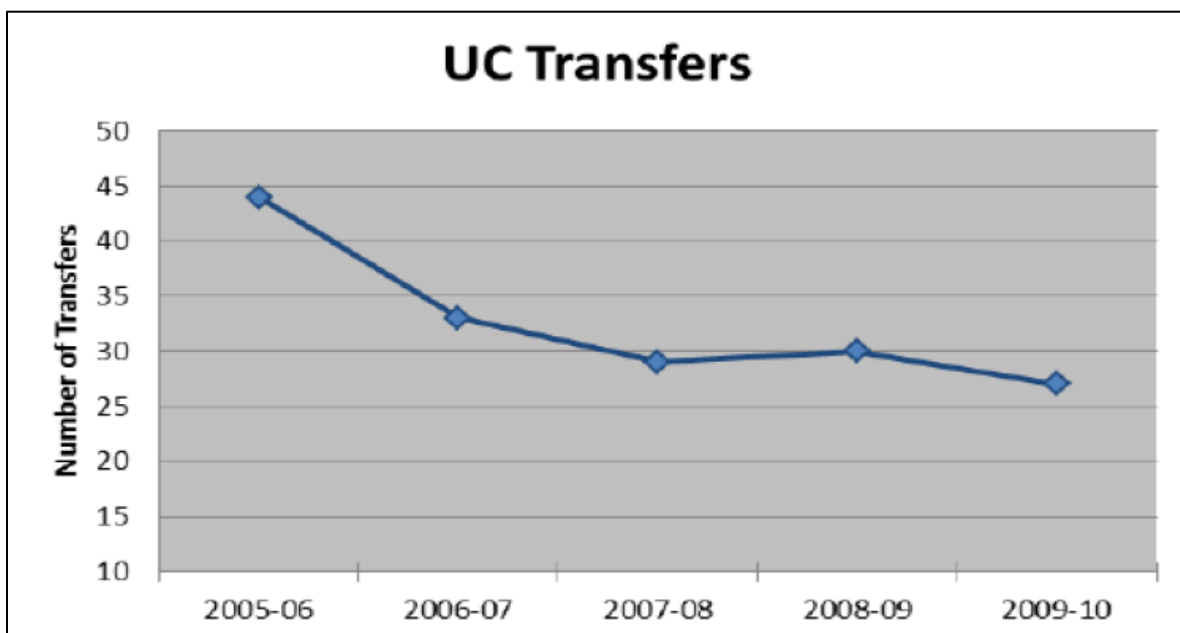


Figure 23. UC transfers. From California Postsecondary Education Commission: <http://www.cpec.ca.gov/OnLineData/TransferTotalsbyCCC.asp?Seg=A>. UC Transfer data has not been published beyond 2010.

The data in Figure 24 show a sharp decline in CSU transfer rates for 2012-2013. This decline is partially due to the small number of students in the pipeline, with only 792 first-time students enrolled for fall 2009 (see Table 6), as well as the reduced number of admission slots in the CSU system due to budgetary restrictions that resulted in a CSU enrollment freeze beginning in spring 2012.

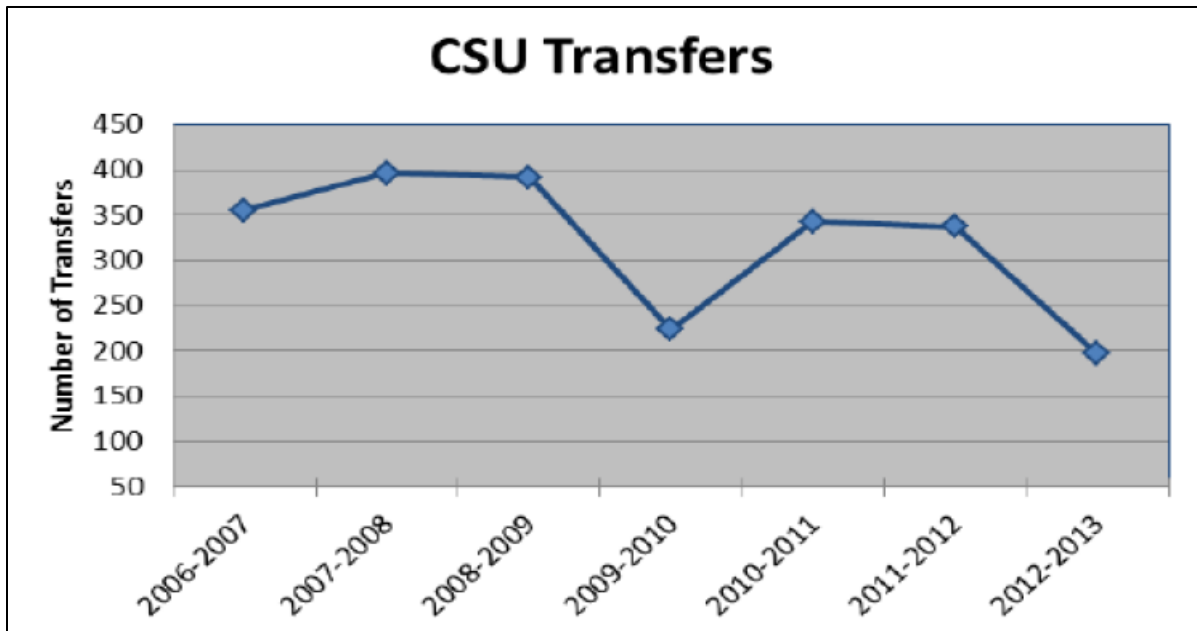


Figure 24. CSU transfers. From <http://calstate.edu/as/ccct/index.shtml>.

Transfers to in-state-private and out-of-state universities remain constant, as seen in Figure 25.

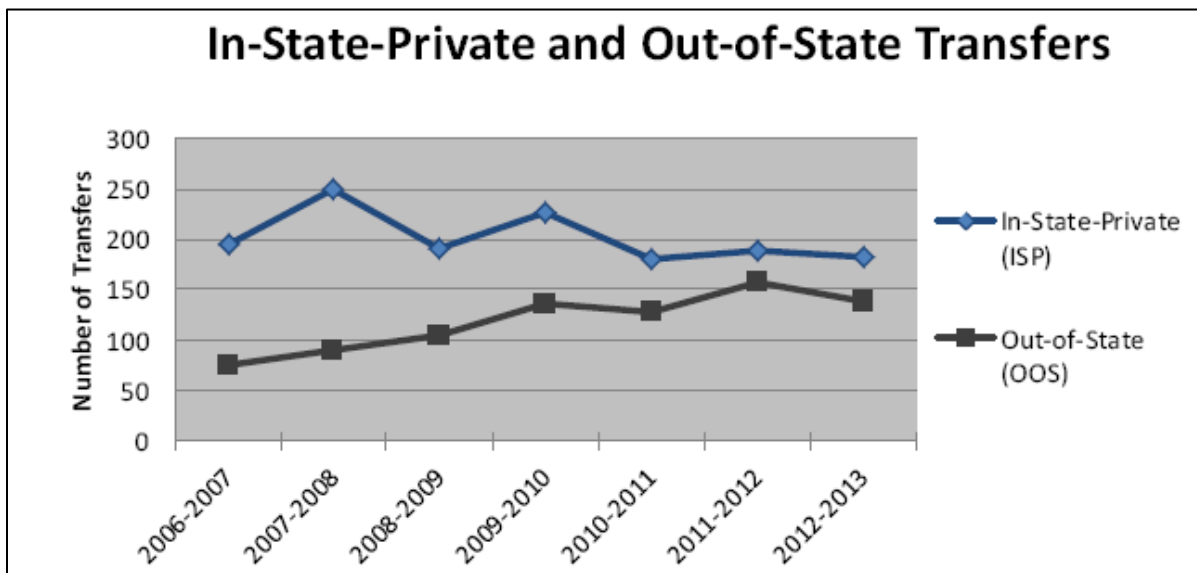


Figure 25. Independent colleges transfers. From CCCCO Data Mart: http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx.

See the Office of Research, Planning and Institutional Effectiveness (0.6) for more complete data on

- Success rates by department
- Graduation
- Employment characteristics
- Financial aid awards



Off-Campus Sites

SBVC offers classes at two off-campus sites; one serves the population in the local mountains and another provides training in basic law enforcement at the San Bernardino County Sheriff's (SBCS's) Regional Training Center.

The Big Bear program, located at Big Bear High School, serves the residents of this mountain community. Surveys and focus groups have been held in Big Bear to determine the services and student learning programs of interest in the community. SBVC staff makes frequent trips to Big Bear to provide visibility, interest, and dedication to support a successful learning program.

Evening classes provide access to the mountain students who would have a long and difficult commute to the SBVC campus. The classes range from associate degree and transferable courses, such as political science, to certificate courses, such as child development.

An on-site coordinator provides management and support for the classes. Many classes are offered using interactive television (ITV) technology, which provides two-way instruction between the SBVC campus and the Big Bear site. Most of the students and the instructor are located in a classroom on the SBVC campus, while some students participate from a classroom at the Big Bear site. Face-to-face classes are also offered, such as Art 126, Painting, and ASL-109, American Sign Language I.

All matriculation services are provided to the students in the mountain communities. Counselors go to the site each semester to meet with the currently enrolled students. Counseling can also be provided by telephone or Skype. There are two Super Saturdays, one in summer and one in late fall, that provide a one-stop array of services that help new students matriculate. Personnel from Admissions and Records, Financial Aid, Assessment, and Counseling all participate. On Super Saturday, students can apply, complete the online orientation, take the assessment test, speak to Financial Aid staff, and consult with a counselor. Arrangements are made for students who do not assess that day. The on-site coordinator has been trained in administering the Accuplacer assessment tool, so students have several other opportunities to complete the assessment.

Students registered for classes have access to SBVC's digital library and can order textbooks from the campus bookstore and have them delivered to their residence. Recently (spring 2014) SBVC initiated a recruitment effort to identify mountain students for the VBC program. A schedule was developed to provide this population with classes at the Big Bear site on Tuesday, Wednesday, and Thursday evenings; then the students will come to campus one day a week, on Friday, for additional classes and activities. The VBC program will provide an avenue for newly graduated high school students to earn a college degree and participate in a learning community. These course offerings and services are important to the community, and SBVC has made the commitment to have a presence there.

The SBCS's Academy is located 12 miles north of SBVC at 18000 Institution Road in San Bernardino. The Basic Academy is a partnership between the SBCS and SBVC. This partnership generates approximately 300 FTES yearly and has been in existence for the last 40 years.

The Academy is certified by Peace Officer Standards and Training (POST), and graduates of the program receive a certificate that allows them to be hired by most law enforcement agencies in the State of California. The Academy program is administered under a structured discipline format, which prepares officers for the stress related to law enforcement.

The Academy is 23 weeks in length and meets Monday through Friday 8:00 a.m. to 5:00 p.m. and occasionally in the evening for scenario and driver training. The Academy consists of Police 002, Police 100, Police 101, Police 102, and Police 103. The five classes total 39.75 units of college credit. Twelve of the units are transferable to CSU San Bernardino (CSUSB).

Enrollment is limited to those students who meet the screening requirements as outlined in the Government Code, California Penal Code, and the *Commission on Peace Officers Standards and Training Administrative Manual*. All prospective trainees visit SBVC for matriculation services. Trainees must apply, complete the online orientation, and take the assessment test. Financial aid, tutoring, and computer labs are available for all Academy trainees.



**ABSTRACT
OF
SAN BERNARDINO VALLEY
COLLEGE
SELF-EVALUATION**

Abstract of the San Bernardino Valley College Self-Evaluation

San Bernardino Valley College provides quality education and services that support a diverse community of learners.

SBVC's mission reflects the institution's educational purpose. SBVC offers open access to all students who wish to enhance their knowledge and skills. The campus has a wide variety of student services and offers a varied and comprehensive curriculum to help students achieve their goals. The mission unites campus planning, campus services, and student learning.

The Educational Master Plan (EMP; 0.12) and the Strategic Plan (0.13) are aligned with the mission, vision, and values statements; together, these provide the basis and context for integrating campus planning, programs, and services. The Office of Research, Planning and Institutional Effectiveness has provided a substantial body of data and made it available online and in formal and informal presentations made to the campus and the community. SBVC engages in dialogue on matters related to student learning and institutional processes using the collegial consultation structure as outlined in AP2225 at all campus meetings, committees, workshops, and other venues. Campus discussions are vigorous, engaging all constituencies and points of view. The quality and integrity of instructional programs are largely driven by three integrated campus processes: curriculum, outcomes, and program review. Faculty, as discipline experts, write curriculum; establish learning outcomes; complete program review documents, which include analysis and evaluation of student learning and success measures; and participate in regular cycles of assessment of student learning at the course, program, and college levels. SBVC DE programs are compliant with all ACCJC Accreditation Standards, following models of best practice.

Campus programs and services are subject to regular evaluation and review. Under the purview of the Academic Senate, the Program Review Committee oversees a rigorous program efficacy process every four years for all program and service areas that impact student learning, and the committee conducts an annual needs assessment to guide program growth. Outcomes processes are ongoing and encompass SLOs, institutional CCs, program learning outcomes (PLOs), and SAOs. Campus climate surveys evaluate campus planning, leadership, communication, technology, services for students, quality of teaching and learning, and equity. The initiatives identified in the Strategic Plan contain measurable campus goals and benchmarks. The Office of Research, Planning and Institutional Effectiveness gathers, evaluates, and disseminates qualitative and quantitative data throughout the campus.

SBVC is committed to meeting and exceeding ACCJC Accreditation Standards and policies.

Standard I: Mission and Institutional Effectiveness

Standard I.A. Mission

The mission statement of SBVC was last revised using collegial processes in 2007. The mission was approved by the Board of Trustees and is featured prominently on the SBVC website and in campus literature. The mission states SBVC's commitment to quality in its programs and services that are intended to assist students in achieving their goals. SBVC's student population is diverse in many ways: age, gender, ability, race, ethnicity, and proximity to the College. The mission encourages programs to embrace this diversity while demanding quality in all SBVC does. The SBVC mission is reviewed each year by collegial consultation groups and reaffirmed or revised as recommended by the College Council. Members of the campus community can initiate a review of the SBVC mission at any time through their constituency groups.

The mission is the heart of the campus planning and processes. SBVC plans including the EMP, the Strategic Plan, and the Student Success and Support Program (SSSP) Plan incorporate the mission. Additionally, the program review and budget processes are aligned with the mission.

Standard I.B. Institutional Effectiveness

The continuous improvement of student learning and ensuring the quality of programs and services at SBVC are supported by a number of plans and processes including the EMP, Strategic Plan and initiatives, SSSP, program review, curriculum, and outcomes processes. Institutional plans and processes are fully integrated, cyclical, and designed to include checks and balances to ensure that the campus is never stagnant and to keep the campus focused on student learning. CCs have been assessed and evaluated. Institution-set standards have been established and measured. Ongoing dialogue about campus planning and processes takes place in a variety of formats and includes all campus constituencies. Campus plans and processes are systematically evaluated and assessed by the sponsoring committee and by SBVC at large. Plans and processes are improved and revised so as to be responsive to the needs of SBVC.

Campus budget, resource allocation, and growth are tied to institutional effectiveness. SBVC makes data-based decisions using qualitative and quantitative data derived from campus plans, processes, and institutional research. Through strategic planning, SBVC establishes measurable goals. Campus progress on goals is assessed and documented, and results are disseminated to the campus population.

Standard II: Student Learning Programs and Services

Standard II.A. Instructional Programs

SBVC is an open-entry institution offering certificates, degrees, transfer degrees, and opportunities for self-improvement and lifelong learning. Students entering SBVC must participate in a mandatory orientation, assessment, and advisement. The SBVC catalog demonstrates the breadth of offerings available at SBVC that are designed to cover the major areas of knowledge, lifelong learning skills, ethics, and personal social competence. Credit, certificates, and degrees are awarded based on depth, breadth, and rigor of the College curriculum and achievement of the stated outcomes. SBVC has clear policies for academic freedom, academic dishonesty, and ethical conduct.

Curriculum development and review is a faculty-driven process. The Curriculum Committee operates under the authority of the Academic Senate. New courses, degrees, and certificates must be approved through the committee's content review process. Established courses, degrees, and certificates undergo content review every six years. CTE courses, degrees, and certificates undergo content review every two years. Curriculum is reviewed for depth, breadth, rigor, prerequisite and co-requisite evaluations, instruction format (e.g., DE), established learning outcomes, and relevancy to the SBVC mission. Once curriculum is approved by the committee, it is forwarded to the Board of Trustees for approval.

SBVC has a number of successful grant projects and programs. The HACU/ Walmart grant funded the creation of paired courses and contextual learning. Accelerated courses and SI were developed under the USDE HSI STEM and Articulation PASS GO grant as well as the Minority Science and Engineering Improvement Program (MSEIP). Basic Skills funding has expanded SI beyond the STEM disciplines.

Outcomes processes at SBVC collectively refer to SLOs, PLOs, CCs, and SAOs. The resolution of lengthy negotiations between CTA and SBCCD regarding assessment of outcomes refocused campus efforts to assess and evaluate outcomes.

Students attend college for a variety of reasons: self-improvement, lifelong learning, job skills, certificates, degrees, and transfer. The one commonality in all these goals is courses; thus, instructional outcomes are aligned through mapping, courses are mapped to CCs, and courses are mapped to PLOs. In fall 2013, upon the recommendation of the Accreditation and Student Learning Outcomes (ASLO) Committee and approval of the Academic Senate, SBVC began implementing an every-course, every-section, every-semester assessment data collection philosophy. For courses and programs, the resulting assessment data are used to evaluate outcomes a minimum of once every three years. Eighty-five percent of courses and 29 percent of programs have achieved ongoing assessment and have completed at least one evaluation cycle. All CCs require ongoing assessment and were evaluated in 2013.

Institution-set standards have been determined for CCs, course completion, student retention, degrees awarded, certificates awarded, number of student transfers, and course completion. The institution-set standard for the percentage of students assessed that met CCs was set at 70 percent, as approved by the Academic Senate, and is subject to review in spring 2015. The Academic Senate determined the institution-set standard for completion, retention, degrees, certificates, and transfer at one standard deviation below a seven-year average. Additionally, SBVC has adopted standards for success in DE courses.

The Program Review Committee operates under the authority of the Academic Senate. The Program Review Committee oversees two processes: program efficacy, a rigorous evaluation of academic programs that takes place once every four years (CTE programs also complete a two-year mini-review), and needs assessment, an annual evaluation and prioritization of growth needs. Program efficacy examines and evaluates the currency of a program's curriculum and progress on outcomes assessment and evaluation. Efficacy also evaluates departments in relation to the SBVC mission and Strategic Plan. In order to participate in needs assessment, a department's program efficacy document must be current and in good standing.

SBVC has a separate process for program discontinuance that is administered by the Academic Senate.

Courses taught in a DE format are held to the same standards as face-to-face courses with no changes to the official course outlines. The curriculum, course objectives, and learning outcomes are identical. Courses and programs must be approved for DE delivery by the Curriculum Committee. Outcomes are assessed for every course, every section, every semester, regardless of means of delivery. DE data are analyzed as part of the program efficacy process.

The Office of Research, Planning and Institutional Effectiveness compiles statistical data and gathers further research using surveys; strengths, weaknesses, opportunities, and threats (SWOT) studies; and community analysis. This allows SBVC to evaluate student learning and to make data-driven decisions.

Standard II.B. Student Support Services

Student Services provides ample departments and programs to serve the academic and personal growth needs of an ethnically diverse campus, including but not limited to Admissions and Records, CalWORKS, DSP&S, Financial Aid, Foster and Kinship Care Education, Library Services, Office of Student Life, Student Clubs, Student Health Services, Puente Project, Tumaini Program, and Veterans' Services. The general counseling department provides academic, personal, and career counseling. One-on-one, group, and online counseling is available to all students. Counseling faculty are also assigned to programs designed to serve the needs of special populations. Counseling, Admissions and

Records, and Financial Aid offer services at the Big Bear location on a regularly scheduled basis. The Assessment Center administers on-site assessments in Big Bear every semester.

Student Services has a number of planning elements. The new Student Support and Success Plan will begin implementation in fall 2014. Elements of the plan include building a Welcome Center for new students, developing follow-up services for students on academic probation or students participating in pilot programs, expanding the VBC program, and establishing more learning communities. The Enrollment Management Plan, EMP, Strategic Plan, and Basic Skills Committee and programs all contribute to the success of students.

Student Services programs continuously accumulate assessment data and evaluate SAOs at least once every three years. Student Services departments participate in the campus program review process and complete program efficacy every four years. Program efficacy requires each department to speak to the currency of its program, how its program supports the mission of the College, what progress the department has made on its SAO assessment and evaluation, program efficiency, and how the department serves student diversity.

The SBVC catalog is updated, published annually, and includes the SBVC mission statement and CCs. It is available in print and online. The catalog contains information about admission requirements, financial aid, campus programs and services, certificates and degrees offered, campus policies and procedures, faculty, board members, and the student grievance process. The catalog clearly indicates which courses are articulated with the CSU system and the UC system.

Standard II.C. Library and Learning Support Services

SBVC Library and Learning Support Services are comprehensive and support campus curriculum in a safe and secure environment. Guided by faculty librarians and with input from instructional faculty, the Library maintains a collection of books and periodicals in print, microform, and online format to support the depth and breadth of the campus curriculum and provide resources for lifelong learning. Online resources are available remotely to all students via the Internet. Library services include circulation of print resources, a large textbook reserve collection for in-library use, an open student computer lab, and a research computer lab. Additionally, faculty librarians provide reference services, open workshops, and class bibliographic instruction (BI). Reference services are available 24/7 via online Ask-A-Librarian services. The Library has established partnerships with the VRC and the Basic Skills Committee.

Library and Learning Support Services and other departments that support student learning have been subject to reduced staffing, reduced budget, and fluctuating hours of operation. Although the latter has been stable for several semesters, concerns about student access to these services remain. Learning support services include the Reading Lab, the Writing Lab, the Technology Skills Center, and other campus labs. These services also include SI, which

is housed in the Library, and the SSC, which also houses general tutoring, the math drop-in center, and STEM tutoring. The Writing Lab and SSC provide online tutoring.

Library and Learning Support Services and other departments that support student learning all participate in the campus program review process and have established and assessed SAOs. The Library maintains a suggestion box for feedback and purchase recommendations, has conducted a One-Minute Reference survey, conducts postinstruction self-assessments, and participated in the California Library Association's Library Snapshot Day. The SSC aligns its tutoring services with the CCs. The campus climate survey also assesses the Library and Learning Support Services. Library and learning services support Institutional Core Competency 1 (CC1): Communication and CC2: Information Literacy.



Standard III: Resources

Standard III.A. Human Resources

Human Resources has faced a number of challenges over the past few years. The department has been subject to high turnover of administrators and classified staff within the department. Human Resources has not had a permanent leader since January 2011. The staffing problems within Human Resources have led to a few discrepancies in hiring and evaluation of personnel that have since been resolved. A continuing issue is that Human Resources does not have sufficient staff to efficiently fill the number of vacancies across SBCCD.

SBCCD has processes for hiring quality faculty, classified staff, and managers described in the board policies and administrative procedures. Faculty are required to meet the minimum qualifications for their discipline as established by the CCCCCO. Faculty give a teaching demonstration, as appropriate, during their first interview. The California School Employees Association (CSEA) negotiates position titles, job descriptions, minimum qualifications, and salary. Managerial positions are established by the SBVC president, chancellor, and vice chancellor of fiscal services. Hiring committees are representative of all constituent groups, as appropriate. SBVC offers professional development opportunities for faculty, staff, and administrators.

Timely evaluations for faculty, classified staff, and administrators have been problematic the past few years. The high turnover in managers has affected the well-timed evaluation of classified staff. Additionally, managers' evaluations have been impacted by the high use of interim appointments. The 2014-2017 Long Range Staffing Plan showed that 26 classified staff members' and one manager's evaluations were overdue. These evaluations have since been addressed. Administrative policy for hiring and evaluating the chancellor exists. The chancellor's last evaluation was completed on April 24, 2014.

SBVC is sensitive to issues of equity and diversity and tracks employment equity and diversity. Policies, practices, programs, and services are available to support the campus's diverse population. Similarly, SBVC demonstrates integrity in the treatment of its personnel and students.

Further resources available to SBVC have been generated through a Grant Development and Management Office established through a Title V grant between 2005 and 2011. Since 2011, the grants office has generated more than \$8 million to create programs and enhance instructional and support services throughout the campus. Examples of awarded grants include the USDE HSI STEM and Articulation PASS GO grant, with SBVC as lead and CSUSB as a partner; the USDE MSEIP; the HACU-Walmart grant; the Student Mental Health Campus-based Program grant; the National Science Foundation Advanced Technological Education grant for the Water Supply Technology area; and state-funded grants that renew each year for the Middle College High School (MCHS) and Applied Technology, Transportation and Culinary Arts area.

Standard III.B. Facilities

Administrative Services is the hub for campus operations and safety, and provides management and/or coordination of facilities and safety-related activities on campus, is responsible for most regulatory compliance, is a liaison to regulatory agencies governing the various aspects of facilities and safety on campus, and supervises M&O, Custodial, and Grounds services.

The Facilities Master Plan (FMP), created in 2007 and updated in 2009, will guide the development of the physical campus through 2030. The plan is broken down into three phases, with Phase I already completed. Phase II will be completed by 2020. The FMP is aligned with the strategic initiatives and the Technology Strategic Plan.

The campus has been undergoing reconstruction for over a decade. These reconstruction efforts have been funded by FEMA and the passage of general obligation bonds Measure P and Measure M (2008). All new construction is compliant with California Building Codes and is approved by the state architect. Moreover, the buildings are designed with state-of-the-art earthquake safety features. The economic downturn impacted the assessment valuation for local property values and reduced the amount of bonds that could be sold. SBVC was forced to reprioritize building projects until such time as bonds could be sold again. At this time, SBVC is focusing on ADA upgrades, the theatre renovation, a new gymnasium completion, and renovation of the Career Technical Building. A comprehensive lifecycle cost study was included during the new buildings' design stage. A full study of the total cost of ownership for the campus is currently underway. The Facilities and Safety Committee (FSC) receives facilities improvement requests as part of the program review needs assessment process. The committee prioritizes these requests, and improvements are made based on available funding. SBCCD is environmentally conscious and strives to maintain its Silver LEED rating. One area where this is evident is in the landscaping surrounding the Business Building.

The SBCCD Environment, Health and Safety Committee (EHS) provides a safety program and plan development, education programs, technical assistance, and health and safety services to SBVC. SBCCD subscribes to the Keenan Safe Colleges online safety training. The Office of Emergency Preparedness (OEP) coordinates emergency planning and earthquake/evacuation drills for the whole campus to take place in the fall and spring semesters. Campus police provide safety training. Police are located on campus. A newsletter with safety tips and police calls is distributed monthly. The annual campus security report is available in print and online. SBCCD maintains adequate insurance coverage and is subject to risk management inspections and reporting.

Standard III.C. Technology

SBCCD and SBVC have focused on integrating technology planning. In keeping with the SBCCD mission and board imperatives, the District has established the Technology and

Educational Support Services (TESS) Department. TESS oversees technology needs, and SBCCD computing services are no longer contracted out. SBVC has centralized technology resources and personnel under Campus Technology Services (CTS).

Under the direction of these two departments, campus technology has strengthened the campus infrastructure and added technology to the benefit of SBVC personnel and students. In the past few years, SBVC has made a number of improvements: free wireless Internet is available throughout the campus; the majority of classrooms are smart classrooms; student e-mail was migrated to Gmail; and online systems have been established so students may apply to SBVC, register, apply for financial aid, and make appointments for tutoring or counseling services online. Many of these technology improvements were funded by a USDE Title V grant. SBVC has recently begun using the registration waitlist feature. Currently, SBVC is in the process of upgrading to the Microsoft 365 Cloud platform. CTS has saved money by centralizing printing and copier services. Computers throughout campus are upgraded on a five-year rotation.

DE is guided by the Online Program Committee, Technology Committee, and supported by TESS. The Blackboard course management system (CMS) is maintained by SBCCD. The Online Program Committee webpage includes comprehensive information about teaching and learning in an online environment. Professional development provides further Blackboard training for faculty. Flex-day activities and professional development workshops offer technology training for all campus personnel. There is a centralized help desk to provide assistance to students, faculty, and staff with Blackboard, e-mail, WebAdvisor, registration, and other SBVC services.

CTS has established and assesses SAOs. CTS and TESS are subject to SBVC and SBCCD Program Review processes.

Standard III.D. Budget

The budget process begins each January with the release of the governor of California's preliminary budget. Budgeting at SBCCD and SBVC follows a calendar approved by the Board of Trustees and is compliant with Title 5 of the CCR, the *California Budget and Accounting Manual* (BAM), best practices of the Government Finance Officers Association (GFOA), and the fiscal policies set forth in Board Policy Chapter 6. Campus short- and long-range budget planning is tied to the SBVC mission and Strategic Plan and integrated with other campus plans and processes at all levels: department, division, administration, Budget Committee, program review needs assessment, and funding of emerging and emergency needs. Contractual agreements are also consistent with the SBVC mission and Strategic Plan.

SBVC receives unrestricted general funds via the SBCCD resource allocation model (RAM). State budget cuts have reduced campus funding. Accordingly, caps in FTES have been strategically reduced, and expenses have been adjusted to match revenues. The Board of

Trustees has set the fund balance minimum at 15 percent of general fund expenditures, while the state has a 5 percent minimum requirement. This strategy, along with two supplemental executive retirement plan (SERP) retirements and a soft hiring freeze allowed SBVC and SBCCD to weather the budget challenges of recent years. It is notable that SBVC was able to weather the recent economic downturn with no layoffs, which can be attributed to prudent fiscal management by SBCCD.

SBCCD engaged a third party, the College Brain Trust (CBT), to conduct a review of the internal RAM established in 2010. The purpose was to determine whether there were inherent weaknesses in the model that had an adverse impact and if there were ways the model could be made better. Further, the scope of the engagement included a review of how the resources were being utilized at the colleges to see whether CBT might have recommendations to improve upon that.

SBCCD and SBVC conduct financial matters with integrity. SBCCD utilizes Financial 2000 software for budget control. Negative fund balance reports are generated every month. There are checks and balances in place for all budgetary and purchasing processes; for instance, budget transfers require approval prior to the completion of the transaction. SBCCD has a strong reserve, and SBVC currently has a healthy fund balance. SBCCD and SBVC have sufficient funds for other post-employment benefits (OPEB) and debt management. Liability and property damage insurance is covered through the Statewide Association of Community Colleges (SWACC) and administered through a third-party vendor. SBCCD and SBVC undergo annual outside audits, and there have been no audit exceptions in the past two years. SBVC regularly provides oversight documentation to external funding agencies and has oversight of financial aid and the SBVC Foundation.

The SBVC Budget Committee advises on planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions. The Budget Committee chair reports on the fund balance at each College Council meeting.

SBCCD and SBVC maintain transparency in budget operations. Audit results are posted on the SBCCD website. The chancellor and SBVC president regularly address budget matters on opening day, disclosing the budget allocation model, developmental budget for SBVC, budget deficits and/or fund balance, and funding of prioritized needs assessment items. The SBVC president held two forums on campus funding and budgets in spring 2014. The CBT report on the budget allocation model was openly distributed to the entire campus, as were the chancellor's and District Budget Committee's (DBC's) responses to the CBT recommendations.



Standard IV: Leadership and Governance

Standard IV.A. Decision-Making Process

SBVC integrates planning, processes, and dialogue well. The mission, EMP, and Strategic Plan are central to all other plans and processes on campus; for instance, the technology, enrollment management, and student equity plans; and outcomes, program review, and curriculum processes. The SBVC Planning Model, currently under review, is representative of campus planning processes.

Campus dialogue takes place through formal committee and collegial consultation structures as outlined in AP2225, and through informal meetings, workshops, and forums. The College Council is the primary collegial consultation committee with representation from Classified and Academic Senates; CSEA; Office of Research, Planning and Institutional Effectiveness; co-chairs of Curriculum, Program Review, ASLO, and Technology Committees; the president and vice presidents; and student government. Campus plans, changes to board policies and administrative procedures, and changes to local practices are all vetted through the College Council, Academic and Classified Senates, and other interested committees. The communication flow chart is representative of how information flows and dialogue takes place on campus. Campus constituencies have representation at the district level by participating in SBCCD committees such as District Assembly, DBC, and Distributed Education and Technology Services Committee.

Campus leadership, governance, and planning are evaluated through the campus climate survey, the committee evaluation survey, the strategic initiatives, learning outcomes, and program review processes.

Standard IV.B. Board and Administrative Organization

The Board of Trustees, comprising seven elected members and two student members, ensures that the mission of the SBCCD, which is “to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world,” is achieved. The Board of Trustees engages in current and long-range education planning. The Board of Trustees maintains and reviews the board policies and administrative procedures that guide all aspects of SBCCD and SBVC functions. The Board of Trustees is responsible for the hiring and evaluation of the District chancellor and delegates operation authority to the chancellor. The Board of Trustees is in regular communication with the SBVC campus through board meetings and through SBCCD and SBVC governance structures as outlined in BP/AP2045 and AP2225. The Board of Trustees is informed of campus performance on institution-set standards and is informed on and involved in accreditation processes.

SBVC administration has experienced a high turnover rate and numerous interim appointments. SBVC has successfully relied on dedicated faculty and staff, as well as strong planning and collegial consultation processes, to maintain campus educational standards and services during this period. Campus leadership was stabilized in the 2013-2014 academic year when all vice presidential positions were filled with permanent appointments, and a long-term interim president who has a history of service to SBVC was appointed.

The SBVC president reports directly to the chancellor and works through the College Council on strategic planning, issue management, budget expenditures, and communication. The president delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with collegial consultation processes. The president ensures that all statutes, regulations, and board policies are implemented and work in accord with the SBVC mission and values.

SBCCD supports the fiscal, business, human resources, facilities, and technology needs of SBVC. SBCCD's organization chart clearly delineates and communicates the operational responsibilities and functions of the District. All SBCCD services are regularly evaluated using the District Program Review process. SBCCD receives evaluative data from the satisfaction surveys sent out to the populations it serves. SBCCD plans are integrated with SBVC and include assessment and self-evaluation components. Communication with SBVC takes place through the collegial consultation processes established in BP/AP2045 and AP2225.

SBCCD has similarly experienced turnover at the administrative and classified levels, particularly within Human Resources, which has limited the support services provided by Human Resources, particularly in the areas of employee evaluations and hiring. The majority of evaluations are now up to date, hiring priorities have been established, and additional full-time and temporary staff have been brought on board to expedite hiring.

SBCCD's budget allocation model allocates district apportionment to SBVC. SBVC receives approximately 70 percent of District funds and is assessed approximately 70 percent of the cost of District operation. SBCCD commissioned the CBT to conduct a study of the District's budget allocation model in 2013-2014. CBT's recommendations were collegially reviewed. The recommendations will be studied and implemented. SBCCD expenditures are independently audited.



SELF-EVALUATION ORGANIZATION

SBVC Accreditation Self-Evaluation

Accreditation Liaison Officer: Dr. Haragewen Kinde, *Vice President of Instruction*
Self-Evaluation Faculty Chair: Dr. Celia Huston, *Professor, Library and Learning Support Services*
Distance Education: Dr. Julius Jackson, *Professor, Philosophy and Religious Studies/Online Program Committee Co-Chair*

Standard I: Instructional Mission and Effectiveness

I.A. Mission and

I.B. Institutional Effectiveness

Co-Chairs:

Dr. Haragewen Kinde, *Administrator, Vice President of Instruction*
Dr. Jeremiah Gilbert, *Faculty, Mathematics, Academic Senate President*

Committee Members:

Corrina Baber, *Classified, Schedule/Catalog Data Specialist, Instruction Office*
Henry Hua, *Dean, Mathematics, Business and Computer Information Technology*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*
Patricia Rossman, *Faculty, Physical Education and Athletics*

Standard II: Student Learning Programs and Services

II.A. Instructional Services Co-Chairs:

Dr. Kay Weiss, *Dean, Arts and Humanities*
Dr. Horace Alexander, *Associate Professor, English*

Committee Members:

Algie Au, *Assistant Professor, Biology*
Joan Backey Murillo, *Faculty, Biology*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*

II.B. Student Services Co-Chairs:

Dr. Ricky Shabazz, *Administrator, Vice President of Student Services*
Dr. Paula Ferri-Milligan, *Professor, English*

Committee Members:

Dr. Ailsa Aguilar-Kitibutr, *Professor/Counselor*
Rose King, *Classified, Tutorial Coordinator, Student Success Center*
Cindy Parish, *Articulation/Counselor, Counseling (Retired)*
Marco Cota, *Dean, Counseling*
Gina Curasi, *Faculty/Counselor*
Timothy Forrest, *Student*
Paula Venegas Alvarez, *Student*

II.C. Library and Learning Resources

Co-Chairs:

Dr. Ricky Shabazz, *Administrator, Vice President of Student Services*
Dr. Celia Huston, *Professor, Library and Learning Support Services*

Committee Members:

Sue Crebbin *Assistant Professor, Physical Education and Athletics*

Ginny Evans-Perry, *Assistant Professor, Library and Learning Support Services*
Patti Wall, *Associate Professor, Library and Learning Support Services*

Standard III: Resources

III.A. Human Resources Chair:

Dr. Susan Bangasser, *Dean, Sciences*

Committee Members:

Angela Grotke, *Classified, Secretary I, Social Sciences, Human Development and Physical Education*
Guy Hinrichs, *Associate Professor, Applied Technology, Transportation and Culinary Arts*
Sarah Miller, *Classified, Laboratory Technician, Biology*
Nori Sogomonian, *Associate Professor, Modern Languages*

III.B. Physical Resources Chair:

Scott Stark, *Administrator, Vice President of Administrative Services*

Committee Members:

Elaine Akers, *College Nurse, Student Health Services*
Sarah Miller, *Classified, Laboratory Technician, Biology*
Dr. Susan Bangasser, *Dean, Sciences*

III.C. Technology Resources Chair:

Rick Hrdlicka, *Director, Campus Technology Services*

Committee Members:

David Bastedo, *Professor, Biology*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*

III.D. Financial Resources Chair:

Scott Stark, *Administrator, Vice President of Administrative Services*

Committee Members:

Girija Raghaven, *Classified, Accountant, Grant Development and Management*
Dr. Ed Millican, *Dean, Social Sciences, Human Development and Physical Education*
Dr. Celia Huston, *Professor, Library and Learning Support Services*

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and

Processes Chair:

Algie Au, *Assistant Professor, Biology*

IV.B. Board and Administrative Organization

Committee Members:

Dr. Gloria Fisher, *Administrator, Interim President*
Dr. Horace Alexander, *Associate Professor, English*
Christie Gabriel-Millette, *Research Analyst, Research, Planning and Institutional Effectiveness*
Albert Maniaol, *Interim Dean, Applied Technology, Transportation and Culinary Arts*
Girija Raghaven, *Accountant, Grant Development and Management*
Cassandra Thomas, *Laboratory Technician, Chemistry*

Additional Resources for all Standards

Dr. James Smith, *Dean, Research, Planning and Institutional Effectiveness*

Sharen Chavira, *Administrative Secretary*

Dr. Kathleen Rowley, *Director, Grants Development and Management*

Nicole Williams, *Administrative Curriculum Coordinator, Instruction Office*

Dena Peters, *Administrative Secretary, Accreditation Committee*



Self-Evaluation Timeline

SBVC has actively engaged in the self-evaluation process, working collaboratively with faculty, staff, and administration. Accreditation is overseen by the ASLO Committee under the direction of the VPI and the lead accreditation faculty. The ASLO Committee is composed of the accreditation liaison officer, at least one faculty member from each division, and other interested faculty, administrators, staff, and students.

After completing the follow-up report in 2010 and the midterm report in 2011, SBVC began preparing for the 2014 self-evaluation during the spring 2012 semester. As part of the charge of the ASLO Committee, to prepare the campus accreditation self-study, to follow up on implementation of accreditation recommendations, and to prepare any follow-up reports or

documentation, the committee met regularly to discuss, review, and educate the College on accreditation and SLO topics.

During the spring 2012 semester, Accreditation Standard chairs and membership, which included representatives from administration, faculty, classified staff, and students, were finalized. The outline below presents the process and timeline followed in preparing for the 2014 self-evaluation.

Dates	Activities
October 2008	Visit of last Accreditation Team.
January 2009	Received Reaffirmation of Accreditation letter with a requirement that SBVC complete a follow-up report.
October 2010	Submitted follow-up report addressing Team Recommendations 5 and 6 and Commission Recommendation 1.
January 2011	Received response letter from ACCJC indicating that SBVC has resolved Team Recommendations 5 and 6 and Commission Recommendation 1 as identified in the Commission’s action letter of February 3, 2009.
October 2011	Submitted midterm report addressing all recommendations from the 2008 Self-Study as well as progress on the institutional planning agenda.
January 2012	Received response letter from ACCJC indicating that the recommendations had been addressed by SBVC and “that the College had also addressed the self-identified plans...”
March 2012	Submitted substantive change proposal: DE.
May 2012	Received response letter from ACCJC indicating approval of the substantive change proposal and commending SBVC for “providing a well written document for review that included all of the required elements for evaluating the distance education programs.”
March 2012 – May 2012	ASLO Committee met twice a month planning for 2014 self-evaluation process and formed Accreditation Standard chairs and membership. In addition, members reviewed debriefing notes from 2008 site visit.
June 2012 – August 2012	<p>In preparing for the 2014 self-evaluation, the ASLO Committee reviewed accreditation-related documents as outlined below.</p> <ul style="list-style-type: none"> • Study SBVC’s <i>2008 Institutional Self Study, Evaluation Report, Mid-Term Report, and SBVC Follow-up Report, Oct 2010</i> • Additional resources from ACCJC website: Accreditation Reference Handbook, Guide to Evaluating Institutions, ACCJC Rubric for Evaluating Institutional Effectiveness, Guide to Evaluating Distance Education and Correspondence Education, Guide to Evaluating Institutions, Manuel for Institutional Self-Evaluation, Accreditation Standards Annotated for Continuous Quality Improvement and SLOs (Jan 06), Substantive Change Manual, Team Evaluator Manual, and Introduction to the Accreditation Standards.

August 2012	Training workshop for the ASLO Committee members.
September 2012 – December 2012	ASLO Committee met twice a month reviewing standards, researching, conducting dialogue, and gathering evidence. Additional Standard-focused meetings, led by Standard chairs, were conducted.
October 2012	SBVC was the 2012 regional ACCJC training site, and members of the ASLO Committee attended this training.
November 2012	Accreditation liaison officer (ALO) and co-chair of ASLO Committee attended ACCJC training seminar at Fresno City College.
January 2013	Campuswide presentation—Countdown to Accreditation October 2014.
February 2013 – May 2013	ASLO Committee met twice a month reviewing standards, researching, conducting dialogue, and gathering evidence. Additional Standard-focused meetings, led by Standard chairs, were conducted. Acquired experiences from attending ACCJC workshops and from serving on site visit teams were shared to strengthen committee members’ knowledge of accreditation process. Accreditation-related data were presented, and self-study survey questions were compiled and reviewed. Standard chairs and co-chairs submitted first draft to ASLO co-chairs April 2013. ASLO co-chairs reviewed self-evaluation status, timeline, and process and updated the ASLO Committee. Status updates were provided at Academic Senate, Classified Senate, Dean’s Cabinet, College Council, faculty chair meetings, and President’s Cabinet.
June 2013 – August 2013	ASLO co-chairs reviewed first draft received and returned to authors to continue the work toward the production of the second Standard draft.
August 2013 – December 2013	ASLO Committee met twice a month. Additional Standard-focused meetings, led by Standard chairs, were conducted in Academic Senate and Dean’s Cabinet. ALSO hosted small-group study sessions that were open to the campus. Status updates were provided at Academic Senate, Classified Senate, Dean’s Cabinet, College Council, faculty chair meetings, and President’s Cabinet. Standard chairs and co-chairs submitted second draft to ASLO co-chairs.

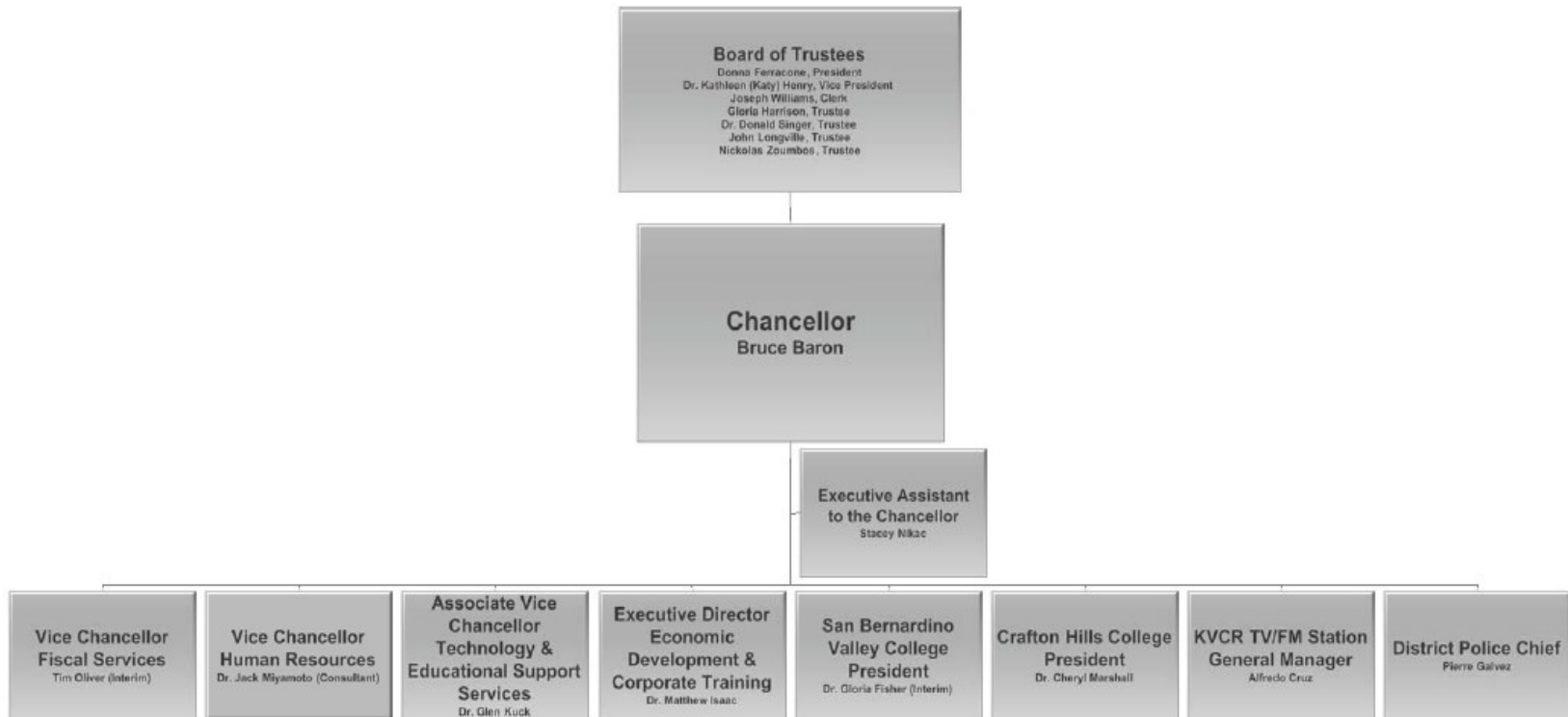
December 2013 - January 2014	ASLO co-chair prepared second Standard drafts for review by campus editor in preparation for all campus forums.
January 2014	Submitted substantive change proposal: DE.
February 2014	ALO and co-chair of ASLO Committee attended ACCJC training seminar workshop at Rio Hondo College.
February 2014 - March 2014	<p>Conducted weekly campuswide forums to provide status update and to solicit feedback on each Standard.</p> <p>Forums were organized as follows: introduction of the Standard, highlight SBVC's activities regarding the Standard, shared evidence gathered, asked the question: Does SBVC meet the standard? Solicited additional examples & evidence for furthered exploration.</p>
March 2014	Received response letter from ACCJC indicating approval of the substantive change proposal and commending SBVC for "preparing a thorough, well written proposal for review demonstrating the careful thought and planning for this change."
April 2014	<p>ASLO co-chairs and Standard chairs worked toward the production of the board draft of the self-evaluation report.</p> <p>Accreditation board study session and status update on draft of self-evaluation report.</p>
May 2014 - June 2014	<p>Final draft of self-evaluation report disseminated to campus for feedback.</p> <p>Prepared final self-evaluation report for board approval.</p> <p>Self-evaluation report submitted to editor and then for publication.</p>
July 2014	Self-evaluation report sent to ACCJC
September 29, 2014	ACCJC site visit



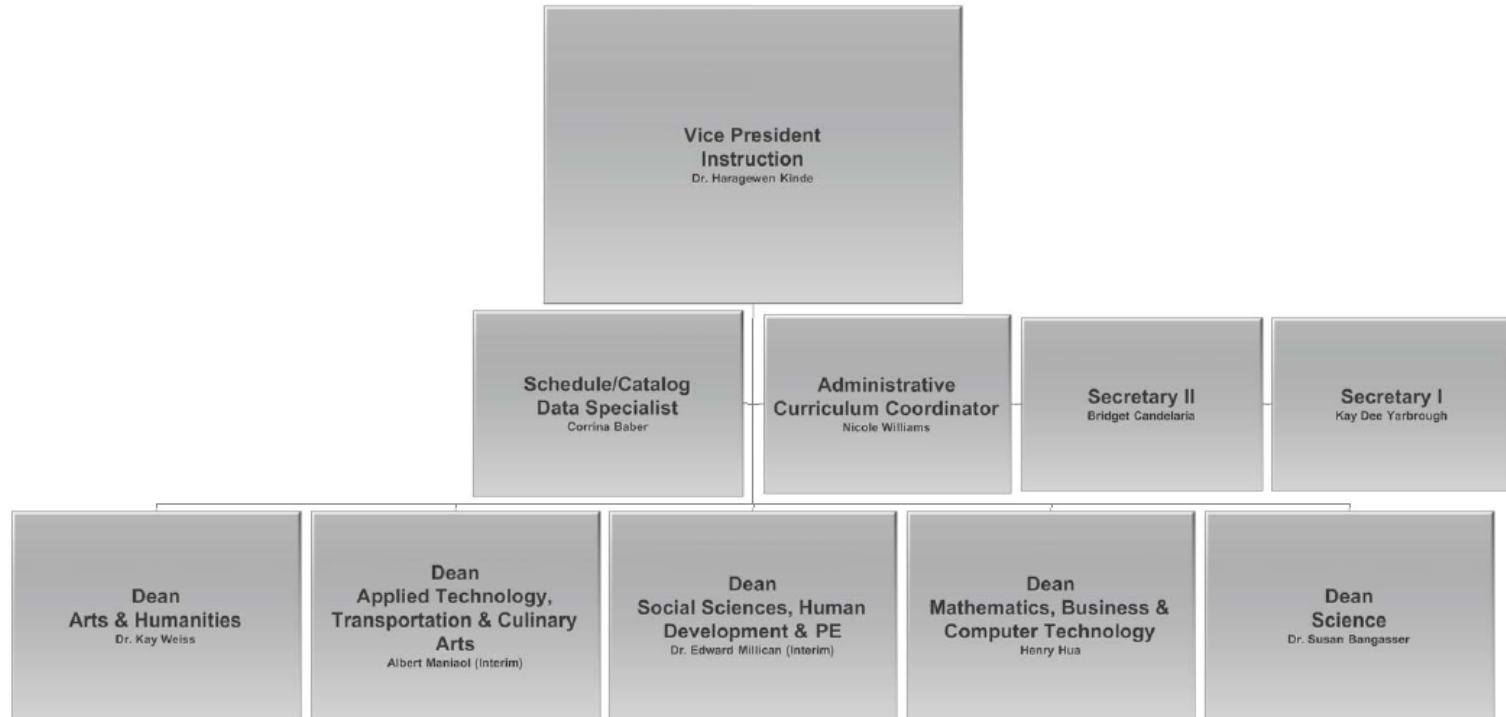
ORGANIZATION OF THE INSTITUTION

San Bernardino Valley College Organizational Charts

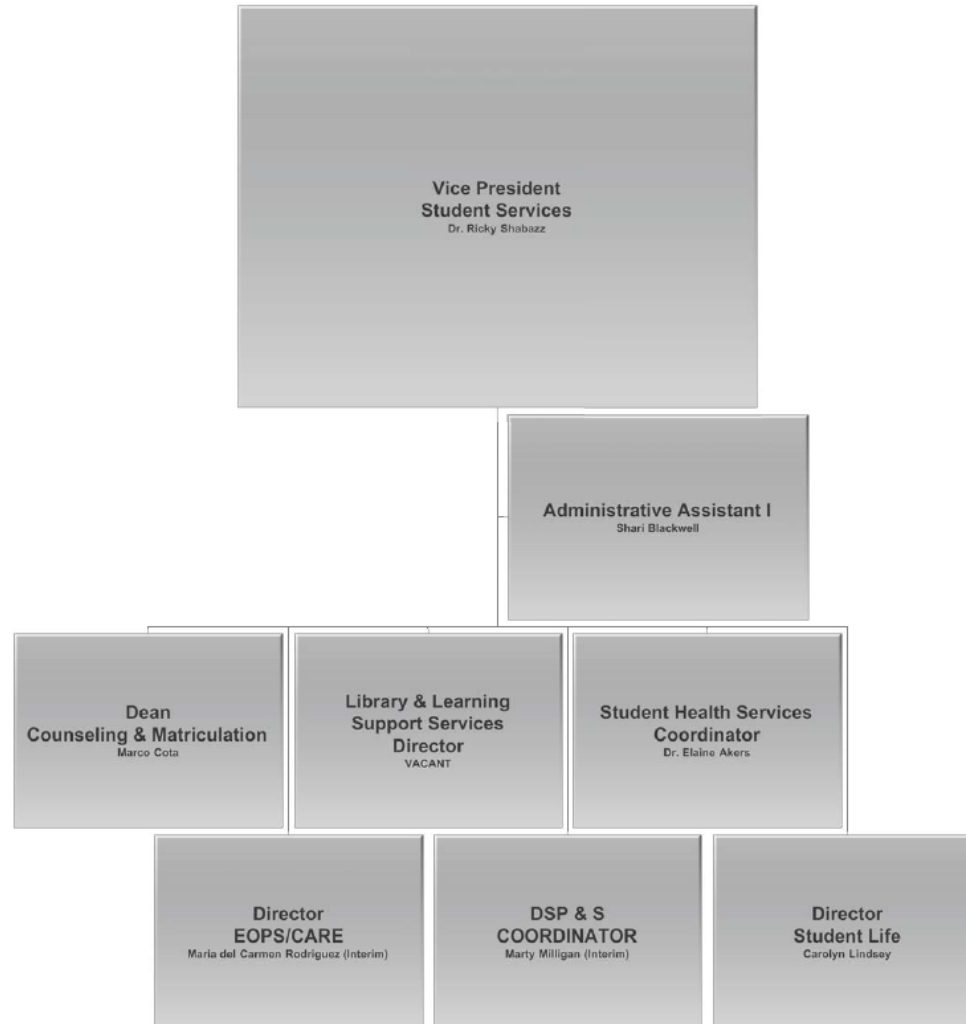
SBCCCD Board of Trustees



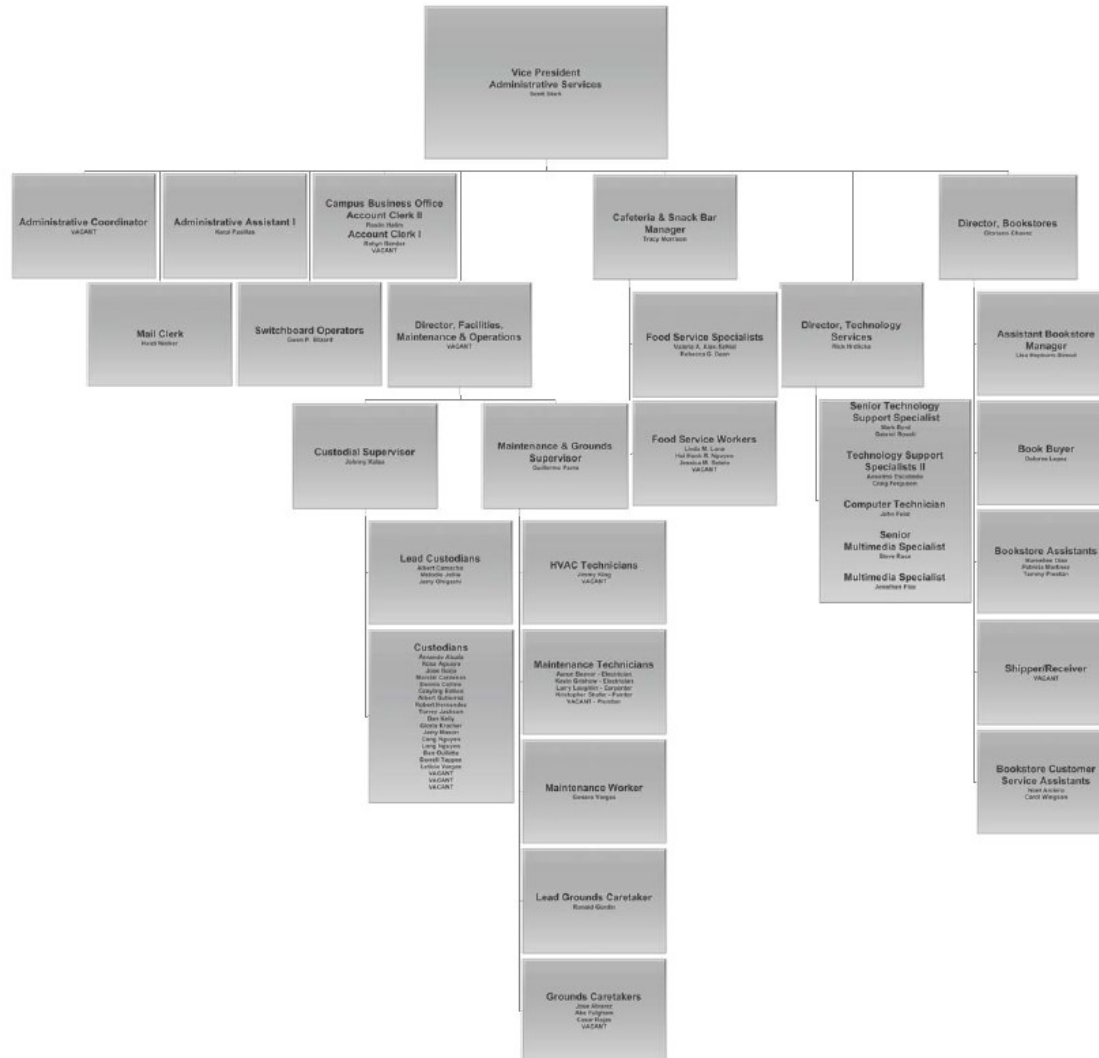
SBVC Vice President of Instruction



SBVC Vice President of Student Services



SBVC Vice President of Administrative Services



SBCCD FUNCTIONAL MAP

The development of the functional map for SBCCD was done collegially between the SBVC ASLO Committee, CHC accreditation representatives, and the SBCCD offices.

The SBCCD functional map is intended to demonstrate how the two colleges (SBVC and CHC) and SBCCD delineate roles and responsibilities by function. The colleges remain generally autonomous in providing educational programs, student support services, staff development, and most ancillary functions.

The development of the functional map began in February of 2014 through collaborative work among representatives from SBVC, CHC, and SBCCD. An initial review of the two functional map models was done by the ASLO Committee, and the committee chose to use the functional map in a table format. The committee worked together to make a preliminary determination on the primary, secondary, or shared responsibility of SBVC and SBCCD functions.

A subcommittee of ASLO leadership met with accreditation leadership from CHC to compare functional maps. Collegial discussion ensued when the two campuses' views on SBCCD's role and responsibility differed. In some instances, the subcommittee reached agreement on SBCCD's responsibility and made the necessary changes, which were ratified by the committee. In other instances, the subcommittee members took CHC's views back to the ASLO Committee for further discussion and final determination.

After sharing revisions with the ASLO Committee, to complete the process, members from both colleges met with representatives from the District office (vice chancellor of fiscal and business services, representative of the vice chancellor of human resources, and associate vice chancellor of technology and educational support services). The final document was shared with the ASLO Committee, and the development of the functional map was completed in April 2014. The indicators that depict the level and type of responsibility are as follows:

- P:** Primary responsibility (leadership and oversight of a given function including design, development, implementation, assessment, and planning for improvement).
- S:** Secondary responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).
- SH:** Shared responsibility (SBCCD and SBVC are mutually responsibility for the leadership and oversight of a given function, or they engage in logically equivalent versions of a function—SBCCD and SBVC mission statements).

Standard I: Institutional Mission and Effectiveness

A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	P	S
3. Using the institution’s governance and decision-making process, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution’s mission is central to institutional planning and decision making.	P	S

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
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. Evaluation is based on analyses of both quantitative and qualitative data.	P	S

4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

Standard II: Student Learning Programs and Services

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.	P	S

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: General Information, Requirements, Major Policies Affecting Students, Locations or Publications Where Other Policies May Be Found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measure in order to improve the effectiveness of the services.

	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	SH	SH
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

B. Physical Resources		
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.		
	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S

C. Technology Resources		
Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, collegewide communications, research, and operational systems.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH

D. Financial Resources		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.		
	College	District
1. The institution mission and goals are the foundation for financial planning.	P	S

2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
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.	P	S

Standard IV: Leadership and Governance

A. Decision-Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative process are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making process. The policy specifies the manner in which individuals bring forward the ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission Standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
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. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communication expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P



Responses to Recommendations From the Most Recent Comprehensive Evaluation

The Focused Follow-up Report, submitted in October 2010, provided SBVC's response based on Team Recommendations 5 and 6 and on Commission Recommendation 1 from the 2008 Self-Study and visit. The Accreditation Midterm Report, submitted in October 2011, chronicled the progress made to address all recommendations of the 2008 Self-Study. The Commission noted in its February 1, 2012, letter to SBVC that both the recommendations made by the comprehensive evaluation team and the self-identified plans for improvement, which were included in the SBVC Self-Study Report, had been addressed.

The following section outlines each recommendation from the SBVC 2008 Accreditation Self-Study and provides details regarding how SBVC has addressed the recommendations.

Team Recommendation 1: Educational Master Plan

The team recommends that the college enhance its strategic plan with a focused educational master plan that encompasses program review and the elements of instructional, student services, technology, and facilities planning. (Standards IB1-7; Standard IIA2; Standard IIB4; Standard IIC2; Standard IID1,2,3)

In the spring of 2009, the development of a campus EMP (0.12) was initiated in an effort to sustain a culture of accountability and integrated planning. The purpose of the plan was to

- Provide clear direction for planning basic skills, transfer, career, and technical education.
- Fulfill the College's own 2008 Accreditation Self-Study planning agenda.
- Integrate educational program planning with the College's strategic planning.
- Integrate educational program planning with the College's facilities master planning.
- Maximize value of College educational programs for the community.
- Expand knowledge of programs to stakeholder constituencies.
- Promote the College's strengths to the community.

Over the next eight months, the plan was developed through regular meetings, campuswide planning events, and workshops. Data were generated through the Office of Research, Planning and Institutional Effectiveness, which were provided to committee members and faculty chairs. Faculty from each department and/or discipline met to assess the data, identify goals, and develop action plans.

During fall 2009, the Program Review Committee evaluated its processes with a goal to develop a streamlined process that incorporated existing data. The EMP became the pivotal document to be utilized within the program review process. Program summaries in the EMP became the core of the program efficacy documentation. These documents include data for student success and productivity, as well as a synopsis of strengths, weaknesses, and goals. The Program Review Committee utilizes these summaries as building blocks for in-depth analysis of programs.

At an in-service day in January of 2010, SBVC hosted a workshop that provided divisions and departments time to evaluate program summaries and identify themes. During the next year, the EMP Committee met to develop the final, coordinated plan, which was published in September of 2010. This plan contained economic data, enrollment data, and program summaries for each area (administrative, instruction, and student services) organized by department. These summaries, known as the EMP one-sheets have been integrated into the program review process.

Team Recommendation 2: Publish Documents in Alternative Languages

In order to improve, the team recommends that the college assess the need to publish its most important documents (e.g. catalogs, schedules, etc.) in the major languages of the communities it serves. (Standard IIB2)

In response to the team's recommendation and the College's own planning agenda, SBVC has produced a select number of key documents (or portions of documents), information items, and brochures in Spanish. Following discussions with faculty and administrators and dialogue with her cabinet, the president made decisions regarding which documents should be translated. She determined that information that was critical to an understanding of how to become a student and information about SBVC in general should be translated into Spanish. Since 2008, many of these items have been printed and reprinted in Spanish. These materials have become key tools for the Outreach and Recruitment team as they communicate admissions policies and procedures.

Beginning in fall 2008, the president's "Campus Welcome," in both the College Catalog and the schedule of classes, has been printed in both English and Spanish. Brochures are available in Spanish in the Admissions and Records Office as well as the Counseling Office, detailing the add/drop processes. Brochures outlining financial aid information in Spanish have also been developed. The Public Information Office has also produced documents intended to promote information and interest within the Spanish-speaking community (0.14)

Team Recommendation 3: Develop a Plan for Appropriate Assessment Instruments

In order to meet the standards, the team recommends that appropriate assessment instruments be developed to enhance student access, and student success. The issue of the effective delivery and overall efficacy of assessment appears most problematic with regard to off-site locations and distance education. (Standard IIB3e)

In response to the team's recommendation and SBVC's own planning agenda, the Office of Institutional Research conducted a study in 2008-2009 that explored assessment tests used at SBVC, including a set of four locally developed math tests, a locally developed English

essay test, and the Compass Reading Test. In addition, the Accuplacer instrument was examined and compared to the tests in use at the time to determine their efficacy.

The study revealed trends toward higher student success for students placed using the Accuplacer versus the existing instruments. As a result, recommendations to adopt Accuplacer as SBVC's placement instrument for English, math, reading, and English as a second language (ESL) were accepted by the College Council. Since 2009-2010, SBVC has used Accuplacer for student placement into math, English, and reading courses. Faculty in these disciplines work with the Office of Institutional Research and the Matriculation Office to refine cut-scores.

Accuplacer has proven to be portable and has provided the opportunity to effectively facilitate assessments for students at high school orientations and Big Bear site orientations. Additionally, sample tests are available through WebAdvisor (Assessment Study, 2009).

Team Recommendation 4: Record Retrieval and Destruction

To meet the standards, the team recommends that the college establish a procedure for the storing, retrieval and destruction of records in all offices. (Standard IIB3b, f)

In an immediate response to the team recommendation, BP3310 was developed to address the retention and destruction of college records. BP3310 authorizes the chancellor to establish a process for the retention and destruction of records, including student records, employment records, and financial records.

In addition, in February 2009, upon the recommendation of the chancellor, the Board of Trustees approved AP3310 to further address the visiting team recommendation. This procedure outlines definitions and classifications and the manner in which various records should be filed, for how long, and in what way they should eventually be destroyed (0.15).

The Admissions and Records Office retains student records by scanning the records into Imagenow; the Class 1-permanent record (student record) is retained indefinitely, electronically. All hard copy records prior to 1981 previously housed in the Admissions and Records Office vault have been scanned by a third-party company, Viatron. The records are now available in Imagenow. Admissions and Records no longer retains any hard copy records except for SBVC degrees and certificates, which are retained for up to two years and then destroyed.

Team Recommendation 5: Student Learning Outcomes as a Component of Evaluations

In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Response to the team recommendation has required negotiation with the CTA since evaluation is contractual. In 2010, the vice chancellor of human resources began working in earnest to address this recommendation. Several successive drafts that would have added SLOs to the evaluation process were reviewed. A question asking members to reflect on the effect of SLOs on student success in their courses was included as part of the MOU. The MOU was shared at a meeting of the Academic Senate on August 18, 2010, and reviewed at the subsequent meeting on September 1, 2010.

In November of 2010, SBCCD received a *Demand to Bargain* letter from the local chapter of CTA, stating that ongoing planning and other actions by SBCCD on SLOs created a significant impact on faculty hours, working conditions, and workload. SBCCD and CTA continued to discuss the issues while the Academic Senate president argued that outcomes are an academic and professional matter and appealed for progress.

In January of 2013, agreement was reached and an MOU was signed. A component of the MOU was evaluation. The agreement reached states, "A self-reflection statement in regards to the development and assessment of SLOs shall be included in the evaluation. Furthermore, the evaluator and faculty member may voluntarily discuss the SLO process and how it was used in the improvement of instruction" (0.8).

Team Recommendation 6: District-Level Program Review, Strategic Plan, and Human Resources Plan

In order to meet the standards, the team recommends that the board of trustees and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following areas; namely:

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IVB3a, b)*
- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards IB3, IVB3g)*
- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions,*

including the monitoring, assessing and use of financial information. (Standards IB2, 4, 5, 6, IVB3b, IIC1a, c, IIC2)

- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards IIIA1b, c, IIIA6)*

Program Review

The SBCCD has established, implemented, and evaluated a systematic Program Review model for examining SBCCD functions and processes. Each District unit participates in program review every three years, with annual planning updates done during the two-year interval. The program review template for all units includes the following sections:

- Mission
- Description
- Outcomes and Other Measures of Effectiveness
- External Opportunities and Challenges
- Analysis and Evaluation
- Three to Five Year Vision
- Impact on the Colleges and the District
- Other Pertinent Information
- Goals, Objectives and Action Plans
- Resource Requests
- Progress Report on Last Cycle's Goals, Objectives and Action Plan (if applicable)
- Description of Process and Participants

Each unit establishes its own effectiveness measures, analyzes data, and sets goals and objectives. An integral part of the SBCCD Program Review process is a district operations satisfaction survey sent annually to all employees, with the results used to identify service gaps. This survey provides the campuses an opportunity to offer input into SBCCD services.

District Strategic Plan

The SBCCD Strategic Planning Committee was formed in October of 2009. The committee is composed of faculty, administrators, classified staff, and student representatives from the colleges and SBCCD sites. The initial plan was drafted based on review and discussion of EMPs, the board imperatives, the CCCS Strategic Plan, environmental scan data, and other relevant information. SBCCD completed and revised its Strategic Plan, which is composed of six strategic directions and 12 strategic goals. It is fully aligned with both college EMPs. The chancellor gave a presentation to the faculty and staff at the fall 2011 in-service day, summarizing the alignment of the college plans with the District Strategic Plan (0.9).

For 2010-2011, the Strategic Planning Committee's charge was to monitor implementation of the Strategic Plan and to incorporate revisions. KVCR and Economic Development and Corporate Training (EDCT) were also incorporated into the plan's goals and objectives.

Planning at the District level has continued, and the most recent draft includes research findings and data from a new environmental scan, prepared in 2013. A summary of the committee's progress was presented to the Board of Trustees at the April 10, 2014, board meeting (0.10).

Strategic Plan for Technology

SBCCD has developed a coordinated strategic plan for technology, which is aligned with SBVC's plans. In order to become more responsive to campus needs, SBCCD's TESS has undergone significant changes. A structural reorganization was completed, which involved the elimination of outsourced management and technical roles. The governance model now includes six collegial consultation committees, which ensure that all constituents have input into the technological priorities of the District. These committees are the TESS Executive Committee, Technical Infrastructure Committee, District Applications Work Group, Web Standards Committee, and two College technology committees.

SBCCD's Technology Strategic Plan was developed through a collegial process and is aligned with college plans. It has been implemented, and accomplishment of objectives is monitored via the TESS Executive Committee (0.16).

Development of a Long-Range Human Resources Plan

In fall 2009, the SBCCD Human Resources Office began work on a long-range plan designed to assist the colleges in planning and prioritizing full-time hiring needs, which is now called the staffing plan. Several sample documents were reviewed. The contents include a description of the hiring and evaluation processes, also found in board policies and administrative procedures; current workforce demographics; historical staffing ratios; faculty loads; turnover rates; retirement projections; compliance information, such as full-time faculty obligation and the 50 percent law; and three measureable objectives to address districtwide needs.

In 2011, the staffing plan was updated with new data, though not all data were available at the time of the revision. As the economy and enrollment management needs changed, the plan was determined to need revisiting. Large turnover in Human Resources has delayed this process. In 2013, the CBT was contracted to create a long-range staffing plan for SBCCD. The completed plan was presented to the District in April 2014 (0.17).

Commission Recommendation 1

The district's resource allocation process needs to be clarified and communicated to both colleges within the district.

In October of 2009, a Resource Allocation Committee (RAC) was formed with representation from the colleges, the District office, EDCT, KVCR, and other constituency groups. This committee was charged with developing a transparent model for the allocation of funds to District entities. After reviewing other district models and best practices, the

RAC recommended guiding principles for the SBCCD model. In February 2010, a draft of the RAM was reviewed by the committee and feedback was requested from the campuses. After incorporating this feedback, the final version of the RAM was approved by the committee in May 2010 and utilized for developing the fiscal year 2010-2011 budget.

In Fall 2010, a DBC was formed and charged with the responsibility to review the model and to make recommendations regarding districtwide budget development processes (0.11).

In 2013-2014, the RAM was again reviewed and the District determined that it needed to gather information to help ensure that all District entities have the funding necessary to meet their goals. The Chancellor's Cabinet and the DBC have been exploring resource allocation issues. A community college consulting group, the CBT, was engaged in 2013 to conduct a thorough study of the RAM and other critical fiscal issues. Upon receipt of the study, the Chancellor's Cabinet and the DBC reviewed the consultants' recommendations and are considering ways to effectively update the RAM process (0.18, 0.19).

Evidence

- 0.1 Link to College Mission Statement
- 0.2 Link to Strategic Initiatives
- 0.3 AP4108
- 0.4 Curriculum Handbook
- 0.5 Blackboard Portal
- 0.6 Office of Research, Planning and Institutional Effectiveness Reports
- 0.7 WCET
- 0.8 Memorandum of Understanding between SBCCD and California Teachers Association Regarding SLO Assessment spring 2013.
- 0.9 Chancellor's Presentation to Campuses fall 2011
- 0.10 College Brain Trust SBCCD 2014-2017 Staffing Plan
- 0.11 AP2225
- 0.12 Educational Master Plan
- 0.13 Strategic Plan
- 0.14 Foreign Language
- 0.15 BP/AP3310
- 0.16 District Technology Plan
- 0.17 Minutes from Board of Trustees April 10, 2014 Meeting
- 0.18 College Brain Trust Report on Resource Allocation
- 0.19 District Budget Committee Minutes



STANDARD I

Mission and Institutional Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Summary

SBVC’s mission statement—“San Bernardino Valley College provides quality education and services that support a diverse community of learners”—clearly defines the purpose of the College. It also states SBVC’s commitment to quality in programs and services intended to assist students. SBVC’s student population is diverse in many ways: age, gender, ability, race, ethnicity, and proximity to the College. The mission encourages programs to embrace this diversity while demanding quality in all they do.



SBVC is located in an urban neighborhood. It is identified as an HSI. Sixty-two percent of SBVC’s students are Hispanic (see Figure 1). Though SBVC currently has about 20 percent of its seats assigned to online and hybrid courses, the latter being courses that include face-to-face as well as online interaction, almost all students live within the “local footprint” of the College (Map 1). According to assessment results, 74 percent of the students are unprepared for college-level work in math and English when they enter (see Tables 7 and 8). As a result, SBVC devotes extensive resources to basic skills acquisition and to student support services, such as tutoring and SI. The campus is located adjacent to ZIP codes that are among the lowest achieving K-12 systems in the state (Table 4; 1.1).

SBVC has instituted several processes to foster commitment to student learning. The Office of the VPI has implemented a process for compiling assessment data on the achievement of

student learning for every section of every course offered, and evaluating the data on a three-year cycle that was developed by the ASLO Committee and approved by the Academic Senate (1.2). SBVC's Professional and Organizational Development Office and ASLO Committee have instituted a program for faculty development in support of identifying strategies for assessing course, program, and institutional outcomes on an ongoing basis (1.3). The Curriculum and Program Review Committees continuously review courses, certificates and degrees, and programs for quality, currency, and accuracy (1.4, 1.5). The campus mission is the foundation for the SBVC Strategic Plan (draft) 2014-2019 (Strategic Plan; 1.1), which defines the six strategic initiatives for growing and improving the campus: access, student success; communication, climate and culture, leadership and professional development, effective evaluation, and accountability and facilities.

1.A.1. The institution established student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

Each year, the SBVC College Council revisits the issue of the mission of the College. The College Council is composed of the president, the vice presidents, the chairs of all the collegial consultation committees of SBVC, representatives from the Academic and the Classified Senates, and a representative from the student body. The annual examination of the mission is done at the highest level and with wide representation from the College community (1.6). In addition, the mission is examined in a broad context, connected with SBVC's vision and values.

Prior to the review of the mission by the College Council, it is regularly examined by the collegial consultation committees and other groups on campus. For example, the Online Program Committee, the committee responsible for oversight of SBVC's DE programs, regularly asks if developments in DE have an impact on the mission of the College. The recent substantive change proposals (2012 and 2014) submitted to the ACCJC by SBVC included this statement: "The college will continue to monitor how it communicates its mission and how courses and programs approved for Distance Education [DE] delivery support and further that mission" (1.7, 1.8). For example, if SBVC were to participate as a "teaching college" in the newly evolving statewide consortium for online education, that might trigger a reexamination of the mission, vision, and values of the College. That reexamination, if it were to happen, would necessarily be comprehensive. The Online Program Committee reports to the Academic Senate and works in coordination with the District DECC. In sum, SBVC holds periodic, ongoing, and systematic discussions regarding the relevance of the mission statement to student learning.

The mission, vision, and values statements (1.9) provide the basis and context for integrated strategic planning and the implementation of programs and services. For example, the mission serves as the starting point of many documents such as the SBVC Strategic Plan 2008-2013 and the draft SBVC Strategic Plan 2014-2019 (hereafter referred to collectively as Strategic Plans; 1.1), EMP (1.10), FMP (1.11), and Technology Strategic Plan (1.12), to

name a few. These plans are regularly reviewed and updated. The SBVC Planning Model was reviewed and updated in spring 2013 and approved by collegial consultation groups in fall 2013. The EMP one-sheets were updated in 2013-2014 with the 2012-2013 data and made accessible for editing. Deans were asked to distribute information to faculty, who were to update the EMP one-sheet narrative section by October 2013 (1.13). The comprehensive academic and vocational programs, along with a variety of opportunities for cocurricular student learning opportunities, begin with the mission of SBVC.

A review of the demographics of SBVC based on race, gender, and socioeconomic background (Figures 1-4) demonstrates that the campus indeed serves a diverse community of learners. The population of SBVC is a reflection of the community, with many ethnicities and economic backgrounds and a broad range of age groups.

Table 14. *College Diversity, Fall 2013*

Diversity	Percentage
Ethnicity	
Hispanic	62%
White	15%
Asian	4%
Native American Indian	1%
African American	14%
Filipino	1%
Pacific Islander	1%
Other	2%
Gender	
Male	45%
Female	55%
Economic background	
Low income	72%
Remedial math, English, reading	98% (fall below on one of the three)
Average age	28 years

SBVC is becoming more diverse with a population that averages 28 years in age and reflects the changing demographics of the community and the state.

Curriculum, matriculation, and the mission. To enhance student learning at SBVC, standing committees, such as the Curriculum Committee, meet weekly to ensure that the courses and programs offered at SBVC are consistent with the mission of the community colleges as established by the legislature in California Education Code Section 66010.4. Curriculum is an academic matter, so the Curriculum Committee is authorized by the Academic Senate to make recommendations about the curriculum of SBVC, including approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, review of degree and certificate requirements, approval of prerequisites and corequisites, and

assessment of curriculum as needed. In accordance with Title 5, Section 55003, prerequisites and corequisites are reviewed and/or established through SBVC's process of content review at least once every six years, except for CTE courses or programs, which must be reviewed every two years. The Curriculum Committee is composed of the VPI and one other manager, a curriculum faculty chair appointed by the Academic Senate, the articulation officer, faculty members from each division as recommended by the Academic Senate, and an Instruction Office staff member to serve as resources to the committee (1.14). The Curriculum Committee works together with discipline faculty, making it a collaborative effort to ensure that the courses and programs offered at SBVC meet the campus mission and provide quality education and services that support a diverse community of learners. In addition, the Curriculum Committee has been collaborating with departments that need to update curriculum in order to align with new Title 5 regulations regarding repeatability, and the committee is continuing to encourage the development of transfer model curricula (TMCs) and providing departments with the support needed along with aligning courses with their course identification number (C-ID). The Curriculum Committee has approved 16 TMCs (1.15).

SBVC continues to work with the CCCCCO to define a set of data elements and refine the methods of measurement to determine the extent to which matriculation services contribute to student success. New data elements have been defined for review.

DE programs at SBVC support the mission of the College. The Online Program Committee has reviewed its role in supporting the mission. It works with faculty to determine if offering courses and programs online can be done in support of the mission. It has a role in the curriculum process and works closely with faculty to ensure quality programs and services in an online environment through student satisfaction surveys, quality professional development, and peer-to-peer mentoring. DE programs at SBVC are aligned with Standard I.A. The Online Program Committee (1.16) website provides a comprehensive view of how SBVC meets ACCJC Standards and how DE relates to the SBVC mission.

Self-Evaluation

The institution meets the standard. In order to evaluate the needs of the student population and community, SBVC's Office of Research, Planning and Institutional Effectiveness has provided a substantial body of data and made it available online and in formal and informal presentations made to the campus. The office collects and analyzes data on placement tests, retention, transfers, and program review, to name a few. Additionally, the Office of Research, Planning and Institutional Effectiveness conducts regular surveys of students to determine their satisfaction regarding SBVC's quality. There is a conscious effort to use survey data for improvement of current programs.

The data analysis received from the CC Benefits software, which provides information on student success and campus efficiency, is invaluable for program review and strategic planning. The CC Benefits data are enhanced by data from an environmental scanning hub within SBCCD's Professional Development Center. Both data points are used to facilitate planning at SBVC. Additional services to support institutional planning and effectiveness,

related to research, learning, evaluation, or meeting program needs, have been made possible through software purchases such as SPSS, Nvivo, SNAP, and the statistical analysis program R.

The campus climate surveys conducted in March 2012 gave a strong indication that the respondents believed that SBVC's programs, services, and planning were consistent with the mission.

Of the students surveyed,

- 81.7 percent responded favorably to the statement, "I am satisfied with the academic environment at SBVC" (Question 10A).
- 78.6 percent responded favorably to the statement, "In general, SBVC's faculty and staff are sensitive to the needs of students from all backgrounds" (Question 3E).



Of the faculty surveyed,

- 80.0 percent responded favorably to the statement, "The college programs, services, and planning are consistent with the mission of the college" (Question 1).
- 82.0 percent responded favorably to the statement, "Official college publications such as the catalog and class schedule are precise, accurate, and current" (Question 8).
- 86.0 percent responded favorably to the statement, "Faculty are fair and objective in their presentation of course material" (Question 10).
- 85.0 percent responded favorably to the statement, "Instructors use delivery modes

and teaching methodologies that reflect the diverse needs and learning styles of the students” (Question 15).

- 81.0 percent responded favorably to the statement, “The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity” (Question 23).
- 82.0 percent responded favorably to the statement, “Policies and practices of the college clearly demonstrate commitment to issues of equity and diversity” (Question 33).

Of the staff surveyed,

- 97.0 percent responded favorably to the statement, “My job contributes to the SBVC mission and vision” (Question 1B).
- 81.0 percent responded favorably to the statement, “The staff members in my department are committed to the improvement of SBVC” (Question 1C).
- 71.0 percent responded favorably to the statement, “My work area is free of racial bias” (Question 1H).
- 72.0 percent responded favorably to the statement, “Persons of color are treated fairly at SBVC” (Question 3E).

Of the managers surveyed,

- 73.3 percent responded favorably to the statement, “The SBVC mission guides all planning” (Question 1A).
- 80.0 percent responded favorably to the statement, “The institution has mechanisms in place for short-term and long-term planning” (Question 1B).
- 80.0 percent responded favorably to the statement, “SBVC benefits the students and residents of the community at SBVC” (Question 2I).
- 80.0 percent responded favorably to the statement, “The courses offered encourage life-long learning” (Question 2N).
- 80.0 percent responded favorably to the statement, “Instructors are sensitive to students’ diverse learning needs in the classroom” (Question 3A).
- 80.0 percent responded favorably to the statement, “Reasonable accommodations are provided for persons with disabilities” (Question 3C).
- 80.0 percent responded favorably to the statement, “The climate at SBVC is one of respect for cultural differences” (Question 3F).

Actionable Improvement Plan

None.

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

At the September 27, 2006, meeting of the College Council, it was recommended that the mission statement be shorter, easier to remember, and more meaningful to the campus community. The statement was reviewed with extensive input and revised on October 31, 2006. It was approved by the Board of Trustees on February 28, 2007. The SBVC mission and goal statements have been approved by all representative entities of the College, including the Academic Senate, Classified Senate, Associated Students (AS), and Board of Trustees.

Self-Evaluation

The institution meets this standard.

Actionable Improvement Plan

None.

I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

SBCCD's Board of Trustees formally adopted SBVC's mission statement on June 13, 2002. It was last revised on February 28, 2007. SBVC's mission statement describes the College's reason for being: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." This mission statement is found on the cover of the SBVC catalog, schedule of classes, campus documents, e-mail signatures, and on the College website. The mission statement was last reviewed by numerous collegial consultation committees, including the Academic Senate and the College Council, during fall 2013 (1.6, 1.19).

The formulation of the mission statement was the result of extensive collaboration and the collective effort of the entire SBVC community. This process provided a method for the mission and goals to develop organically and to include the entire College. The mission and goals were reviewed, critiqued, and approved through the full spectrum of the collegial consultation process, and received wide distribution and exposure, appearing in all online and printed SBVC materials and being introduced at all staff orientations and committee functions.

Self-Evaluation

The institution meets the standard. The current mission statement was created through the collective effort of all campus constituencies. The mission and goals were written, reviewed, evaluated, and approved through the collegial consultation process. The mission statement is reviewed each fall semester by the College Council and collegial consultation committees for currency and relevance to SBVC's service population, service goals, and economic conditions. A recommendation is made to reaffirm or revise the mission statement. Any collegial consultation group at any time can make a motion to review and/or revise the mission statement should the need arise outside of the annual review cycle. In the fall of 2012, the Online Program Committee affirmed the mission statement, specifically stating that the DE offerings support the mission of SBVC. That was communicated to the College Council in the spring of 2013 and again in the spring of 2014.

DE programs at SBVC are aligned with Standard I.A. The Online Program Committee website provides a comprehensive view of how SBVC meets ACCJC Standards and the resources used to inform the campus about DE.

The mission is communicated in most, if not all, publications of SBVC, in e-mail signatures, on flyers posted on bulletin boards, in classrooms (1.20), and on the SBVC website. The mission statement also appears on various policy documents, including those related to collegial consultation and program review, and is integrated into many departmental mission statements.

Actionable Improvement Plan

None.

1.A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The SBVC Planning Model demonstrates the importance of the mission as its base (1.22). The SBVC Strategic Plans (1.1) were formulated using the mission statement as the foundation. The Strategic Plans identify six initiatives that link the mission to planning. These strategic initiatives drive and inform program review (1.1). The SBVC FMP (1.11) and the SBVC Technology Strategic Plan also stem from the mission. The latter also aligns with the strategic initiatives and goals (1.12).

Institutional planning uses the documents from program review to guide decisions. Program review requires divisions/departments to demonstrate their role in the mission of SBVC. Program review has two phases: needs assessment in the fall and program efficacy in the spring. Each requires evidence of addressing the SBVC mission within program documents (1.5, 1.23). Programs can only participate in needs assessment if their past program efficacy received a rating of "continuation" or "conditional" (1.21).

In program efficacy, programs are asked to respond to the statement, “The program has a mission, and it links clearly with the institutional mission.” Responses are evaluated to see if they meet or do not meet the rubric (1.17). Both needs assessment and program efficacy are linked to SBVC’s strategic planning in that programs must identify which strategic initiatives they are working to achieve.

Decision making occurs within the framework of SBVC’s collegial consultation system. The College president and the College Council maintain an ongoing discussion about the mission. The College Council—the committee of collegial consultation committees—reviews the mission statement in the fall. College Council agendas, minutes, and documents are available on the College Council website. College Council members report the council’s activities to their constituent groups.

Self-Evaluation

The institution meets this standard. Professional Development and Technology Committees are further examples of committees that use the mission statement in their planning documents. The Technology Committee also incorporates strategic planning goals into its three-year plan. Since the inception of the strategic initiatives, more references to strategic planning, as well as to the mission, continue to appear in planning documents across SBVC.

Actionable Improvement Plan

None.

Evidence—Mission

- 1.1 SBVC Strategic Plan (Draft) 2014-2019
- 1.2 Outcomes Processes 2013-2015
- 1.3 Professional Development Announcements Spring 2014, April Flex Day; Academic Senate Minutes, November 20, 2013
- 1.4 Curriculum Handbook
- 1.5 Program Efficacy Document 2014
- 1.6 College Council Minutes, October 9, 2013
- 1.7 Substantive Change Proposal 2012
- 1.8 Substantive Change Proposal 2014
- 1.9 Link to Mission and Values
- 1.10 Educational Master Plan
- 1.11 Facilities Master Plan
- 1.12 Technology Strategic Plan
- 1.13 E-mail Announcement from Scott Stark
- 1.14 Curriculum Committee Charge and Memberships
- 1.15 Curriculum Committee Report to the Academic Senate May 7, 2014
- 1.16 Link to Office of Research, Planning and Institutional Effectiveness Reports Page
- 1.17 Online Program Committee Website
- 1.18 Online Program Committee Minutes
- 1.19 Academic Senate Minutes September 18, 2013
- 1.20 Representative Samples—Use of Mission Statement
- 1.21 Program Efficacy Recommendations
- 1.22 SBVC Planning Model
- 1.23 Needs Assessment Forms 2013

Standard I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institutional and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Summary

SBVC engages in dialogue on matters related to student learning and institution processes using the collegial consultation structure, all campus meetings, committees, workshops, and other means of dialogue. Campus discussions are vigorous, engaging all constituencies and points of view.

SBVC is a goal-oriented institution with well-established plans and processes. The Strategic Plans (2.1) set forth goals based on feedback from campus stakeholders. Objectives and strategies with benchmarks and annual targets are defined to meet those goals and are tracked annually. Strategic planning is aligned and integrated with other campus processes, including but not limited to, the SBVC Campus Technology Strategic Plan (2.2), SSSP Plan (2.3), program review (2.4), and the EMP (2.5). Campus planning is cyclical. The EMP, Strategic Plans, curriculum review (with exception of CTE courses; 2.6), and the Campus Technology Strategic Plan, while reviewed annually, are on a six-year evaluation cycle. Program review utilizes a four-year cycle for program efficacy and an annual cycle for needs assessment. Learning outcomes are assessed annually and evaluated on a three-year cycle (2.7). Campus plans and processes are distributed to all constituencies. Campus policies and plans are reviewed and modified through campus feedback, self-evaluation initiated by committees, and predetermined cycles built into plans.

All constituencies are able to participate in the development of plans and processes through the collegial consultation processes (2.8). Additionally, all campus meetings concerning planning are open to the public. Meeting agendas, minutes, and documents are publically available to everyone through the SBVC website (2.9). Campus plans are e-mailed to the entire campus for feedback.

SBVC relies on statistical data and analysis on all aspects of student learning and institutional effectiveness. Data reports are available on the Office of Research, Planning and Institutional Effectiveness website (2.10). Student success data are used in campus planning, assessment, and evaluation. SBVC tracks progress on institutional goals and make the information available on the campus website.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

The culture at SBVC has always been to engage actively in discourse and the interchange of ideas. Collegial consultation committees continue to emphasize the importance of ongoing dialogue between collegial groups about student learning and institutional processes.

Dialogue takes place at all campus levels including, but not limited to, the College Council, President's Cabinet, Instructional Cabinet, Student Services Council, Academic Senate, Student Government, all campus meetings, division and department meetings, committee meetings, flex days, in-service days, and intradistrict dialogue.

SBVC recognizes the importance of good communication, and there is ongoing dialogue regarding student learning, institutional effectiveness, and improvement. SBVC and SBCCD demonstrate the value of understanding and the purpose of communication through board policies and administrative procedures. AP2225 (2.8) addresses collegial consultation, outlining the mission, philosophy, and principles of collegial consultation. The administrative policy addressing SBVC states,

Groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision making process at Valley College and that the development of policies and procedures for college governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

The administrative policy further states that the three functions of SBVC's College Council are planning, issue management, and communication.

The SBVC communication flowchart (see Figure 26), developed in fall 2013, shows how formal campus dialogue is structured, where constituencies can seek and request information, and how constituency groups can initiate dialogue with each other.

The SBVC communication flowchart demonstrates how collegial consultation committees, management, student government, and bargaining units interact with each other and engage in dialogue. Campus committees discuss student learning during their regularly scheduled meetings. Additionally, the campus engages in dialogue during opening day events, campus forums, faculty flex days, and via e-mail.

The SBVC communication flowchart shows how data, reports, research, and planning are reported to the campus. Committee members from collegial consultation groups report to their constituent groups to facilitate a collective understanding of how information is gathered, analyzed, and used on campus.

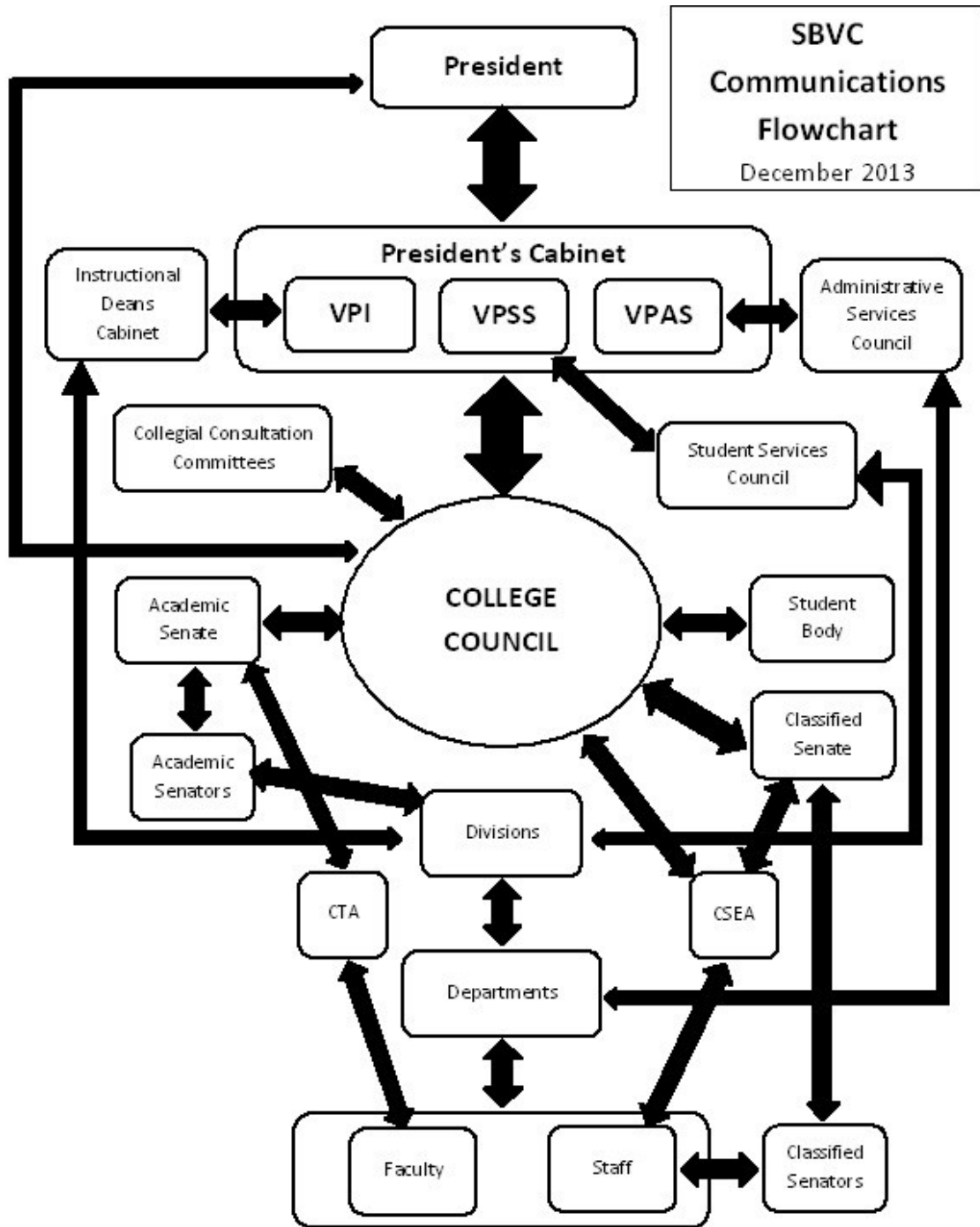


Figure 26. SBVC communication flowchart.

Dialogue is promoted in the following ways at SBVC:

Collegial consultation. Collegial consultation allows all interested members of SBVC to become involved in planning and decision-making activities. SBVC encourages managers, faculty, classified staff, and students to serve on committees. For faculty it is a function of

their contractual duties (2.11). Most meetings are open to the various campus constituencies. For example, managers frequently attend Academic Senate.

Committee membership—faculty. Fall 2010 saw the launch of a new committee structure designed by the Academic Senate the previous year. Previously faculty were required to serve on two committees (or one “gold” committee, designated due to the high commitment of time required, such as Program Review). In order to allow faculty to serve on only one committee with greater impact, several committees were merged. For instance, Arts and Lectures Committee and Diversity Committee were combined. Also, the committee assignments were lengthened to two years rather than one year to allow for greater continuity in planning, with new faculty being assigned to committees as needed (2.12).

Committee membership—managers. Typically, managers are selected either through specified service to a committee in the collegial consultation document (e.g., a classified supervisor from M&O is a member of the FSC) or by interest of the manager to serve on a committee.

Committee membership—classified staff. Classified staff can request committee service through the CSEA president and Classified Senate president, the designated committee chair, or through their supervisors, according to the Classified Senate Delineation of Duties statement (2.13).

Committee membership—students. The director of Student Life and the president of AS work together to find students willing to serve on various committees on campus. A Committee Self-Evaluation survey developed fall 2013, to be implemented at the end of spring 2014, will include feedback from students who serve on committees (2.14).

The development of the *College Status Report on Student Learning Outcomes Implementation* (2.15) is an example of how campus dialogue takes place as indicated in the communication flowchart. The *College Status Report* was initially developed in the ASLO Committee. As a collegial consultation committee, the faculty co-chair presented the draft and final copy at College Council and Academic Senate. College Council and Academic Senate members shared the draft and final copy with their representative groups and committees. For instance, deans, department chairs, program review co-chairs, and curriculum co-chairs brought the *College Status Report* draft back to their constituent groups and shared the information accordingly. The *College Status Report* contained data and evaluative information that provided the campus with a current picture of the campus progress on SLOs. The report is shared with College Council, Academic Senate, and the Board of Trustees. The report is available for viewing in the VPI’s office (2.16).

Advisory committees. Particularly for vocational education programs, advisory committees are used to gather information on student learning and workforce needs. The advisory committees collect information from businesses and the industry to keep programs current; this is especially helpful to better plan and research emerging technologies and innovations within the field. A comprehensive understanding of industry needs allows faculty to develop programs with learning outcomes relevant to industrial standards (2.17).

The Basic Skills Committee examines data on the institutional and state level, seeking to improve student learning, success, and retention. The Basic Skills Committee tracks and examines data on student success for all funded projects. This information is reflected in the annual Basic Skills Report, 2013 (2.18). Basic skills findings are shared with campus constituents through the committee membership. Departments are encouraged to use basic skills findings when completing the departmental one-sheet EMP summary, provide an analysis of the data when completing program review processes, and include the data in future Basic Skills Request for Funding proposals.

Collegewide gatherings. The College hosts campuswide gatherings on a regular basis, during which presentations of evidence and data reflective of student learning are included. During each semester's noninstructional flex days, various flex activities include sessions on strategic planning, CCs, program review needs assessment, and program mapping, along with several workshops on Blackboard (SBCCD's course management system). These activities increase understanding of campus processes that influence student learning. For example, during the fall 2013 Flex Day workshop on CCs, faculty, staff, and administrators were presented with the methodology of data collection, the data collected from these competencies, and asked to evaluate the future plausibility of better evaluation mechanisms of CCs. A campuswide conversation, such as this, allows open communications and continuous development of a robust dialogue concerning student learning on campus (2.19).

Regularly occurring meetings, such as Instructional Cabinet, Student Services Council, and faculty chair and division meetings provide additional forums to share information and gain a common understanding about issues that surround student learning. Faculty have the opportunity to discuss their departmental perspectives with each other and with the management team. Managers have the opportunity to participate in a joint Instruction/Student Services meeting held each month to share challenges and discuss decisions impacting both areas. For instance, the program review co-chairs shared the changes in the program efficacy process at a department chairs meeting.

New faculty orientation. New faculty attend a series of orientation meetings throughout their first year of employment at SBVC. The information in these orientation meetings includes development of SLOs and assessment, discussions on educational philosophies, education on college procedures, and so forth. New faculty have the opportunity to communicate with other faculty, classified staff, and administrators on campus through various events, for example, the annual Great Teachers Seminar. These new faculty development activities are supported through the college's professional development funds (2.22).

Professional development. Many professional and organizational development programs offer training and workshops related to student learning (2.23). For example, individuals can attend workshops focusing on classroom assessment techniques, Blackboard utilizations, instructional skills development, and understanding the different student learning styles, to name a few. These can be scheduled through professional development. Online webinars and tutorials from Lynda.com and @One can be accessed from the professional development website. In addition, an annual survey soliciting new interests in professional development

programs is distributed via e-mail on campus. The Professional Development Committee holds a retreat in May of each year where they use the results of these campus surveys and the workshop evaluations for future program planning and evaluations (2.24).

Administrators, faculty, and staff are encouraged to attend professional development activities specifically focusing on student learning and achievements.

The Online Program Committee conducts extensive discussion regarding the quality of its programs. The committee conducts research to determine how success rates through the online program compared to the traditional face-to-face programs and to the DE programs across the state and country. The committee communicates its online program needs to SBCCD and the SBVC Professional and Organizational Development Program to improve faculty preparation to teach online. Dialogue regarding student learning in DE programs is also reflected at the Great Teachers Retreat, held annually.

DE programs at SBVC meet Standard I.B's requirement. The ACCJC's Committee on Substantive Change approved SBVC's Substantive Change Proposal for DE on May 10, 2012 (full Commission approval in June 2012). Early in the process of writing that proposal, it became clear that the mission of SBVC is enhanced by all the various DE offerings. In no way does DE at SBVC change SBVC's *raison d'être*: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." In fact, DE addresses two of the college's recent planning initiatives: access and technology. DE uses technology to increase access to educational opportunities for SBVC students. The Online Program Committee website provides a comprehensive view on how SBVC's online program meets ACCJC Standards.

Self-Evaluation

The institution meets the standard. Since SBVC's last accreditation visit, campus dialogue has focused on a wide variety of subjects that impact student learning, such as academic achievement, student resources, and campus environment, including, but not limited to, the following:

- Academic Senate forum on textbook costs.
- Reorganization of instructional divisions
- Prioritization of campus building projects
- Student assessment instruments
- Campus budget
- Designated smoking areas on campus and use of electronic cigarettes
- Curriculum, program review and SLO processes
- CC evaluation
- Student access to student services and library resources
- Registration priority
- SLOs vs. student achievement
- Institution-set standards

In terms of dialogue on SLOs, formal campuswide dialogue about learning outcome processes and assessment results were constrained for several years during labor negotiations between the SBCCD and the local chapter of the SBCCD Teachers Association (SBCCDTA) regarding the impact of SLOs on faculty load and faculty evaluations. Though the labor discussions continued on one level, dialogue about student learning continued in campus committees, and division and department meetings. The creation of the ASLO Committee in 2010-2011 formally added SLOs to the SBVC committee structure. The committee worked on the *College Status Report on Student Learning Outcomes Implementation*, which rejuvenated campuswide conversations on SLOs in fall 2012. By spring 2013, the resolution concerning labor negotiation had resolved between SBCCD and SBCCD/CTA, which freed the ASLO Committee to resume healthy dialogue about SLO assessment and data collection.

These discussions on various aspects of student learning have had an impact across campus. For example, as a result of the Academic Senate forum on textbook costs, the bookstore developed a successful textbook rental program and began ordering textbooks in a less-expensive, loose-leaf format. In general, faculty are made aware of textbook costs and many order custom textbooks by only including the necessary needed chapters. Lowering textbook costs facilitates student learning by making college more affordable.

The Student Success Summit (2.26) at the spring 2012 Flex Day is another example of how campuswide dialogue impacts student learning. The Student Success Summit explored questions for improving college readiness as well as how to more effectively move students from “access” to “success.” Colleagues from the K-12 school districts, CSUs, UCs, and local community groups were invited to join SBVC in discussing the possibilities and impacts of improving student success. Through this summit, a list of recommendations for student learning and success was generated, including “Promote learning communities,” “Greater inter-departmental academic planning and resource sharing,” and “Continue to strengthen Basic Skills.” Through the basic skills initiative, funding opportunities provided many innovative projects to spring across campus, such as linked courses between disciplines in biology and English or English and Spanish. The Basic Skills Committee, library, and departments (ESL and Reading) partnered in purchasing two databases—English Language Learner (ELL) and Learning Express—to enhance basic skills instruction (2.27).

Actionable Improvement Plan

None.

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively towards their achievement.

Descriptive Summary

The mission statement, “San Bernardino Valley College provides quality education and services that support a diverse community of learners,” forms the foundation for setting priorities. The mission statement is found throughout different SBVC documents, publications, banners, as well as being a moniker on e-mails (2.28).

By extension, if the mission is the foundation for the College, the SBVC Strategic Plans (2.1), the SBVC EMP (2.5), and the SBVC FMP (2.29) serve as the supportive walls within the institution. Goals are found within the structure of SBVC in a variety of areas: the documents on strategic planning, department and division goals and accomplishments, SLO executive summaries, self-evaluation of employees, and within the program review process.

Strategic Plan and Goals

A culture of strategic planning has been developed at SBVC. Today, the natural progression of planning utilizes the strategic plans (2.1), program review (2.4), EMP (2.5), FMP (2.29), Campus Technology Strategic Plan (2.2), Professional Development Plan as well as SBCCD’s imperatives (2.30), and California’s Strategic Plan for Community Colleges (2.80) to improve institutional effectiveness.

Update of the Strategic Plan. SBVC began updating the Strategic Plan in fall 2012 (2.31). The dean of research, planning and institutional effectiveness hosted small-group forums, in-service day meetings, and presented at Academic Senate and College Council to capture emerging themes and concerns on campus. The draft 2014-2019 Strategic Plan includes more narrative than the previous plan. The 2008-2013 Strategic Plan was constructed primarily around goals and activities, while the new plan provides more campus context and historical data than the previous plan. The deans are responsible for working with all other planning committees on campus including SSSP (formerly known as Matriculation), Facilities, Enrollment Management, Technology, and others. The Technology Committee and the Office of Research, Planning and Institutional Effectiveness worked closely together to align the goals of the Technology Strategic Plan and the Strategic Plan. An ad-hoc committee on strategic planning was formed in 2013-2014 and included representatives from faculty, staff, and administration. An eight-page publication on the 2014-2019 Strategic Plan was distributed during the opening day activities during spring 2014 (2.32). The brochure outlined the development of the new planning goals and showed how the current goals aligned with previous goals. The Office of Research, Planning and Institutional Effectiveness gathered feedback about the brochure and made any necessary changes for the final draft. The final draft of the 2014-2019 Strategic Plan is being reviewed by the College

Council and other planning committees, and will be presented to the Academic Senate and Classified Senate, before being approved by College Council in fall 2014 (2.33).

The goals from the current and past strategic plan are closely aligned (see Table 15).

Table 15. *Goals Identified by Stakeholders and Resulting Initiatives*

Goal	Strategic initiative
1-Access	We will improve the application, registration, and enrollment procedures for all students.
2-Student success	We will Increase course success, program success, access to employment, and transfer rates by enhancing student learning.
3-Communication, culture, & climate	We will promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus.
4-Leadership & professional development	We will maintain capable leadership and provide professional development to a staff who will need skills to function effectively in an evolving educational environment.
5-Effective evaluation & accountability	We will improve institutional effectiveness through a process of evaluation and continuous improvement.
6-Facilities	We will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees, and community.

The 2014-2019 Strategic Plan includes the strategic planning data sheet (3.34), in the form of a logic model, which contains standards, benchmarks, activities, and goals as appropriate. The data sheet is designed to demonstrate and guide campus progress on strategic planning (2.34).

Institution-set standards were established in 2013-2014 for student success, student retention and persistence, program completion, and student learning; dialogue began in College Council, Academic Senate, and the Online Program Committee. In February 2014, the Academic Senate finalized the institution-set standard for course completion, degrees awarded, certificates awarded, and transfer; the standard is set at the standard deviation below the mean over a seven-year period. College Council endorsed the institution-set standards on March 12, 2014 (2.35). The campus is expected to meet or exceed the institution-set standards.

The institution-set standard is the standard deviation below the mean over a seven-year period (see Table 16).

Table 16. *SBVC Institution-Set Standards*

ACCJC question	SBVC student achievement data	06/07	07/08	08/09	09/10	10/11	11/12	12/13	Institution-set standard
14a	Course completion	60.0	60.6	61.7	63.0	63.8	67.7	70.0	60.1
15a	Combined awards	1,083	1,035	1,128	1,136	964	1,072	1,225	1,009
15b	Degree	693	648	707	678	598	728	816	627
15c	Certificate	390	387	421	458	366	344	409	361
17a	Transfer	224	252	242	244	232	215	258	223

The Online Program Committee defined and approved institution-set standards for DE courses at its February 21, 2014, meeting:

SBVC’s Institution-Set Standards for Distance Education are based on the California State Average for Retention and Success for distance education classes offered for credit. This information can be found at the California Community College Chancellor’s Office’s Datamart website. SBVC’s institution-set standard for DE **will be met** if the retention and success for distance education courses are equal to or greater than the state averages for DE classes. SBVC’s institution-set standard for DE **will not be met** if either success or retention for DE classes falls below the state average for DE classes for three consecutive semesters.

The institution-set standards for DE courses were approved by the Academic Senate on April 30, 2014 (2.36).

The EMP. In accordance with the ACCJC recommendations from the SBVC 2008 Self-Study Report, SBVC collegially developed an EMP in 2009-2010. The fundamental goal of the EMP was to provide a programmatic outline for SBVC over a five-year period (2009-2014) and to continue in its planning for 2014-2019. A core component of the EMP is the program “one-sheet.” The EMP one-sheet (2.81) includes statistical data charts for measuring program success. Each program area representative or team writes a brief program narrative, program assessment, program goals, opportunities, challenges, and an action plan.

The Office of Research, Planning and Institutional Effectiveness works with division deans, departments, and committees each year on the templates for the EMP one-sheets, adding data and adjusting narrative responses as necessary. The 2013-2014 update of the EMP one-sheet added many student and administrative services areas to the EMP. This involved creating data tables unique to each area. The Office of Research, Planning and Institutional Effectiveness is engaged in conversations with the Program Review and ASLO Committees about the possibility of including SLO/SAO assessment data in the EMP one-sheets.

The EMP one-sheet is updated annually and has become a primary planning document for departments and divisions. Once the EMP one-sheet update is completed, the divisions use that information to establish their annual goals. Analyses of progress toward achieving these goals are submitted to the Instruction Office at the end of the academic year (2.56). The EMP one-sheet is incorporated by the Program Review Committee into program efficacy and needs assessment.

Program review. SBVC has a well-documented program review process for evaluating itself in the areas of administrative services, instruction, and student services. The goals of SBVC are articulated in the Strategic Plan and initiatives and these are used for evaluation purposes in program review. Programs are expected to demonstrate how they are meeting institutional needs with regard to SBVC's mission and Strategic Plan. Since 2008, the program review process has been aligned with the strategic initiatives: access, success, planning, technology, partnerships, and campus climate. In the 2007-2013 Strategic Plan and beginning in 2014-2015, program review will be aligned with program efficacy and needs assessment with the draft 2014-2019 Strategic Plan: where access, student success, communication, culture, and climate, leadership, and professional development, effective evaluation and accountability, and facilities are accounted for.

The program review process has two phases: (1) an annual campuswide needs assessment in the fall and (2) a program efficacy phase in the spring. The latter is an in-depth evaluative review of each program completed on a four-year cycle, with the exception of CTE programs, which review on a two-year mini-efficacy report cycle. Program efficacy documents are used for evaluation and improvement, therefore providing a foundation for requesting additional resources through the needs assessment process (2.4).

The Program Review Committee is authorized by the Academic Senate to develop and monitor SBVC's program review process, receive unit plans, utilize assessment as needed to evaluate programs, recommend program status to the SBVC president, and identify the need for faculty, classified staff, budget augmentation, and equipment. Results of program efficacy and needs assessment are reported to the College Council and Academic Senate, while the reports are posted on the Program Review Committee website (2.4).

Academic Senate. The SBVC Academic Senate concerns itself with academic and professional matters as defined by California Education Code, Section 53200:

Academic Senate is an organization whose primary function is to make recommendations with respect to **academic and professional matters**.

Academic and Professional Matters are defined as:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation process.

8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

The Academic Senate has an established constitution (2.37) and bylaws (2.38) that govern memberships, election of senators and officers, and Senate committee structure. The Academic Senate is responsible for curriculum development and program review processes, and the charges of the Curriculum and Program Review Committees in AP2225 (2.8) clearly state that those committees operate under the authority of the Academic Senate.

The Academic Senate president is a member of the planning body, College Council. In addition, SBVC Academic Senate presidents have been active in selecting goals to accomplish during their tenure. During the recent years, these goals have focused Senate dialogue on such topics as student success initiative, prerequisites, transfer degrees, program discontinuance, institution-set standards, and SB1440. The Student Success Act generated discussions on online orientation, educational plans, priority registration, and a resolution for more faculty to support student success (2.39).

SBVC Planning Model. The SBVC Planning Model differs from the SBVC communication flowchart in that the SBVC Planning Model demonstrates how distribution of campus resources is tied to campus plans and processes. It is not a representation of how dialogue takes place, but how the plans and processes that result from campus dialogue are integrated, implemented, and link planning to resource distribution. The SBVC Planning Model shows that

1. The mission is the foundation of the College.
2. Program review processes, including needs assessment, are linked to campus planning documents, curriculum, and learning outcomes.
3. Needs assessment prioritization is conducted through collegial processes.

The SBVC Planning Model was adopted in 2007. SLOs were implicitly incorporated within the planning model because SLOs and SLO assessment are included in the program review and curriculum processes. However, in fall 2012, the SBVC Strategic Planning Model (see Figure 27) was revised explicitly to demonstrate how integral SLOs are to campus planning (2.40).

In summary, SBVC is dedicated to improving institutional effectiveness by setting planning priorities, evaluative data collection, and analysis of results. The 2007-2013 Strategic Plan allowed SBVC to create specific goals and benchmarks by which to measure its progress. It is not uncommon to evaluate activities or processes at the College based on the initiatives. The campus has embraced strategic planning and works toward the goals therein. The 2008-2013 Strategic Initiatives, Benchmarks, and Goals served as a roadmap for achieving campus goals. It contained target goals, specific activities implemented to measure and accomplish goals, and assigned responsibility areas. The annual update of the strategic initiatives tracks SBVC's success toward implementation of activities and achievement of goals.

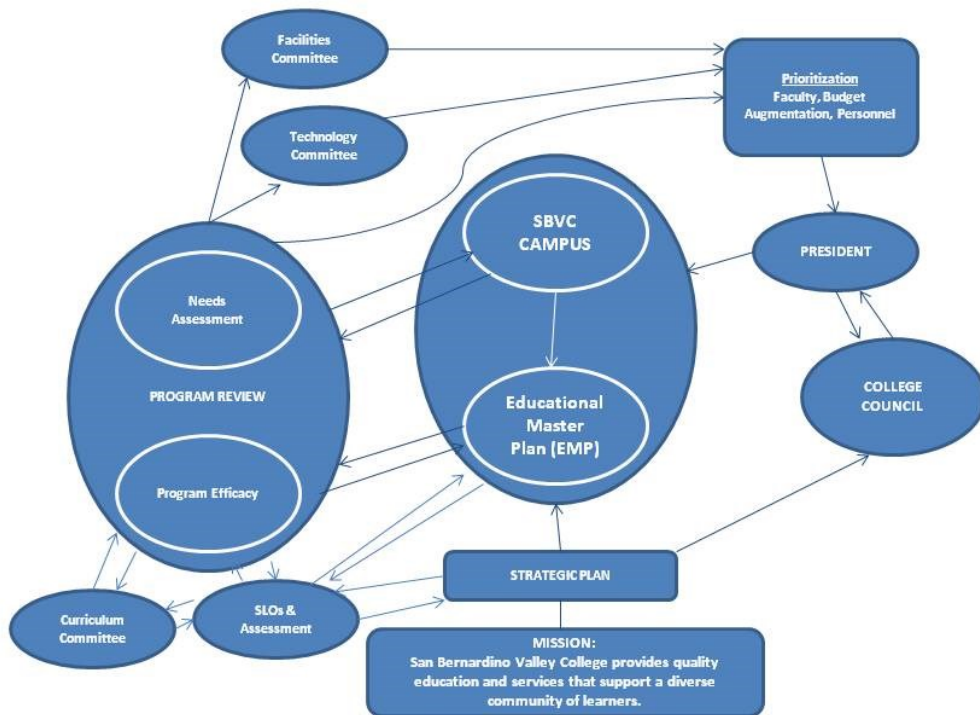


Figure 27. SBVC planning model.

The EMP one-sheet has become another vehicle for goals and planning. Updated annually, the EMP one-sheet contains relevant data for analysis. Departments must define program goals, challenges, opportunities, and develop an action plan to resolve problems. Program review requires all programs seeking to participate in the needs assessment process to have a current EMP one-sheet.

Since the implementation of the EMP one-sheet, goal setting on a departmental level has improved; goals are now included in the EMP one-sheet and are directly aligned to SBVC's Strategic Plan. Departmental planning goals are emphasized during the program efficacy phase of the review cycle, and the Program Review Committee has begun to track departmental progress through reported goals and plans from one efficacy cycle to the next to see how well plans are being implemented.

Currently, deans submit a summary report on progress toward division goals (2.56).

The 2008-2013 strategic initiatives contained, at a minimum, two goals for each initiative, along with outcomes, benchmarks, and responsibility centers. A number of areas (program review, technology, facilities, professional development, and enrollment management) submitted planning documents to the College Council integrating the new strategic initiatives.

The draft 2014-2019 Strategic Plan continues to build on the previous philosophy and includes the strategic planning data sheet, which will incorporate the standards, benchmarks, and goals of the current strategic plan. The strategic planning data sheet also details assessment methodologies, activities, and a responsibility center for each goal. It has always been the intent for the Strategic Plan and the initiatives to become a “living document” that can be expanded or modified as work progresses to meet SBVC goals.

In 2011, the Online Program Committee created a comprehensive Online Learning Plan to organize the activities and concerns regarding online learning at SBVC. DE programs at SBVC are aligned with Standard I.B. The Online Program Committee website provides a comprehensive view of how SBVC meets ACCJC Standards.

Self-Evaluation

The institution meets the standard. A number of planning documents are used at the college—SBVC’s Strategic Plan, FMP, EMP, division updates, Professional Development Plan, Technology Strategic Plan, and the SBCCD District imperatives. The SBVC Strategic Planning Model is a roadmap to planning and decision making. The campus mission, Strategic Plan, EMP, and program review processes are key elements in the planning model. Collegial governance is represented within the College Council. In fall 2012, when reviewing the SBVC Strategic Planning Model, it was noted that SLOs were implicit in the planning model because SLOs and SLO assessment are included in the program review and curriculum processes. The planning model was revised to demonstrate explicitly how integral SLOs are to campus planning and campus dialogue.

More recent campus climate surveys indicate that faculty and staff are less aware of and less satisfied with the communication of campus planning processes (Table 17). This can be attributed to the high turnover in administration over the past four years, which can inhibit the flow of information throughout the campus. The SBVC communication flowchart has been developed to be a road map for communication throughout the campus. New and existing employees are able to identify the best pathway to receive and distribute information through this flowchart.

College Council has taken steps to improve communication on campus by developing the SBVC communication flowchart in fall 2013. The College Council began developing the *SBVC Governance Handbook* in spring 2014, which contains campus plans, processes, goals, as well as information on all departments and services areas (2.21).

SBVC needs to standardize terminology across all planning documents to avoid confusion (e.g., the Strategic Plan is referred to as the strategic initiatives, strategic goals, or Strategic Plan).

Table 17. Faculty Survey Responses

Question	Faculty - 2010	Faculty - 2011	Faculty - 2012	Faculty - 2013
In general, I am aware of the faculty/staff role at the college in planning.	90% (45) agree	n/a	68% (39) agree	
The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	53% (26) agree	n/a	34% (19) agree, 27% (15) disagree, 38% (21) have no opinion	
I have been given the opportunity to participate in the planning process for my division.	n/a	66% (47) agree	n/a	59% (24) agree
The district/college mission statement guides institutional priorities.	n/a	50% (34) agree	n/a	44% (17) agree, 33% (13) disagree, 23% (9) have no opinion
I am satisfied with program review procedures.	n/a	54% (37) agree	n/a	51% (20) agree, 31% (12) disagree, 18% (7) have no opinion
Question	Classified - 2010	Classified - 2011	Classified - 2012	Classified - 2013
I am familiar with the SBVC mission.	98% (48) agree	98% (36) agree	n/a	
My job contributes to the SBVC mission and vision.	96% (45) agree	97% (37) agree	n/a	
SBVC sets goals to improve effectiveness.	80% (39) agree	n/a	n/a	
Improving institutional effectiveness is valued throughout SBVC.	71% (35) agree	n/a	n/a	
SBVC has an ongoing and systematic cycle of evaluation and improvement.	76% (36) agree	n/a	n/a	
Student learning needs are central to the planning, development, and design of new facilities.	63% (31) agree	n/a	n/a	
The college establishes governance structures, processes, and practices to facilitate effective communication among the institutions' constituencies.	60% (31) agree	41% (15) agree, 22% (8) disagree, 38% (14) have no opinion	n/a	

The action plans for the 2008-2013 SBVC Strategic Plan were developed in 2008 with various constituent groups. Assessment occurs with greater specificity and/or consistency for the benchmarks (e.g., in some cases the plan states that “there will be an increase in . . . ,” while other goals are quite specific, such as a 5 percent increase). The *Strategic Initiative and Benchmarks Report* (2.41) is available on the Office of Research, Planning and Institutional Effectiveness’s website. The data sheet for the 2014-2019 SBVC Strategic Plan (2.34) has also been developed collegially and includes institutional-set standards where appropriate.

SBVC strives to make decisions based on data analysis. The Office of Research, Planning and Institutional Effectiveness provides a number of data points for analysis. Research, Planning and Institutional Effectiveness also maintains a comprehensive webpage (2.10) on SBVC’s website with links to state and federal data and internal demographics, and includes all surveys conducted on campus for the past seven years. In addition, the institutional researcher meets with committees to discuss data and runs special data reports upon request. For example, the researcher compiled a prerequisite study for the Academic Senate, which illustrated that students who successful complete English 015 and Math 952 were more successful in 100-level classes, whereas students without those prerequisites have not been as successful in completing English 015 and Math 952 (2.43).

Although the SBVC Planning Model was reviewed and revised in 2012, College Council members have expressed concern that the planning model no longer fully represents campus planning and resource allocation. The College Council charged the dean of research, planning and institutional effectiveness with drafting a new planning model(s) to be presented to collegial consultation groups for discussion in fall 2014 (2.44).

Actionable Improvement Plan

1. SBVC will incorporate SLO/SAO data into the EMP.
2. SBVC will revise the SBVC Planning Model.

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. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

The EMP (2.5) and the Strategic Plans (2.1) are integrated throughout campus processes including program review, division updates, committee plans (such as technology, facilities, and professional development) and integrate campus planning. These efforts are intended to involve the entire SBVC community to make planning transparent and collegial.

The SBVC Strategic Plan 2008-2013, Goal 3.1, was “To integrate budget, planning, and decision-making.” Ongoing dialogue in the College Council on how the Program Review Committee, Budget Committee, and institutional planning all contribute to planning has taken place. Program review provides a prioritized list of needs to the Academic Senate, College Council, and the president. In 2007, the SBVC Planning Model was developed and reviewed across campus. The model illustrates how various planning agents interact with each other and clearly shows that SBVC mission is the foundation for all campus planning.

Integrated planning.

- The SBVC Strategic Plan, initiatives, goals, and benchmarks are intended to knit planning, implementation, evaluation, and reevaluation into a seamless process.
- Planning is not static and often must respond to data and trends that are dynamic. The Office of Research, Planning and Institutional Effectiveness presents its findings by using a systematic schedule of surveys and analysis (2.45).
- Division updates, which include activities and goals related to the strategic initiatives, are distributed in both electronic and hard copy formats. Divisions may review annual goals each year and assess achievement. Division updates help new managers and employees review their areas.
- Separate planning documents such as the Campus Technology Strategic Plan (2.2), SSSP Plan (2.3), and the SBVC enrollment management (2.46) are expected to integrate with and support the overall SBVC Strategic Plan.
- Program efficacy forms address planning and require responses on how a program supports the campus mission and meets the six strategic initiatives (2.48).
- Examples of integrated planning can be observed in the implementation of the Learning Compass Plan, which brings together tutoring, professional development, learning communities, accelerated classes, and coordination of counseling and library services to increase student persistence and success (2.47).
- SBVC Planning is integrated and aligned with District and state planning goals. The SBVC Strategic Plan is aligned with the SBCCD Strategic Plan, The SBCCD Board Imperatives and the CCCCO Strategic Plan (2.1). The SBVC Technology Strategic Plan is integrated and aligned with the SBCCD Technology Strategic Plan. Membership in key SBCCD planning committees such as District Assembly, DBC, and Distributed Education and Technology Services includes representation from SBVC.

The mission, Strategic Plan, and EMP guide program review and committee plans and integrate campus planning. These efforts are intended to involve the entire college community to make planning transparent and collegial.

The SBVC Program Review Committee is authorized by the Academic Senate to develop and monitor the College program review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the SBVC president, identify the need for faculty, staff, budget augmentation, and instructional equipment. The Program Review Committee interfaces with other SBVC committees to ensure that institutional priorities are met. Faculty members from each division are assigned to serve on the

committee. Committee membership also includes administration, classified staff, and students. Program review has evolved into a two-step approach: program efficacy in which departments perform a comprehensive self-analysis and create a planning agenda and needs assessment, which prioritizes and recommends growth positions for faculty and staff as well as budget augmentation and instructional equipment purchases.

Program efficacy is a thorough evaluation of a program based on the strategic initiatives. The Program Review Committee reviews questions and rubrics annually and revises them as necessary. Different forms and rubrics are developed for Instruction, Student Services, and Administrative Services. Programs receive data for analysis on program demographics, program efficiency, and student success. Additionally, programs must demonstrate that they are current in their curriculum and SLO cycles, address partnerships, planning processes, challenges, and opportunities, and how the program contributes to the campus climate. Programs can receive a program efficacy recommendation of continuation, conditional, or probation. If a program fails to submit needed information, it can receive the status of probation or contraction (2.49). The Program Review Committee does not make any recommendation on discontinuation. An ad hoc discontinuance committee is formed by the Academic Senate to handle these programs should a need arise (2.50). Program efficacy results are reported to the Academic Senate and College Council. The President's Cabinet, College Council, and the Budget Committee reference program efficacy documents when allocating new or continuing funds.

Needs assessment requests for resources, faculty, staff, budget augmentation, equipment, technology or facilities, occur each year in the fall (except fall 2009, where a needs assessment was not conducted due to budget constraints). Any department with an efficacy status of continuation or conditional may submit a needs assessment request. Requests are ranked at the division level, and then forwarded to the Program Review Committee. The committee assigns members to review each request based on a rubric developed by the committee. Technology and facilities requests are forwarded to the appropriate committee to create their own rankings. All approved requests are then ranked by the entire Program Review Committee. Needs assessment rankings are reported to the Academic Senate and College Council. The President's Cabinet, College Council, and Budget Committee reference program review documents when allocating resources.

The Program Review Committee continually assesses its committee goals and makes modifications to ensure that progress is being made. The committee has improved its decision making and institutional effectiveness using a comprehensive cycle of evaluation and integrated planning, allowing appropriate resource allocation, implementation, and reevaluation of its processes. For example, in 2009-2010, concerned by number of academic/CTE programs placed on probation, the Program Review Committee conducted an internal evaluation of the efficacy process. The committee believed that a number of the probationary ratings were due to the quality of the efficacy documents being submitted. Often the academic/CTE program faculty submitting the document either did not understand the questions or replied to questions without sufficient explanation. In spring 2010, the Program Review Committee piloted a new program efficacy format where Program Review Committee members and academic/CTE program members were encouraged to interact with

each other when developing the efficacy document. Academic/CTE programs were encouraged, but not required, to submit a draft efficacy document to the Program Review Committee members. The Program Review Committee established draft review meetings where committee members and department faculty reviewed the draft document together. Feedback from the pilot was positive; therefore, collaboration and draft reviews are now an integral part of the efficacy process.

Budget development and resource allocation processes include the following:

- Each spring, managers receive copies of their developmental budget from the VPAS. Managers obtain feedback from their departments. The developmental area budgets are submitted to the respective vice presidents for review and recommendations and then forwarded to the VPAS, who prepares the final budget recommendation for the president.
- Program review needs assessments in 2013 included responses to the strategic initiatives, while at the same time asking for the analyzing of department/division needs. Lists are prioritized for faculty, classified staff, budget augmentation, and equipment. Technology needs are referred to the Technology Committee and renovation to the FSC.
- The Budget Committee revised its charge in 2013-2014 and became a collegial consultation committee. The committee works to identify available fund sources for needs assessment results and emerging and emergency needs.
- The president receives the prioritization lists from program review and collegially consults with the vice presidents and College Council as to what can be funded. Previous presidents have also used program review information for hiring faculty as well as for the distribution of block grant money.
- The program review prioritization lists for 2013 were distributed to the campus via e-mail, with copies to the Academic Senate (2.49). In May 2014, managers and faculty chairs received information on their respective programs' ratings in program efficacy.

DE programs at SBVC are aligned with Standard I.B. The Online Program Committee website provides a comprehensive view of how SBVC meets ACCJC Standards.

Self-Evaluation

The institution meets the standard. The Office of Research, Planning and Institutional Effectiveness utilizes quantitative and qualitative data for evaluation. SNAP software is used for the collection of quantitative and qualitative survey data. Quantitative data from surveys are used to analyze and track trends in opinions and attitudes; quantitative data in the form of student grades and enrollment are used to analyze trends in student success. Nvivo software is used to analyze the qualitative responses from open-ended survey questions and transcribed text from interviews and focus groups.

The evaluation of student success data focuses largely on grades stored in Datatel. Data for all courses are analyzed and summarized using MS-Excel and the SPSS to assess student

performance trends. These findings are made available in reports for dissemination to all appropriate constituencies.

Data and analyses are widely distributed and used throughout SBVC. The institutional researcher communicates regularly on campus through a variety of committees and meetings. In addition, all surveys and reports are available on the Office of Research, Planning and Institutional Effectiveness webpage on the SBVC website. The dean of research, planning, and institutional effectiveness is a member of many SBCCD committees, such as the Chancellor's Collegiate Cabinet, District Computing Services (DCS), District Strategic Planning, and so forth. He regularly meets with researchers from other institutions connected to the California Partnership for Achieving Student Success (Cal-Pass). He is a member of the RP Group and attends seminars and conferences to remain current on quantitative and qualitative data analysis trends in higher education.

SBVC has established institution-set standards and uses the same raw data that are used to complete the ACCJC Annual Report. Based on the ACCJC Annual Report in 2012-2013, the campus met institution-set standards for course completion, degrees awarded, and student transfers. This result was reported to College Council, Academic Senate, and the SBCCD Board of Trustees. It should be noted that degrees awarded increased by 52 percent and student transfers increased by 35 percent, but certificate awards decreased by 12 percent. The campus did not meet the institution-set standard for certificates awarded. This is a cause for concern. The Office of Research, Planning and Institutional Effectiveness is reviewing data to see if the data reveal a decrease of student enrollment in certificate programs or reveal other trends that could account for the decrease in certificates awarded. The results of data analysis will be discussed in collegial consultation groups for further action (2.51).

Actionable Improvement Plan

1. SBVC will determine appropriate course of action regarding institution-set standard for certificates awarded.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement on institutional effectiveness.

The SBVC Planning Model was developed in 2007 (Figure 27). The model visually demonstrates how the campus committees, campus processes and plans, and collegial consultation groups work together to create blueprints for SBVC's future and to identify resources. The foundation of the SBVC Planning Model is the SBVC mission and Strategic Plan. Learning outcomes, curriculum, and program review are fully integrated into campus planning. In May 2014, the College Council recommended that the SBVC Planning Model be reviewed and revised during the 2014-2015 academic year (2.44).

Campus constituencies participate in planning through their committee work, yet participation in planning is not limited to committee membership. Committee meetings are

open to the entire campus. The development of planning documents such as the EMP (2.5) and Strategic Plan (2.1) involves the participation of several collegial consultation committees and campuswide activities. Drafts of plans are distributed to the entire campus for feedback.

SBVC is a college that embraces the intent of collegial consultation. SBVC is a learner-centered campus that appreciates input from its students. The Office of Student Life has encouraged students to become involved at the College. All constituents have been encouraged to actively engage in the development of planning on campus. Committee membership comprises students, faculty, staff, and managers.

Faculty participation in collegial consultation and committee work is ensured by the District/CTA contract (2.11). Currently, faculty are assigned to serve on one committee for a two-year duration. Division faculty work collegially to assure that their division is adequately represented on committees. Although faculty are assigned to only one committee as a CTA contract obligation, often many participate in other ad hoc or collegial consultation committees.

The management team determines which managers will serve on each committee.

Classified staff can request committee service through the CSEA president and Classified Senate president, the designated committee chair, or through their supervisors, according to the Classified Senate Delineation of Duties statement. Managers are encouraged to support committee attendance by classified staff (2.13).

The director of student life and the president of the ASG work together to identify students willing to serve on various committees on campus. A committee survey developed in fall 2013, to be implemented at the end of spring 2014, includes a question on student involvement in committees (2.14).

Given the limited college and state budget for growth, resource allocation becomes problematic. In fact, during the California state budget crisis in 2012-2013, SBVC faced a potential \$2-6 million budget cut, depending on the passage of Proposition 30 in the November 2012 election. The campus was faced not with allocating resources to fulfill its plan, but with creating a plan based on resources available for allocation.

During the 2012-2013 budget crisis, the College Council believed it was better to be proactive and plan for reductions prior to the anticipated budget crisis. The College Council thought that any reductions should be guided by the SBVC mission and planning documents in a forward-thinking model, rather than 11th-hour decision making as a result of a budget crisis that could have been anticipated. An ad hoc Program Viability Committee composed of faculty, managers, staff, and students was convened and charged with developing principles that could guide reduction of programs if downsizing became necessary. The formation of the Program Viability Committee raised some concerns across campus that the committee would target programs that were not self-sustaining (e.g., programs without full-time faculty, programs with low FTES, productivity WSCH/FTEF, or programs with high

annual equipment and supplies costs) or supersede existing campus processes, such as program discontinuance or the CTA contract, instead of its intended purpose—to proactively address potential budget shortfalls (2.52). Overcoming these misconceptions on campus made the committee’s work more difficult, but the committee gathered constructive feedback from all collegial groups and produced a list of principles (2.53) to guide program reduction in the event it became necessary. The list did not specifically name any program or service on campus but did specifically state the campus processes and that the CTA contract must be adhered to in the event of a reduction. Fortunately, the passage of Proposition 30 made program reduction unnecessary.

Despite the challenges, resources have been allocated consistently each year based on recommendations from the Program Review Committee and the College Council. The passage of Proposition 30 allowed the campus to fund a number of items and positions in spring 2013 that addressed the priorities in the SBVC strategic initiatives including a call attendant system, information booths, debit cards for financial aid disbursement, five replacement faculty, another five faculty growth positions, and two classified staff (2.54).

In spring 2014, on the recommendation of the Budget Committee, the College Council allocated up to \$250,000 made available throughout the entire campus to ease the hardships imposed by the budget crisis. Allocations for instructional departments were based on FTEs. Noninstructional departments and offices were allocated \$2,000 each. Departments are defined as those who have submitted or will submit an independent program efficacy document based on the program review four-year program efficacy rotation. To align purchases with campus planning, departments submitted a brief request and linked their purchases with the Strategic Plan (2.55).

Goal 1.1.2 of the 2007-2013 strategic initiatives is “Access to basic skills courses.” The Mathematics Department piloted a fast track math course to enable students to move from lowest basic skills math (Math 942) to one level below degree-applicable math (Math 095) in one year instead of two. Examinations of data showed that students in the pilot study were successful. The Reading Department developed a new course, which allowed for students who assess at the top range of SBVC’s lowest reading course to complete the course content for that course and the next in one semester (Read 951). Again, preliminary data are positive. SBVC is funding further growth of fast track math and adding additional sections of the accelerated Read 951. Conversations have taken place in all basic skills areas to develop accelerated programming where there would be benefit to students. Accelerated programs are in place for fall 2014 in Math, English, ESL, and Reading through funding from the new Learning Compass Plan (2.18, 2.47).

In order to increase campus resources and foster new programs that improve institutional effectiveness, SBVC employs a full-time director of grant development and management who successfully seeks out grants to support the mission of SBVC, and manages the grants once they are awarded. This position was established through a Title V grant awarded in 2005, and was institutionalized and supported by the general fund in 2011. The director of grant development and management aligns the purpose of each proposed project with SBVC’s Strategic Plan and strategic initiatives.

The largest grant ever awarded to SBVC was the USDE HSI STEM (2.57) and articulation project titled PASS GO (2.58), in which SBVC is the lead institution, with partner CSUSB. This five-year, \$5.5 million grant initiated a number of student success strategies including expanded tutoring, STEM counseling, and learning communities on the campus. As with the HACU-funded project, the PASS GO project started a wave of interest in SI as well as the resources to support it. This practice has also expanded to disciplines beyond those funded by the initial award. The project partner, CSUSB, extends services to SBVC transfer students in STEM fields, including workshops, service learning, and internship opportunities. This grant continues through 2016, with the possibility of a no-cost extension through 2017.

Another STEM grant from the USDE, the MSEIP, funded additional SI training in science, as well as supported partnerships in STEM teacher training with CSUSB and with the UC Riverside, for research opportunities for STEM students. This project is funded through 2015.

SBVC was awarded its first ever National Science Foundation award in the form of an Advanced Technological Education grant for its growing Water Supply Technology program (2.59). This provided needed funding for course development in water conservation and water resource management as well as established paid student internships at regional agencies. Several state grants supported programs; although they had been able to provide services on a limited basis, the grants allowed them to expand significantly. These include the Chancellor's Office Career and Technical Education grants (CTE Transitions), awarded beginning in 2011 for \$50,000 each year. Another award from the Chancellor's Office supported MCHS (2.60) and allowed for college-level counseling services to be dedicated to the project, along with professional development training for MCHS staff. The Chancellor's Office and the Foundation for Community Colleges co-funded the Student Mental Health Program (2.63). This initiative has offered training to faculty and staff to recognize students at risk of mental health and education in strategies for intervention and referral. It also offered Stress Solutions Oasis sessions for faculty and staff, and Strengths Training to faculty, staff, and student leadership groups. These activities strengthened awareness of the existing resources on the SBVC campus as well as of the stigma attached to suicide and depression, allowing dialogue in faculty, staff, and student groups about these critical topics. The Student Mental Health Program grant has been renewed for 2014-2015.

The Department of Grant Development and Management has the dual role of developing new projects and proposals for submission to granting agencies and of managing those projects responsibly once they are awarded. As with the proposal development process, which requires dialogue with the Office of Research, Planning and Institutional Effectiveness to align the projects with the strategic plan, the post-award process requires aligning with SBVC and SBCCD's human resources and fiscal functions. Now that SBVC is managing \$7 million in awarded projects, new projects need to be developed with attention to their long-term impacts on existing programs, desired programs, and capacity building for both the project areas of each grant, and cognizance of grant office activities and support that can be offered to the campus both pre- and post-award in order to incorporate programs in to long-term planning and budgeting. In 2013, a joint presentation on strategic planning and grants was prepared for the college and community by the Offices of Research, Planning and

Institutional Effectiveness and the Department of Grant Development and Management. Further, the Department of Grant Development and Management offered grant development workshops as part of professional development activities in early 2014, and as a follow-up activity in 2013 to a regional strategizing forum presented through the Student Mental Health Program. The Department of Grant Development and Management has developed handbooks for both the pre-award (Grant Proposal Development) and post-award (Project Director Handbook) sides of the process (2.61). The Department of Grant Development and Management will be refining and updating these handbooks regularly, aligning them with the most current SBVC processes and plans, as well as to keep the content current with changes in federal and state regulations.

Self-Evaluation

The institution meets the standard. As a result of the current state budget, the College has identified the difference between its needs and wants. In the future, for example, the total cost of ownership for new hires, such as desks, air conditioning, computers, and an office budget, needs to be a larger consideration than it has been in the past. The fact that no staff have been laid off with the current budget crisis is a testament to the financial stability of SBVC and SBCCD. Without a degree of predictability in stable funding at the state level and with limited resources, SBVC addresses those issues most important to its survival. The College is committed to use planning for consistent and continuous improvement of student learning regardless of the upward or downward trends of the state's financial condition.

Planning and evaluation processes on campus yield results. For example, the Program Discontinuance Plan, developed by the Academic Senate in 2009, was used in 2010 to evaluate four programs: Paralegal, Real Estate, Warehousing, and Machine Trades. One of these programs, Paralegal, was discontinued based on limited enrollment and lack of program accreditation by the Paralegal Association, while another program, Real Estate, was reaffirmed. Two programs, Warehousing and Machine Trades were placed on hiatus, a two-year period for further evaluation and revitalization of the programs. In the meantime, the dean of applied technology, transportation and culinary arts worked with the Machine Trades faculty, the Machine Trades Advisory Committee, and area employers to renovate the program and update curriculum. Since its hiatus status, the Machine Trades program is now called Machinist Technology, where it is showing FTES growth.

An example of grant planning to implement change can be seen in the first award, which came through a combined effort of the Walmart Foundation and HACU. That Student Success Initiative paired SBVC with the Community College of Denver in a program designed to have mentor institutions share successful instructional and student services models. The HACU/Walmart grant was initially awarded in July 2011 for a two-year period, and extended for another phase through June of 2013. The model included introducing paired courses as learning communities where both faculty and students could gain through connecting coursework; students experienced contextual learning, and faculty were able to develop their coursework in partnership with other faculty, infusing both groups with new energy. As a result of the grant, the learning communities' model has been adopted by the

Basic Skills Committee and is being incorporated into other programs to be expanded and sustained throughout the college.

Actionable Improvement Plan

1. SBVC will compile, analyze, and distribute the results of the Committee Self-Evaluation survey in fall 2014.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

At SBVC, a strong link exists between assessment and improvement. SBVC makes public its data and analyses both internally and externally. The Office of Research, Planning and Institutional Effectiveness conducts assessments of a variety of needs throughout the year. Each year since 2001 there has been a campus climate survey for students as well as frequent satisfaction surveys of faculty and staff. The results are discussed in the College Council as well as in other venues. This information is used by divisions in writing their program review documents.

Survey results contribute to the improvement in programs and services. The Professional Development Survey is used annually to assess current training. The results are reviewed by the Professional Development Committee during its annual retreat to support planning efforts for future workshops and training needs (2.24). Administrative Services' satisfaction survey is used to identify areas that need attention on the campus. This survey led to the elimination of faculty/staff-only parking lots in some areas. Surveys in CalWORKS led to refinement in the delivery of services. An external survey to determine whether or not to offer satellite courses at Chavez Middle School site was conducted. The Chavez survey is another example of using data to help in decision making (2.62).

The Office of Research, Planning and Institutional Effectiveness has an extensive website (2.10) that contains reports and data links to assist in the dissemination of information. Data reports are continually added to SBVC's website. The dean of research, planning, and institutional effectiveness addresses assessment information frequently in committees. The office creates brochures and pamphlets containing data, such as student performance, graduation rates, and enrollment patterns from feeder high schools. The dean of research, planning, and institutional effectiveness maintains a systematic schedule of presentations before the College Council, which includes assessment information, so that the results of the most recent survey may be discussed (2.45)

The following are examples of evaluation studies conducted with collected data:

Program review data. Over the years, the Office of Research, Planning and Institutional Effectiveness has provided retention, success, efficiency, and demographic data for program review (2.48).

STAR/CalWORKS. The STAR program and CalWORKS have provided both formative and summative data. This helped to refine procedures for establishing group study sessions. In the case of STAR, the data also support the evaluation reports required for the granting agency (U.S. Government, Title III). Studies include transfer patterns, prerequisite studies, cut score and placement evaluation, and high school course patterns versus SBVC placement tests, student equity studies, gainful employment studies, SWOT studies with local high schools, and focus group studies with campus advisory groups (2.64).

SBVC works toward the goals of the strategic initiatives throughout the year. The Office of Research, Planning and Institutional Effectiveness reports on progress made on the strategic initiatives to the campus, College Council, and Academic Senate on a regular basis (2.65). The Strategic Plans, strategic initiatives, and benchmark reports can be viewed on the Office of the President's website (2.66) and on the Office of Research, Planning and Institutional Effectiveness website (2.10).

Institution-set standards are communicated through the Strategic Plan. Institution-set standards were reported to the Academic Senate, College Council, and at the department chairs meetings. Campus performance on institution-set standards can also be viewed on the ACCJC Annual Reports (2.42).

Each course and program proposed for DE delivery has already been approved for traditional, on-campus delivery. There are no alterations in GE requirements, major requirements, or certificate requirements for courses and programs offered via DE. The Course Outline of Record, the official record of intent of instruction for each class offered by the college, is the same no matter what the instructional delivery mode. And there is no differentiation of delivery mode on a student's transcript. Furthermore, the SLOs for each course are the same, regardless of delivery mode. There is additional review of all courses submitted for DE by the Online Program Committee, which verifies regular substantive interaction as well as effective online methodologies.

SBVC's program review process addresses DE concerns through the levels of the divisions and departments, and the SBVC EMP (2010) includes data on retention and success for each department and program, while the Online Program Committee has furthered its evaluation on developing a process to track the success and retention of DE sections. That process began in earnest with the Substantive Change Proposal written during the 2011-2012 academic year. In 2012, the Online Program Committee set measurable goals for those markers of effectiveness and has tracked the data for those goals for two years. Those data are made public on the SBVC Online Program Committee website.

Self-Evaluation

The institution meets the standard. The SBVC Office of Research, Planning and Institutional Effectiveness has made numerous presentations to the SBCCD Board of Trustees, most recently concerning Scorecard data and strategic planning. Just as Accountability Reporting for the Community College (ARCC) data were previously presented to SBVC and the board, its replacement, Scorecard, is given the same amount of attention. Information from Scorecard is used for planning at both SBCCD and SBVC (2.67).

The campus uses a variety of methodologies to assess the public perception of campus programs, quality of education, campus safety, and campus resources and accessibility. Campus data and analyses are distributed via e-mail in the President's Newsletter, *Chancellor's Chat*, Student Services Report, and other periodic updates. SBVC's homepage shares news about the campus including statistical data analyses. Printed copies of studies and reports are housed in the appropriate office and/or the Library. For instance, the SLO executive summaries are available through the VPI's office and in the library reference collection (2.68).

Although the campus has hosted town hall meetings and education summits, the campus has not done enough in recent years to determine the needs and perceptions of the community in SBVC's service area. During the 2011-2012 academic year, plans were made to update the 2006 Golden and Associates telephone survey of the local community. The survey was updated and student workers hired to conduct the interview in the evening hours. The plans to update the survey were cancelled after the departure of President Dr. Debra Daniels in February 2012.

The 2006 Golden and Associates telephone survey will be updated in summer 2014. Work will be done by hiring work study or veteran students to conduct them. One student will be proficient in Spanish (2.69).

Actionable Improvement Plan

1. SBVC will compile, analyze, and distribute the results of the Committee Self-Evaluation survey in fall 2014.

I.B.6. The institution assures the effectiveness of its ongoing planning and resources allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research effort.

Descriptive Summary

SBVC's Strategic Plan (2.1) is a living document that can be modified as appropriate and is intended to establish goals and initiatives, develop measures of those goals and initiatives, develop activities to meet the goals and initiatives, and assign responsibility for implementation and assessment. The strategic initiatives include institution-set standards for

course completion, certificates awarded, degrees awarded, number of students transferred, and student success in DE courses. These standards were mutually agreed upon by the College Council and the Academic Senate (2.51). As data regarding SBVC's progress at meeting the goals set forth is made available, dialogue will occur within the collegial consultation groups.

The EMP 2009-2014 (2.5) was developed to provide an outline for the direction of SBVC. Reviewed annually, the plan is a living document and is used as a plan that can better prepare for the future of the College. The plan is based on SBVC and economic data and includes one-page summaries for each department. The plan encompasses many campus themes that were developed at the January 8, 2010, in-service event including basic skills, innovation, online partnerships, services, technology, talent, and training. The 2014-2019 EMP is currently being developed.

Progress, relevance, and currency of campus planning documents are reviewed regularly in the College Council or within the appropriate committees. The College Council serves essentially as the "committee of collegial consultation committees." It has numerous roles, such as reviewing assessment information and using its representatives to communicate matters of quality assurance to other committees on campus. The institutional researcher schedules presentations before the College Council concerning the results of all major surveys (2.45). Discussions, based on the results of surveys, often have a ripple effect on other collegial consultation committees.

The campus climate surveys (distribution began in 2001) are another vehicle for assessing campus processes and planning at the institutional level. Questions in the surveys address program review, planning, and resource allocation. A new committee member survey was developed in 2013-2014 to gain further insight into the effectiveness of committee plans and processes. The survey will be administered in spring 2014 (2.14).

Further evaluation and oversight prevention takes place at the College Council and Academic Senate. The Curriculum, Program Review, and SSSP (formerly known as Matriculation) Committees all operate under the authority of the Academic Senate, and each of these committees submits a formal report to the Academic Senate. Committee plans and processes involving academic and professional matters are reviewed by the Academic Senate prior to implementation. The ASLO Committee's processes and plans are reviewed and approved by both College Council and the Academic Senate prior to implementation (2.70).

Committees also evaluate themselves. For instance, the Program Review Committee conducts a survey with departments after they undergo program efficacy in order to evaluate the efficacy experience. As a result of these surveys, the committee, once viewed as unyielding and punitive, has undergone many changes. The Strategic Plan Committee evaluated campus satisfaction with program review in Strategic Initiative 2.2.2, which stated, "By Fall 2009, processes related to Program Review, and Curriculum will be streamlined. Surveys of committee members will indicate a 60% satisfaction rate by 2012." Survey results showed an increase in satisfaction from 32 percent in 2007 to 64 percent in 2012 (2.41).

Self-Evaluation

The institution meets the standard. SBVC's planning process is successful in developing plans and processes that improve the campus efficacy. The campus also evaluates the methodology of these plans and processes.

For example, upon the ratification of the District/CTA MOU on SLOs in spring 2013, the ASLO Committee undertook a massive evaluation of the campus SLO achievement processes. The existing process for the assessment cycle and plan for the completion of SLOs and CCs was adopted in 2008 after consultation with instructional deans and faculty chairs. Department faculty developed a three-year cycle for assessing all course SLOs in their departments. eLumen software was purchased to track SLO reporting, evaluate results, and run statistical reports on student success and learning outcomes. eLumen was piloted in 2007-2008. Even with ample training provided by professional development and eLumen personnel, the implementation of eLumen was unsuccessful. eLumen is not an intuitive software, and without an SLO coordinator to configure the system for faculty, individual faculty with varying computer expertise were independently creating logins, assigning rights, and creating conflicting rubrics and SLOs, which resulted in unclear data. eLumen was not actively used between 2008 and 2014. Instead, the campus used paper processes to record SLO assessment results. SLO documentation is available on the VPI's website (2.68)

Since spring 2013, a number of activities have occurred to improve SLO processes, assessment, and accountability:

- Reassigned time was given to the faculty co-chair of the ASLO Committee to facilitate the SLO process.
- Reporting forms for courses and programs have been standardized (2.71).
- In response to concerns from faculty and deans, the due dates for SLO evaluations have been extended (2.72).
- The ASLO Committee reviewed six different SLO software products. Three of the vendors were invited to present a webinar to interested faculty (2.73).
- eLumen will be piloted in 2014-2015 with clean course data and SLOs and PLOs already loaded.
- A cumulative spreadsheet of all SLO assessment data from the SLO executive summary documents was created (2.74). Data were used as baseline measures for CCs based on course to CC mapping (2.19).
- An aggressive Learning Outcomes Assessment Plan was developed to bring all campus services, courses, and programs firmly into the proficiency level of the ACCJC Learning Outcome Rubric and more services, courses, and programs into continuous quality improvement level (2.7).
- Dr. David Marshall from CSUSB, a nationally noted speaker on SLOs, led a series of three workshops during spring 2014. Workshops focused on writing SLOs, creating a program curriculum map, and discovering what can be learned about a program from the program map. Dr. Marshall has committed to continue working with the campus in 2014-2015 (2.75).

The effectiveness of college planning is documented in the *Strategic Initiatives and Benchmark Report* (2.41), which details SBVC’s progress on campus planning goals from 2007-2013 (see Table 18). Strategic Initiative 6.2.2 demonstrates how campus planning fostered improvement for student, staff, and faculty access to technology.

Table 18. *SBVC Campus Planning Goals, 2007-2013*

Benchmark – a standard by which something can be measured	Baseline 07-08	08-09	09-10	10-11	11-12	Activities
6.1.1. By fall 2012, SBVC faculty will use classroom technological advancements in the learning environment.	*	70% of classes have access	90%	95% of classes have access to classroom technology	<ul style="list-style-type: none"> • New faculty training • Regular faculty training • List of classroom technology needs prioritized for funding • Establish minimum technical aspect for each core competency in the classroom for use of technology 	<ul style="list-style-type: none"> • New buildings coming online with state-of-the-art technology • All new classrooms should be smart • Training needs to continue, maintain consistency of tech in classrooms. The % of access, does it measure use of classroom tech? (Are we measuring what we are asking?)

SBVC systematically evaluates programs and processes. All managers, classified staff, and faculty are aware of the evaluation cycles. Adhering to cycles of evaluation reinforces a sense of predictability and fairness. The Office of, Research, Planning and Institutional Effectiveness maintains a cycle of surveys and reports. The Curriculum Committee conducts content review for instructional programs every six years with the exception of CTE courses, which undergo content review every two years. Program efficacy is on a four-year cycle, which occurs with CTE programs also completing a two-year mini-efficacy. Program review needs assessment is conducted annually. The EMP is updated every five years. Programs update their EMP one-sheets annually. The Strategic Plan is updated every six years. The strategic initiatives in the plan are updated and evaluated annually. The annual report published by the Marketing Department summarizes campus events and accomplishments throughout the year (2.79).

Actionable Improvement Plan

None.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

SBVC uses the following evaluative mechanisms to gather evidence about the effectiveness of programs, evaluate programs, and implement changes for improvement. The resulting benefit or drawback is an indication of how successful the evaluation mechanism is.

- Pilot projects
- EMP
- Peer program evaluations
- Development of rubrics for evaluation
- Point-of-contact surveys within programs' focus groups
- Review of surveys by various collegial consultation committees
- Requests for research form
- Purchase of new software to support evidence gathering

Program review. One of the planning and evaluation processes at SBVC is its program review process. Program review has always formally or informally evaluated itself in a variety of ways including a debriefing of the process, which occurs at the last meeting of each semester; or by focus groups and surveys. The Program Review Committee continually adapts its review processes to reflect relevant issues, such as SLOs. As a result of committee assessment, in recent years the committee has focused on incorporating existing reports, eliminating repetition of work and developing an interactive culture with the academic/CTE programs undergoing program efficacy. Strategic Initiative 2.2.2 documents SBVC's increased satisfaction with program review processes, thereby validating the success of the committee self-evaluation process.

Development of rubrics. Program review evaluates and revises rubrics for needs assessment and program efficacy annually.

Point of contact surveys. Surveys at the point of service can be found in locations such as the library, cafeteria, counseling, or financial aid, which reflect student satisfaction. The surveys are reviewed by managers and staff in an effort to improve services to students. For example, the results of the Library Snapshot Day survey in 2010 indicated that many students thought there was too much noise throughout the library. In an effort to define quiet spaces, the library began allowing use of cell phones on the first floor of the library, but strictly enforced quiet zones on the second floor.

Focus groups. SBVC conducted numerous focus groups and campuswide meetings over the last two years. Many of them were small groups with three to 12 people attending. Others were large town-hall-style meetings with campus and community members present. These meetings were used to collect feedback about the mission, vision, and goals of the campus. For example, the strategic initiatives and benchmarks (2.41) were used to evaluate the 2007-

2013 Strategic Plan. The focus groups on strategic planning that met in 2013 engaged in discussions that evaluated both the 2007-2013 Strategic Plan and the strategic initiatives and benchmarks. Feedback from these discussions was used to develop the draft 2014-2019 Strategic Plan (2.76).

Research request form. SBVC uses a variety of mechanisms to gather evidence of the effectiveness of programs and services. The Office of Research, Planning and Institutional Effectiveness often accommodates requests from various departments across campus for its research needs. A form to request research is available online (2.78), while the prioritization of the research request is done by the dean and the researcher in the Office of Research, Planning and Institutional Effectiveness. The researcher may work with a committee or an individual to develop the survey.

Software. SNAP software was purchased to support assessment. SNAP improves the distribution of management evaluations. SNAP allows SBVC to store data on its own server and provides greater security. SNAP affords scanning capabilities so paper surveys can be more easily tallied.

Focus group or qualitative information is very helpful as a specific assessment vehicle. However, its use can be limited by the amount of time it takes to transcribe and analyze the information. As a result of this evaluation of focus group data, Nvivo, a text analysis program, was purchased because it allows a more objective analysis of qualitative and textual data.

New software is available not only for employees but for students as well. A performance-based response system for the classroom, eInstruction, was selected after reviewing offerings by many vendors. The Technology Committee sought information from the possible users (2.77). As a result of this feedback, the eInstruction devices (commonly referred to as “clickers”) were selected for the campus and are housed in CTS. The reason one provider was selected was to eliminate the necessity for students to purchase multiple clickers for a variety of courses. These clickers can be used in classrooms for quick responses to questions from the instructor.

The Committee Self-Evaluation survey (2.14) developed and distributed in spring 2014 is a good example of an evaluative mechanism that can be used to evaluate existing assessment procedures. Committees, such as Curriculum and Program Review, do an internal debriefing to assess their processes. The debriefing is based on qualitative data, usually in the form of verbal feedback. Individual committee members’ anonymous responses in the Committee Self-Evaluation survey to the section, “Please indicate how often the committee’s processes, interactions, and outcomes during the year reflected each of the following characteristics” and “Please provide an overall rating for the year on the following aspects of the committee’s work,” may reveal different results than a committee’s internal assessment of its processes, communication, and outcomes. The College Council will review the results of the Committee Self-Evaluation survey, when available, in order to evaluate the survey instrument.

A further example of an evaluation of assessment measures is currently in progress. The dean of research, planning and institutional effectiveness has been using course fill rates as a measure for access in the Strategic Plan. Upon presenting the Strategic Plan to campus groups, the dean received verbal feedback that the fill rate was not a good measure of access. The dean plans to conduct a validity check on all evaluative measures of the Strategic Plan. The validity check is scheduled to take place in spring 2015.

Self-Evaluation

The institution meets the standard. Campuswide surveys are conducted annually, alternating between campus climate surveys that focus more on issues of campus culture and self-study surveys that focus more on issues linked to Accreditation Standards. Survey results from the campus climate survey and self-study surveys covering a five-year period are available on the Research and Planning websites. Analysis of campus climate survey results have led to changes such as the development of the SBVC communication flowchart (Figure 26).

SBVC has supported data analysis by purchasing evaluative software, such as SNAP for surveys and employee evaluations, eLumen to support SLO assessment information, Nvivo to streamline the capture of qualitative trends, and eInstruction to help users obtain immediate responses within their classes. SBVC recognizes the importance of evaluating all tools and instruments in a systematic manner and communicating results campuswide. For instance, the initial deployment of eLumen was unsuccessful and campus feedback on the use of the software was primarily negative. Based on this feedback, the ASLO Committee undertook an evaluation of a number of SLO management software products and sought feedback from the campus. SBVC decided to continue using eLumen for SLO management and will implement the software in gradual stages (2.73).

The SLO evaluation cycle has yielded a variety of ideas and methodologies for departmental improvement and increasing student achievement on SLOs. Departments have

- identified the need to establish course prerequisites,
- identified the need to establish a common assessment instrument,
- rewritten SLOs,
- modified assessment instruments to improve assessment and analysis of SLOs, and
- implemented more hands-on activities (2.82).

The campus needs assessment process is an effective evaluation process that leads to improvement in programs and services. In spring 2014, the Budget Committee approved funding up to \$1 million of program review needs assessment requests for one-time funding. Funded items include funding for adjunct counselors, replacement of the sound system in LA 100 and the Greek Theatre, additional funding for library materials, microscopes, Diesel lab renovations and development of a mobile app for the campus. Programs should discuss and evaluate the impact of funded items in their next program efficacy.

Actionable Improvement Plan

1. SBVC will compile, analyze, and distribute the results of the Committee Self-Evaluation survey in fall 2014.
2. SBVC will prepare and conduct a validity check of the evaluative measures for the Strategic Plan.



Evidence—Institutional Effectiveness

- 2.1 Strategic Plans
- 2.2 Campus Technology Strategic Plan
- 2.3 Student Success and Support Program Plan
- 2.4 Program Review Website
- 2.5 Educational Master Plan
- 2.6 Curriculum Handbook
- 2.7 Outcomes Processes
- 2.8 AP2225
- 2.9 Campus Website
- 2.10 Research, Planning and Institutional Effectiveness Website
- 2.11 California Teachers Association Contract
- 2.12 Academic Senate Committee Restructuring (Minutes)
- 2.13 Classified Senate Delineation of Duties
- 2.14 Committee Self-Evaluation Survey
- 2.15 College Status Report on Student Learning Outcomes Implementation
- 2.16 Minutes—College Status Report
- 2.17 Advisory Committee Minutes
- 2.18 Basic Skills Report
- 2.19 Representative Samples—PPTs
- 2.20 Representative Samples Regarding Campus Dialogue
- 2.21 Draft SBVC Governance Handbook
- 2.22 Representative Samples—First-Year Faculty Training
- 2.23 Professional Development Webpage
- 2.24 Representative Samples—Professional Development Committee
- 2.25 Professional Development Webpage
- 2.26 Student Success Summit spring 2014
- 2.27 Basic Skills/Library Partnership
- 2.28 Representative Samples—Use of Mission Statement
- 2.29 SBVC Facilities Master Plan
- 2.30 District Imperatives
- 2.31 Representative Samples
- 2.32 Strategic Plan Brochure
- 2.33 Minutes—Development of 2014-2019 Strategic Plan
- 2.34 Logic Model for 2014-2019 Strategic Plan
- 2.35 Minutes and PPTs—Institution-Set Standards
- 2.36 Minutes—Online Program Committee, February 21, 2014; Academic Senate, April 30, 2014
- 2.37 Academic Senate Constitution
- 2.38 Academic Senate Bylaws
- 2.39 Academic Senate Resolution
- 2.40 Minutes—SBVC Planning Model 2012 Revisions
- 2.41 Strategic Initiatives and Benchmarks
- 2.42 ACCJC Annual Report
- 2.43 Academic Senate Minutes—Prerequisite Data
- 2.44 College Council Minutes—SBVC Planning Model 2014 Review

- 2.45 Schedule of Surveys and Presentations
- 2.46 Enrollment Management Plan
- 2.47 Learning Compass/ASSETS
- 2.48 Program Efficacy Documents
- 2.49 Program Recommendations
- 2.50 Program Discontinuance Policy
- 2.51 Representative Samples—PPTs/Academic Senate Minutes
- 2.52 Minutes from Senate/CC/PV
- 2.53 Program Viability Report
- 2.54 Opening Day PPT fall 2013
- 2.55 Special Funding Request Form
- 2.56 Division Progress on Goals
- 2.57 Science, Technology, Engineering and Mathematics
- 2.58 PASS GO
- 2.59 Advanced Technological Education Grant/Water Supply Technology
- 2.60 Middle College High School Grant
- 2.61 Grants Handbooks
- 2.62 Chavez Survey
- 2.63 Student Mental Health Grant
- 2.64 Representative Samples—Studies
- 2.65 Minutes—Report on Strategic Plan Progress
- 2.66 President’s Webpage College Planning Documents
- 2.67 Board Minutes—Accountability Reporting for the Community College/Scorecard
Data Reports
- 2.68 SLO/SLO Executive Summaries Link
- 2.69 College Council Minutes—Approval of Community Survey
- 2.70 Outcomes Processes Approvals (Minutes)
- 2.71 SLO Standardized Forms
- 2.72 SLO Reporting Dates
- 2.73 SLO Software Evaluation
- 2.74 Archive Data Spreadsheets
- 2.75 Dr. Marshall Workshops
- 2.76 Representative Samples—Research for 2014-2019 Strategic Plan
- 2.77 Representative Samples—Technology Committee Feedback
- 2.78 Online Research Requests
- 2.79 Representative Samples—Annual Reports
- 2.80 California Strategic Plan for Community Colleges
- 2.81 Representative Samples—Educational Master Plan One-Sheets
- 2.82 Representative Samples—SLO Evaluation



STANDARD II

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Standard II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Summary

In accordance with the core missions for community colleges, as defined by the Student Success Task Force, to provide transfer, degree, career and technical training, and basic skills instruction, the curriculum development processes at SBVC require that offerings are in support of the College mission and meet the needs of “a diverse community of learners.”

SBVC employs a multilevel process by which all courses and programs are developed and reviewed. The review includes a thorough assessment of the course or program to ensure support of the SBVC mission. Curriculum development includes a review by the initiating faculty member, members of the department, the department faculty chair, the division dean, and the Curriculum Committee. Prior to consideration by the Curriculum Committee, a technical review committee examines all new curriculum and modification proposals for applicability to the SBVC mission and for appropriate rigor and content. The full Curriculum Committee also evaluates proposals to ensure appropriate rigor and content, as well as applicability to the SBVC mission (3.1). Curriculum documents are housed in the CurricUNET system (3.2) and are available for perusal by any interested party. Internal and external control mechanisms ensure the quality and integrity of programs and services. Internally, the Academic Senate has primary oversight over curriculum. The faculty co-chair of the Curriculum Committee reports to the Academic Senate and serves on the Senate Executive Committee to discuss issues and concerns regarding programs and services (3.3). Once curriculum is approved, faculty are required to create syllabi in support of the COR and to teach to the COR. Also, faculty are evaluated in part on the syllabi of courses taught to ensure adherence to the outlines and that all courses, regardless of the delivery methodology, are of the same quality and content and address the same objectives and learning outcomes (3.4).

As part of the program review process, all programs complete a full efficacy review every four years. This is a change from the previous three-year cycles, based on recommendations from the Program Review Committee and approved by the Academic Senate (3.5). Departments are required to evaluate programs based on internal and external data reflective of employment trends and other variables to inform decisions on continued program

relevance and effectiveness in productivity and student success. The Program Review Committee makes recommendations for continuation, probation, or contraction based on the efficacy of the programs and their ability to critically evaluate their strengths and weaknesses (3.6). Programs placed on probation are required to develop improvement plans in consultation with the division dean and the VPI. Probationary programs are evaluated annually, as long as they remain on probation.

Among the data required for the program review process are degree and certificate completion rates; student success, FTES, full-time equivalent faculty (FTEF), and WSCH; job placement rates; and transfer rates as appropriate to the programs. These data are used within the program planning processes. Programs report on the currency of their curriculum and outcomes and, if necessary, establish plans to resolve any difficulties. For vocational education programs, community advisory groups also make recommendations regarding numbers of courses offered and the content of those courses. Advisory committees also provide critical input regarding programmatic needs as indicated by available job opportunities. In addition, external advisory committees regularly review career and technical programs to ensure quality and adherence to industry standards.

In support of the SBVC mission to support a diverse community of learners, as part of the efficacy process, programs furnish and interpret data on the population of students served compared to the demographics of the College and community, and use these data to formulate strategies for serving underrepresented populations (3.7).

In 2011, the Academic Senate approved a new policy delineating the program discontinuation process to be implemented at SBVC. This process provides the opportunity for any campus member to recommend discontinuance for any program to the Academic Senate that meets the initial criteria. If warranted, the Academic Senate convenes an ad hoc discontinuance committee in accordance with the Program Discontinuance Policy (3.8). In response to the economic crisis in California, the College Council convened an ad hoc Program Viability Committee in 2012 to gather feedback and to provide guidance to decision makers in the event that financial restraints necessitated the reduction or discontinuation of some programs and courses (3.9). The Program Discontinuance Policy and the ad hoc Program Viability Committee have been instrumental in ensuring that programs and courses are responsive to the changing needs of the community and the fiscal realities facing higher education in California. In addition, the numerous advisory committees, comprising representatives from the local community, industry, and other professionals, serve to recommend changes that may be necessary to ensure continued relevance and cutting-edge awareness of curricula in various fields. The input from these advisories has resulted in substantive adjustments to curricula and programs (3.10).

The articulation officer is the official campus liaison with the UC and CSU systems and shares information on changes in curriculum and regulations that may affect transferability to these systems. The articulation officer consults regularly with faculty, administrators, counselors, and the Curriculum Committee to ensure adherence to articulation agreements with four-year institutions, and confirms the transferability of courses to those institutions.

The articulation officer is also consulted as part of the curriculum process for new course development.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

SBVC is an open-entry institution. Student educational needs are identified through a comprehensive matriculation process, which includes orientation and assessment, followed by advisement (3.11). In a continuous effort to serve and provide effective access to SBVC's community, mandatory orientation sessions are available online. For special populations, an in-person option can be made available. Upon completion of orientation, first-time SBVC students are directed to take the mandatory assessment conducted at the Assessment Center. For waivers from this population, students are directed to the Counseling Office. The monthly assessment schedule is posted online and e-mailed (3.12).

Assessment testing results are used for course placement by matching the students' skill levels to the courses. A variety of assessment tools are used for math, English, reading, and ESL; each of these tests is designed to report results of multiple measures. These tests are validated by the SBVC Office of Research, Planning and Institutional Effectiveness (3.13) as mandated by the CCCCO. To further prepare regional feeder high school students, assessment testing can be done prior to high school graduation.

Assessment data are regularly provided from the Matriculation Office to faculty department chairs and deans in the English, Mathematics, and Reading Departments. These data are used for schedule planning. For example, from the assessment data in 2012-2013, 74 percent of students assessed were placed into basic skills math courses (090 or 900 levels); 77 percent of students assessed were placed into basic skills English courses (015 or 900 levels); and 72 percent of students assessed were placed into basic skills reading courses (015 or 900 levels). Faculty chairs and division deans worked with the Office of Instruction to adjust numbers of sections at these levels to improve access.

Beginning in 2010, the SBVC Academic Senate and SSSP Committee began the open dialogue on the necessity and appropriateness of development and implementation of a mandatory orientation and assessment process. These discussions included collegewide dialogue, including discipline faculty, counselors, Assessment Center staff, managers, and administrators. In fall 2012, the Academic Senate resolved to adopt mandatory orientation and assessment (3.14).

The Mathematics Department saw the need to offer support for students needing a refresher before taking the assessment test, so it developed free preassessment workshops, which were

offered throughout the fall, spring, and summer terms beginning in 2012. These workshops reviewed topics from arithmetic to beginning algebra and were made available to students prior to their assessment test. The Mathematics Department has now moved this preassessment workshop material online to improve access and to make the modules available to enrolled students for review (3.15). Additionally, the Library has acquired software that provides preassessment practice in both math and English.

SBVC assesses learning outcomes at the course level, collecting data for each section of every course offered. These data are analyzed and reported in an executive summary (3.16) on a three-year cycle. Course-level data are then aligned with institutional outcomes and PLOs. All courses have been mapped to the campus CCs (3.17), SBVC's institutional learning outcomes. In fall 2013, SBVC conducted a study to assess how well students were meeting the CCs. Average SLO assessment data results from 441 courses were aligned with the CCs based on the CC maps. The resulting data showed the percentage of students who were assessed and met each of the CCs, total number of courses that are mapped to each of the CCs, total number of courses assessed between fall 2007 and spring 2012 for each CC, and number of disciplines mapped to each CC (3.18).

A campuswide assessment activity was conducted in fall 2013. Participants were asked to review the CC data and provide analysis on the following questions:

- What is an acceptable pass rate?
- Did the campus achieve the pass rate?
- Were trends evident in the CC? Are there gaps?
- What is an adequate distribution for measuring CCs?
- What content, structure, strategies might improve CC assessment?
- Would you recommend rewriting the CC?

Findings of the assessment activity were presented at the November 20, 2013, Academic Senate meeting. In summary, the findings were that students were meeting CCs at an acceptable level; CC7: Quantitative Analysis was not included in the CC mapping process; CCs and subcompetencies need to be reviewed and revised; and a better assessment methodology needs to be developed. The Academic Senate moved to create an institution-set standard for CCs of a success rate of 70 percent or better, to postpone remapping of CCs and rewriting of CCs until the spring 2015 campuswide conversation on learning outcomes. The campus is meeting the institution-set standard of 70 percent. CC success data range from 85 percent to 92 percent. The Academic Senate plans to revisit the institution-set standard for CCs in spring 2015. The recommendations of the Academic Senate were presented to the College Council (3.19).

The assessment activity also looked at results from the CC questions embedded into the student campus climate survey. Feedback from the campuswide activity noted that the percentages from CC success data and percentages of students who indicated skills improvement in the campus climate survey differed significantly. The Office of Research, Planning and Institutional Effectiveness will be working with the ASLO Committee in spring 2015 to better align the campus climate survey with the CCs.

In spring 2014, the ASLO Committee, Academic Senate, and professional development coordinator worked together to present a series of workshops that focused on writing measurable program outcomes, aligning courses to program-level outcomes using a curriculum map, and determining how to use the map as the foundation for an initial program assessment. The workshops were conducted by Dr. Marshall from CSUSB, a noted speaker on SLO assessment and course tuning. Dr. Marshall will return in fall 2014 to further explore program assessment methodologies and campuswide outcome assessment models. These conversations will lead up to the spring 2015 evaluation of learning outcome processes on campus (3.20).



Self-Evaluation

The institution meets the standard. Campus leadership, committees, divisions, and departments engage in conversations to meet the needs of the campus population. Learning outcomes have been an area of emphasis since SBCCD and CTA reached an agreement and signed an MOU (3.46). Prior to fall 2013, research on SLO data for instructional programs and SAO data had been conducted on a three-year cycle established by discipline faculty. Typically, faculty created an assessment instrument and gathered data for analysis during a single semester. Faculty used the data to evaluate the course by completing and submitting a course summary report. Course summary reports were gathered at the end of the academic year into the Executive SLO Summary Report (3.16).

In fall 2013, the SBVC Outcomes Processes 2013-2015 established new procedures for learning outcomes. Learning outcomes continue to be analyzed on a three-year cycle, and discipline faculty continue to determine the assessment methodologies. However, assessment data are collected every semester to provide discipline faculty with longitudinal data for research and evaluation.

To research student achievement, SBVC's Office of Research, Planning and Institutional Effectiveness collects and analyzes data on placement tests, retention, success, degree and

certificate completions, and transfers, to name a few. The Office of Research, Planning and Institutional Effectiveness provides student achievement data to the Program Review Committee for use in the program efficacy process.

Additional services to support institutional effectiveness related to research, learning, evaluation, or meeting program needs have been made possible through software purchases such as SPSS, Nvivo, SNAP, and the statistical analysis program R.

Actionable Improvement Plan

None.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

Discipline/department experts and a fully trained Curriculum Committee review all courses. The typical cycle of review is six years, though CTE courses and programs are reviewed every two years. Content review evaluates content, methodology, and materials. The process requires substantial dialogue with appropriate entities including department and external parties (e.g., business, transfer institutions, advisory committees, etc.) prior to the launch of a new course. The Curriculum Committee further evaluates the course for appropriateness of content, methodologies, and materials from the members' perspectives (3.1).

The course outline, objectives, and SLOs are constant, regardless of the delivery system. If courses are proposed for DE, additional review is required. The reviewers are members of the Online Program Committee and the District vice chancellor of technology services. These reviewers assist discipline faculty to identify appropriate strategies to ensure effective student contact, availability of resources, and so forth (3.1). Instructors are evaluated on regular cycles (every year during the first four years, then every three years for full-time faculty and every six semesters for part-time faculty). During the evaluation process, techniques of instruction are identified and evaluated. "Techniques of instruction" make up a critical component of the evaluation process. The process is consistent regardless of the delivery method. The process includes student surveys, which are administered whether the class is taught face to face or online/hybrid (3.21).

Documented dialogue regarding student learning occurs at the department, division, and institutional levels (3.22). Informal dialogue also occurs across campus. The Online Program Committee has reviewed policies and procedures, including curriculum processes, and challenges such as ensuring academic integrity in online environments (3.23). The DECC meets to review issues related to online education at the District level; membership includes representatives from the campuses and SBCCD. Recent topics have included

strategies for ensuring academic integrity, the CMS (Blackboard) platform and schedules for updates, faculty training, and so forth (3.24).

Surveys of students are conducted annually to determine satisfaction with online courses (3.25). SLOs are evaluated within three-year cycles established by the departments in all courses, independent of delivery mode (3.26). Prior to fall 2013, these assessment results were combined with face-to-face assessments. If departments noted trends or patterns in SLO assessment results, department discussion considered the reasons for those trends and possible adjustments warranted. The new SLO assessment data collection process implemented in fall 2013 captures the course section number, which allows the department to easily differentiate assessment results in DE and face-to-face courses (3.27). Departments will be able to look for trends in the data as a whole or in the data by delivery method.

Impact of innovative programs funded by grants. Several instructional models have been introduced to the campus through grants. One is a grant funded by HACU, where a mentor institution—the Community College of Denver—worked with SBVC to share its paired-courses learning community model. The HACU/Walmart grant initiated a practice of paired teaching and courses so students could have the experience of contextual learning, and faculty could share teaching methods and best practices. Faculty from courses with a potential connection worked together to develop assignments related to both courses; typically, these paired one English or math course with another course, such as chemistry, automotive technology, or Spanish for native speakers; another pairing developed was between history and philosophy (3.28).

A grant focused on STEM, the HSI STEM and Articulation PASS GO grant, supported the implementation of accelerated developmental courses in math, where students complete two semesters of developmental math in one term. This model requires willingness and preparation on both the students' and teachers' parts to commit to learning and teaching at a rapid pace. The benefit is a significantly shortened timeframe to complete required developmental courses that serve as a foundation for entry into transfer-credit-bearing courses. This model addresses the frustration of students placed in the most basic math and English courses and allows them a more optimistic prediction for eventual completion of their prerequisites.

Other adaptations to modes of instruction initiated by the PASS GO grant have extended beyond the STEM disciplines into basic skills (funded by basic skills state grants), particularly using the SI model. A number of faculty have attended SI training at the University of Missouri, Kansas City, which created the program. There, faculty learn not only how to use SI but also how to train others, especially student leaders who serve as their assistants, to use SI to strengthen support for students and to increase their chances of understanding their coursework (3.29).

Extensive tutoring and preassessment workshops, together with SI, have created a continuum of instructional support outside classroom hours. These activities are overseen by the Office of Instruction and are used as a way to ensure that students receive accurate placement in

classes initially, with a range of instructional resources provided throughout their studies at SBVC.

Self-Evaluation

The institution meets the standard. All courses are subject to scrutiny by both discipline/department experts and a trained Curriculum Committee. Courses are reviewed every six years (two years for CTE courses) for appropriateness of content, methodology, and materials through the content review process within the Curriculum Committee structure. The process requires substantial dialogue with appropriate entities including department and external parties (e.g., business, other higher education institutions, etc.) prior to the launch of a new course. The Curriculum Committee further explores the course for appropriateness of content, methodology, and materials from the members' perspectives (3.1). No matter what delivery system is used, the course outline, objectives, and outcomes remain constant.

Through the curriculum content review process, additional review is required if courses are proposed for DE. Reviewers identify strategies to ensure effective student contact, availability of resources, and so forth (3.30).

All instructors are evaluated on regular cycles (every year during the first four years, then every three years for full-time faculty and every six semesters for adjunct faculty). During that evaluation process, techniques of instruction are identified and their effectiveness evaluated (3.21).

All the SLOs are the same for a given course, regardless of delivery mode, and the assessments of those SLOs will be the same or functionally equivalent. Comparing the results of SLO assessments for online classes and face-to-face classes was sporadic and haphazard until the fall of 2013. At that time, SBVC began using section numbers when collecting data, allowing DE course data to be compiled separately. Additionally, eLumen software has been upgraded and, as a foundation for this latest iteration of eLumen, will provide the ability to disaggregate data based on delivery mode when the data are released for use by SBVC. This information is embraced by the Online Program Committee, which develops plans for analysis of DE data and has recommended institution-set standards for DE courses (3.27, 3.31).

The program review process requires programs to address delivery and modes of instruction within their program efficacy documents (e.g., access, technology). The Office of Research, Planning and Institutional Effectiveness provides data on the percentage of online courses being offered by each department and the course completion rates for online courses. Departments are expected to provide an analysis of course completion rates in their efficacy documents (3.21).

SBVC has applied for and received many grants that have supported student learning and have been institutionalized. An example is the HACU/Walmart grant, which brought paired courses/learning communities to campus. The Basic Skills Committee and the Learning Compass Program (3.32) have helped SBVC to continue these. Additionally, the SI program

that started with the HSI STEM and Articulation PASS GO grant in the Mathematics and Sciences Departments has been institutionalized to other areas. Through the Learning Compass Program, SI has been added in English, ESL, Music, Spanish, American Sign Language, and so forth.

Actionable Improvement Plan

1. SBVC will gradually implement SLO software for easier outcomes tracking, evaluation, and analysis.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

SBVC has identified SLOs for its courses, programs, certificates, and degrees (3.33). Ninety-eight percent of SBVC courses and programs, including certificates and degrees, have defined SLOs.

In order to ensure that the SLOs are written at an appropriate level for each course, discipline faculty, as content experts, have the responsibility of creating, assessing, and evaluating SLOs. SLOs are reviewed by the Curriculum Committee when any new course is proposed and when courses go through the content review process (3.1).

Development of course SLOs began in 2005-2006, and ongoing assessment is in place for 85 percent of courses. Faculty analyze course SLOs on a three-year cycle. The methodology for SLO assessment is entirely under the purview of the faculty (3.34).

Prior to fall 2013, SBVC assessment and evaluation of course SLOs occurred a minimum of once every three years. Since fall 2013, SLOs are assessed every semester in order to obtain longitudinal data, and analysis takes place a minimum of once every three years (3.34).

Development and assessment of PLOs began in 2011-2012 with 96 percent of programs developing SLOs (3.33). Approximately 50 percent of programs began programmatic SLO assessment in 2013-2014. A campuswide series of workshops in spring 2014, led by Dr. Marshall, were designed to assist all instructional programs in aligning their courses to their program outcomes and in performing a baseline evaluation of their program SLOs based on the curriculum map created (3.20). Feedback from Dr. Marshall's workshop on Professional Development Day (April 8, 2014) shows that faculty found the process of curriculum mapping useful. Many programs such as Geography, Welding, Escrow, and Pharmacy Technology realized they needed to rewrite SLOs/PLOs because they are poorly aligned. For some programs such as Art and English, the workshop validated the alignment of courses with PLOs (3.35).

The program review process requires the submission of a program efficacy report that addresses institutional expectations for student success, access, and program effectiveness. In many program efficacy reports, there is evidence of SLO revisions based on poor past SLO results (3.36).

SLOs are the same for each section of a course regardless of delivery mode. SLOs are created and revised by faculty in the departments. The processes of creation, revision, and assessment are the same (or functionally the same) regardless of delivery mode.

The Online Program Committee tracks the retention and success rates in courses offered through DE. The committee notes a comparison between non-DE delivery and DE delivery on both of those key measures and makes recommendations to the departments regarding training, technology updates, and so forth in response to its findings.

While Blackboard is available to all faculty, departments such as Mathematics and Real Estate use publisher-prepared material for their online courses. The decision regarding appropriate course materials, and the evaluation of those materials, is made by the respective department. Therefore, the responsibility for maintaining academic standards resides at the department level.

Self-Evaluation

The institution meets the standard. Dialogue among faculty members, departments, and divisions regarding how to improve courses occurs within the Academic Senate, division and department meetings, and professional development activities. Improvements have resulted from these discussions in areas such as English, biology, reading, and noncredit ESL courses. These improvements are documented in the course evaluation summaries, completed a minimum of once every three years. All summaries are included in annual SLO executive summaries (3.16).

A specific example of SLO assessment and dialogue resulting in programmatic change began in spring of 2011, when the English Department undertook a multiyear process to reform many aspects of the English 015 final exam system. The department held meetings and workshops and solicited input via e-mail. Faculty updated the rubric used by exam readers to make it more precise and clear, and also ensured that all instructors teaching the course would better understand department expectations. New expanded sets of practice exams were developed, and a brand new “Hierarchy of Sentence Level Errors” was developed, both to further aid in evaluating exams and also to maintain consistency on those matters among the instructors and give students a clearer sense of which errors are most costly. A number of policies, procedures, and practices were reviewed, and documents were written to articulate and explain those (in some cases for the first time in written form). The project ended, in some ways, in spring 2014 with an updated and annotated set of scored exams so instructors have another way of seeing how the rubric is applied. Information and materials have been disseminated and discussed with faculty. Future discussion will focus more on workshops to go over the materials, especially with adjunct instructors, and intensify SBVC’s instructor preparation to teach the class. Though there is broad consensus in the department that the

results of the exam are accurate and do in fact indicate whether students are ready for college-level writing, SBVC's goal is to increase success rates (3.37).

Actionable Improvement Plan

None.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

SBVC makes data-based decisions and engages in rigorous approval processes when offering instructional courses and programs as well as programs and courses that enhance student learning or provide learning opportunities for businesses and the community.

SBVC has not had its own study abroad program for many years. However, SBVC does partner with other colleges through the AIFS (American Institute for Foreign Study) Partnership Programs, which maintains academic oversight and customized programs to meet campus curriculum. Students have gone to Salamanca, Spain, and London, England. Additionally, faculty have taught in these locations.

Contract education is available at SBCCD through the EDCT. Businesses and individuals can seek training in nanotechnology, food service certification, logistics, and manufacturing. EDCT participates in a number of training grants including the Workforce Investment Act, Job Development Incentive Training Fund, and California Employment Training Panel. These are not-for-credit programs and distinct from campus operations.

SBVC partners with businesses for short-term courses when the opportunity arises. SBVC regularly offers business and technology courses at Stater Bros. corporate offices in San Bernardino so that students can obtain a Retail Management Certificate (3.38).

Community education is already in place but offered infrequently. The downturn in the economy has limited the ability of SBVC to offer community education courses and the ability of the community to pay registration fees.

The Office of Research, Planning and Institutional Effectiveness conducts job analyses and other surveys and engages in data analysis (3.39). Students participate in a comprehensive matriculation process, which includes assessment and advisement. These are instrumental in identifying the varied educational needs of students and the community. In addition, an extensive list of community advisory groups (3.40) provide feedback and information useful

in making informed decisions regarding the need for developmental, pre-collegiate, continuing, and community education; study abroad; short-term training; and international student and contract education programs.

Program and course development are initiated at the departmental level with proposals submitted to the Curriculum Committee, a committee of the Academic Senate. After curriculum approval, the proposal goes to the Board of Trustees for final approval. The criteria for approval of these courses and programs are determined by each body and are based on need. Implementation is the responsibility of the deans and administrators and is subject to the availability of adequate resources.

The quality of all instructional courses and programs is ensured by Curriculum Committee procedures before approval of such courses and programs and by a cyclical program review process after course/program approval. Community advisory groups are also instrumental in monitoring the quality of courses and programs (3.1).

The Academic Senate developed a Program Discontinuance Policy in 2009 (3.8) in order to establish an evaluation process for programs that goes beyond the curriculum and program efficacy processes. The Program Discontinuance Policy was used in 2010 to evaluate four programs—Paralegal, Real Estate, Warehousing, and Machine Trades—for discontinuance. Real Estate was reaffirmed. The Paralegal program was discontinued, based on limited enrollment as well as a lack of program accreditation by the Paralegal Association. Warehousing and Machine Trades were placed on hiatus, a two-year period for further evaluation and revitalization of a program. The dean of Applied Technology, Transportation and Culinary Arts worked with Machine Trades faculty, the Machine Trades Advisory Committee, and area employers to renovate the program and update curriculum. Now called Machinist Technology, the program is showing FTES growth (3.41).

The institutional program review process, conducted on an established cycle, ensures the continued monitoring and maintenance of all programs and courses. The information provided by this process assists in maintaining and improving the quality of programs and courses.

The Curriculum Committee ensures the quality of instructional courses and programs through the content review process. Every program and course undergoes content review on a six-year cycle. CTE programs and courses complete content review on a two-year cycle. New courses, degrees, and certificates also undergo content review. The importance of content review is emphasized in the *Curriculum Handbook* (3.1).

Content review is defined in Title 5 of the CCR as

a rigorous, systematic process developed in accordance with sections 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under section 55510, and that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in

a course, or which students need to acquire through simultaneous enrollment in a corequisite course.

The primary purpose of content review from the CCCCCO viewpoint is to review prerequisites every six years so that access to education is balanced with academic rigor. These processes shall provide that at least once every six years all prerequisites and corequisites established by SBCCD shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two years. Two important consequences of failing to conduct content review are as follows:

- The CCCCCO may revoke SBVC's authority to approve its own curriculum, and
- Course articulation may suffer, meaning that SBVC's students would waste time taking courses for which they cannot receive transfer credit.

The institution still honors the resolution that the SBVC Academic Senate passed (3.42) to underscore faculty's obligation to conduct content review in 2004:

Whereas Title 5 requires all course outlines to be updated every six years, and this updating is vital to articulation agreements with transfer institutions,

Whereas the writing and approval of curriculum is a faculty right and responsibility under AB 1725, and

Whereas it is understood that courses whose outlines have not been updated may have to be pulled from the college's offerings.

Be it hereby resolved that the SBVC Academic Senate requests that the Administration, working with the Curriculum Technical Committee, provide notice and support (i.e. clerical, funds for adjunct faculty to write curriculum in small departments, process and procedure advice) to the faculty in identifying and completing the content review of outdated outlines, and

Be it further resolved that the SBVC Academic Senate requests any administrator who may be creating or substantially altering course outlines to cease and desist this usurping of faculty rights.

In 2013-2014, the Curriculum Committee approved, modified, or deleted 329 courses and 23 degrees/certificates (3.43). In 2013-2014, SBVC was at 116 percent of its goal for establishing AA-T or AS-T degrees. TMC degrees are available in Administration of Justice, Business Administration, Communication Studies, English, Mathematics, Philosophy, Sociology, Anthropology, Early Childhood Education, Psychology, Geography, Geology, Political Science, and Physics (3.44).

SBVC offers a wide variety of courses, including some of the prerequisites to transfer-level courses in reading and math, as online and/or hybrid classes. Those departments saw the need to help with flexible scheduling for students who needed to demonstrate competency prior to entering college-level classes.

Title 5 of the CCR requires that if any of the instruction of a particular course is intended to be offered by DE, then that course needs to undergo a separate review process.

55206. Separate Course Approval. If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures. NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

All of the courses approved for DE delivery at SBVC have undergone such scrutiny. SBVC requires that all courses proposed for DE delivery be separately reviewed and approved by the Curriculum Committee, a standing committee of the Academic Senate, before being forwarded to the Board of Trustees for final approval (3.1).

Self-Evaluation

The institution meets the standard. All faculty are aware of the expectations and the cycles of content review, and programs are held accountable for the currency of their courses during the program review efficacy process. Also, CurricUNET allows any interested party to become aware of content review cycles. The Curriculum Committee employs a rigorous process yielding course outlines of outstanding quality.

Actionable Improvement Plan

None.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

SBVC's curriculum process that approves courses, certificates, and degrees is faculty driven, with the Curriculum Committee reporting to the Academic Senate. The Curriculum Committee chair serves on the Executive Committee of the Senate and on the College Council. Programs, certificates, and degrees are developed by faculty, in consultation with community needs assessment processes and advisory bodies where appropriate. SLOs are submitted with new courses through the curriculum process. Courses, certificates, and degrees are evaluated and approved by the Curriculum Committee on a six-year cycle with the exception of CTE courses, which undergo curriculum review every two years. The Curriculum Committee is made up of faculty from each division. The work of the Curriculum Committee is reported annually to the Academic Senate and College Council (3.43).

Program review is divided into two components: needs assessment and program efficacy. Programs complete the efficacy portion of program review on a four-year cycle with the

exception of CTE courses, which undergo program efficacy evaluation every two years. All elements of the program, including curriculum, methodology, resources, and efficiency, are reviewed and evaluated. The Program Review Committee requires regular reporting of program assessment, program quality, and program improvement within its process. All programs are given evaluative comments based on the comprehensive review by the committee. When warranted, programs are placed on probation and requested to submit improvement plans in collaboration with their division dean and the appropriate vice president's office. Program efficacy documents are public and can be viewed on the Program Review website. The work of the Program Review Committee is reported each semester to the Academic Senate and College Council (3.6).

SLOs are established for all courses and instructional programs offering degrees and certificates. Discipline faculty collaborate to create and assess outcomes at the course and program levels. Campus faculty collaborated to identify CCs, and the ASLO Committee identified strategies for assessment of collegewide CCs. Documents related to these competencies are housed in the department and division offices, the Office of Instruction, and on the Office of Instruction webpage (Student Learning Outcomes). Course SLOs are assessed every semester (3.34).

Through the faculty evaluation process, the students are afforded the opportunity to provide feedback on the quality of the instruction they receive. The involvement of peer and administrative evaluators also provides feedback on the classroom performance of faculty, and adjustments are made to courses and teaching methodologies as appropriate (3.21).

Feedback from committee advisory groups generally assists in CTE programs' content development and content review. Also, SBVC students excel in statewide competitions in various career and technical fields, demonstrating the rigor and integrity of CTE programs and courses (3.10).

Courses and programs offered via DE are a part of an academic department and division. There is no separate organizational structure. So the processes to approve and administer DE courses and programs are the same as the processes to approve and administer on-campus courses. The technological support for the DE programs comes from SBCCD. Internet connectivity and the learning management system are administered through the vice chancellor for TESS. Faculty teaching via DE are evaluated on the same cycles and in the same manner as faculty teaching on campus.

All courses and programs are evaluated through the content review cycle; there is no distinction between DE and on-campus classes at the level of evaluation. The Online Program Committee collects data to compare the success and retention rates between DE and on-campus classes and makes recommendations for improvement to the departments.

Self-Evaluation

The institution meets the standard. SBVC has strong, ongoing cycles of improvement. The Curriculum Committee has established processes for curriculum development and content

review. The Program Review Committee has undergone its own review of processes each year and continues to refine and revise its practices to ensure institutional effectiveness. Examples of improvements include decisions to have reviewers meet with program faculty in advance of review to ensure documents are complete and contain appropriate analysis. Both curriculum and program review processes are faculty driven, and in both cases, quality is the primary focus of development and approval. Program review is operating at a Continuous Quality Improvement level.

The ASLO Committee plays a pivotal role in establishing an effective process for formulation, evaluation, and revision of outcomes processes. Course SLO assessment data are collected every semester. Course and program SLO evaluation is done on a three-year rotation (3.34). Faculty are intimately involved in the curriculum and program review processes, including any courses designed to be offered in a DE format. Faculty initiate the curriculum. Faculty write the program review documents. Faculty monitor the retention and success in the DE courses and programs. And of course, the different disciplines use different criteria and formats for DE delivery. For example, the Spanish online classes require students to communicate synchronously with the instructor via Skype or a similar program that allows the instructor to both see and hear the students. In a course such as philosophy, such synchronous tools are not deemed necessary for instructional purposes.

Assessment and evaluation of learning outcomes and student success data have generated changes in the DE offerings at SBVC. For example, the Chemistry Department offered its basic chemistry course in a hybrid format. However, the success rates for that class were extraordinarily low, so the department made the decision not to offer its basic class in the DE mode. It does offer other classes in a hybrid format. But in this case, the department found that there was a necessary socialization process in the on-campus class that was essential to the success of students in that introductory class and in subsequent chemistry classes.

Actionable Improvement Plan

None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Competency levels and measurable SLOs are determined by faculty. Faculty are also involved in developing methodologies for assessing SLOs. Assessment of PLOs has been facilitated by the mapping of course SLOs to PLOs and collegewide CCs. The MOU reached between the CTA and SBCCD has further facilitated SLO formulation and assessment by providing compensation to faculty involved in this task (3.46).

Courses are the common dominator for SLO assessment. Every student who attends SBVC, whether for self-improvement, lifelong learning, job skills, certificates, degrees, or transfer, will take a course; thus, courses become the foundation for assessment. All courses that are a part of a degree or certificate program are mapped to PLOs and CCs. Courses without a discipline-specific degree or certificate program are mapped directly to the CCs. CC maps can be found on the VPI's webpage. Each discipline has developed its own mapping system using a variety of formats including tables, flowcharts, and spreadsheets. The ASLO Committee is piloting a standardized spreadsheet as part of a series of workshops led by Dr. Marshall to assess PLOs for instructional programs in 2013-2014 (3.47).

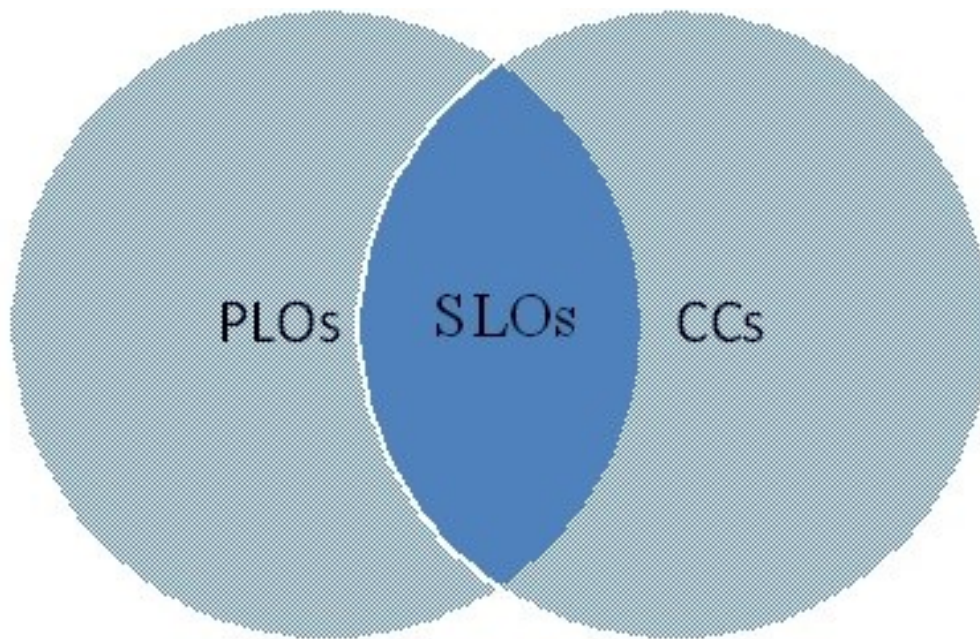


Figure 28. Relationship between SLO, PLO, and CC assessment.

Students have a clear path to achieve learning outcomes for courses and programs (degrees and certificates). SLOs are included in all curriculum and course outlines (3.48). Course assessments are inclusive of SLOs. Courses leading to a certificate or degree are aligned with PLOs.

The SLOs are the same for DE sections and for traditional sections, so there is no distinction based on delivery mode. Assessment and evaluation are done through typical departmental means, focusing on content review, program review, and departmental conversations about quality control.

Self-Evaluation

The institution meets the standard. At this time, SBVC tracks outcomes assessment and evaluation using paper processes. In order to obtain an accurate count of SLO assessments, a

manual inventory of courses reported or evidenced in SLO executive summaries from 2006-2007 through 2011-2012 was completed. A spreadsheet was created for each department, which denotes the semesters each course has been assessed. Courses that have been assessed more than once and have an identified cycle are considered to have achieved ongoing assessment. The spreadsheets also note if the course has been mapped to the CCs. Assessment results expressed as a percentage were entered into the spreadsheets. These spreadsheets have come to be known as SLO archive data spreadsheets (3.49). When the 2012-2013 SLO Executive Summary was completed, that information was added to the spreadsheets.

In fall 2013, SBVC, with the approval of the Academic Senate and College Council, moved to a policy of every-course, every-section, every-semester SLO assessment (3.50). When assessment data from fall 2013 were tallied, SBVC had increased from 71 percent of courses achieving ongoing assessment to 85 percent of courses achieving ongoing assessment. This assessment practice will continue through spring 2015, at which time SBVC will engage in dialogue regarding the usefulness and necessity of collection of longitudinal assessment data for courses as a part of the spring 2015 learning outcomes conversations.

Course learning outcomes are analyzed a minimum of once every three years. Departments submit a three-year analysis cycle, and the ASLO Committee tracks departments' progress on course SLO evaluations (3.26).

All degrees and certificates should have program-level SLOs, known as PLOs. Ninety-eight percent of programs currently have PLOs. PLOs will also be evaluated a minimum of once every three years. Program assessment is in its infancy. In 2012-2013, only 2.9 percent of programs reported having assessed PLOs. That number grew to 20 percent by the conclusion of fall 2013. SBVC is moving forward with PLO assessment. The workshops being presented by Dr. Marshall have been designed to walk program faculty through a basic evaluation of programs by aligning courses to PLOs. This alignment process will build a better foundation for further PLO assessments. The process allows faculty to see how well courses are aligned with PLOs, determine if PLOs are adequately measured by the core courses needed for a degree/certificate, identify gaps in course curriculum, and identify SLOs or PLOs that need to be rewritten. In fall 2014, program assessment workshops will continue. Dr. Marshall will introduce several accepted methodologies for program assessment (3.20).

The ASLO Committee provides archive data spreadsheets and a three-year evaluation cycle (course and program) completion to the Program Review Committee for use in the program efficacy process.

Table 19. *Progress on Outcomes*

Outcomes	Identified	Assessment 2012/2013	Progress Fall 2013
Courses	98%	71%	85%
Programs (degrees & certificates)	98%	2.9%	20%
Institutional	100%	100%	Evaluated

CC assessment is measured by mapping courses to CCs. Students who pass a course are considered to have achieved the CCs the course is aligned with. While the course, and therefore CC, assessment was taking place, CCs had not yet been evaluated. Data for all courses assessed were aligned with mapped CCs on a spreadsheet. An average pass rate for all students who were assessed and met a course SLO/CC was tabulated for each CC and subcompetency. Additionally, the number of courses and disciplines that are mapped to a CC was tallied. Resulting data were evaluated at the fall 2013 Flex Day. The following themes emerged and were presented to the Academic Senate:

- More assessment results are necessary to achieve an accurate evaluation.
- A number of subcompetencies need to be written or consolidated.
- CC7: Quantitative Reasoning had been inadvertently omitted from the CC mapping grid.
- CCs on ethics and cultural awareness were underrepresented.
- At the time CC maps were introduced, division deans gave faculty conflicting instructions; some divisions were directed to map courses to three CCs only; some divisions were directed to fill in the entire grid and designate a level of emphasis for each competency.

The Academic Senate established an institution-set standard for CCs that 70 percent of students assessed should meet the competencies. Based on the available data, the campus meets the institution-set standard. The Academic Senate decided not to remap courses to CCs at this time; rather, the Academic Senate felt that in order to remedy the problems identified, a full revision of existing CCs should be done in spring 2015. Following the revision, courses will be remapped, with all divisions and departments receiving the same instructions and mapping grids.

The student campus climate survey has a series of questions that ask students to reflect on their progress on CCs. During the fall 2013 Flex Day workshop, faculty were asked to map the survey questions to the CCs and evaluate the results (3.19).

There was a great deal of discussion revolving around the

- difference between the percentages of students identifying that their CC skills had improved and the pass rate generated in the CC evaluation,

- need to know how many courses students had completed when they took the student campus climate survey, and
- need to know if students entered college with basic skills needs.

The Online Program Committee has also arrived at institution-set standards for both retention and success for online courses. That discussion took place over the span of two semesters, and the standards will be used to assess the effectiveness of SBVC's online classes when compared to a statewide average over a two-year cycle. This recommendation was presented for first reading at the Academic Senate meeting of April 16, 2014, and approved on May 7, 2014. The College Council supported the recommendation (3.51).

The role of the faculty in the planning of all these processes is central. The Online Program Committee and Curriculum and Program Review Committees all consist of a majority of faculty members. Curriculum and Program Review operate under the authority of the Academic Senate. ASLO, Curriculum, and Program Review Committees are collegial consultation committees where the role of faculty is determined by and guaranteed by board policies, and faculty co-chairs are voting members of the College Council.

The achievement of SLOs for a course, program, degree, or certificate is the same regardless of delivery mode. The *SBVC Handbook for Online Students* focuses on degree completion and alerts students to the fact that there is no distinction between SLOs based on delivery mode (3.52).

Actionable Improvement Plan

None.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Breadth, depth, rigor, and sequencing are issues that are addressed through multiple mechanisms at SBVC. First, these are factors the Curriculum Committee examines closely when considering any new proposals for courses and programs submitted by academic departments. Established guidelines for course and program design require addressing these issues before submission of new courses and programs to the Curriculum Committee, which then evaluates submissions in terms of these guidelines. Later, each program is monitored for these issues as courses and programs undergo program review, ensuring program efficacy, and content review for appropriateness and relevance. In addition, the articulation officer, as liaison with the receiving institutions of transfer courses, provides another layer of assurance that these issues are addressed. The receiving institutions themselves monitor courses and programs and ensure proper sequencing through appropriate course identification and numbering. Various programs, including activities embedded in grant-funded programs,

focus on reviewing articulation pathways in courses and programs, and agreements between institutions, especially if the content evolves and changes rapidly in a given field.

Self-Evaluation

The institution meets the standard. High-quality instruction is a major emphasis of the professional development program at SBVC. New faculty orientation includes instruction in classroom pedagogy and strategies for student success, in addition to effective classroom management (3.53). Effective teaching strategies are discussed at events such as the Great Teachers Seminar and campus-based workshops (3.53). Teaching/learning styles are addressed in various workshops, as is the role of technology in the classroom and appropriate assessment techniques. SBVC has also sponsored a Great Online Teachers Seminar to provide support to faculty teaching online or preparing to teach online. The SBVC professional development program provides many opportunities for faculty to enhance instructional skills in delivering quality education.

Depth, breadth, and rigor of courses, certificates, and degrees are governed by Title 5 of the CCR and detailed in the *Curriculum Handbook*. This is monitored by faculty through the Curriculum Committee and the Academic Senate.

Actionable Improvement Plan

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

To facilitate achievement of its mission to provide quality instruction to a diverse community of learners, SBVC encourages the use of a variety of student-centered delivery modes, methodologies, and teaching strategies.

Student development courses have been created to facilitate the success of first-year college students. The Academic Advancement 001 course, Strategies for College Success, includes a learning styles inventory to assist students in identifying their most advantageous learning mode as part of their strategy for academic success. Various programs have also been developed to enhance the educational experiences of specific student populations. For example, the success rates of African American and Latino students have been enhanced by the Tumaini Program and Puente Project, respectively (3.55). VBC (3.56) and SI (3.32) are also student support programs already in place. Students with identified disabilities have the support of a strong DSP&S office. Both the EOP&S and STAR programs support first-generation students with academic and financial assistance. In addition, the Honors Program and learning communities challenge those students who favor more academic rigor.

Faculty are constantly involved in professional development activities to enhance their ability to meet the diverse needs of students. Regular training is offered in the Blackboard CMS. This provides faculty with the tools they need to effectively utilize the online or hybrid modes of delivery. The Great Teachers Seminar (3.54) and the Great Online Teachers Seminar provide opportunities for faculty to develop and improve teaching strategies to meet student needs. Throughout the academic year, there are workshops and seminars designed to enhance faculty awareness of learning styles, assessments, theories, and strategies and to facilitate integration of this knowledge into the classroom experience. The adjunct faculty orientation (3.57) in spring 2014 included an animated dialogue on how faculty identify and accommodate student learning styles and how different learning styles are incorporated in the class assessments. Professional development offers teaching improvement activities that focus on learning styles (3.29). The Student Health Department offers small-group workshops that focus on the students' strengths, including learning styles (3.58).

To meet the needs of diverse students, SBVC has employed various delivery modes. An AA degree is obtainable either on campus or through a combination of online and hybrid courses, the latter being courses that include face-to-face as well as online interaction. Campus classes are scheduled during the day, evenings, and on weekends. During the spring of 2013, SBVC offered 1,165 sections, 32 percent of which were offered during evening and weekend hours. Fourteen percent of courses are offered in a DE format, including ITV, which involves streaming video and is employed in various courses to assist students in the Big Bear area who may have difficulty attending classes on the SBVC campus.

SI was implemented in STEM fields through the HSI STEM and Articulation PASS GO and MSEIP grants. The Basic Skills Committee extended SI across the disciplines during the fall 2013 semester. SI was written into both the HSI STEM and Articulation PASS GO grant that started in October 2011 and the MSEIP grant that started in October 2012. The first group trained in SI was through the PASS GO grant in summer of 2012. In the first group, two faculty and one staff member attended the SI training at the University of Missouri, Kansas City; this was funded by the PASS GO grant. In fall 2012, a faculty member was trained under the MSEIP grant, and others were trained under both grants in summer of 2013 (3.59).

After those initial trainings, the Basic Skills Committee sent faculty to receive training as well, funding a project in fall 2013 comprising 10 faculty and 10 students—drawn from the areas of English, reading, automotive, modern languages, and music. In spring 2014, the cohort was expanded to 15 faculty and SI leaders. The faculty chose students for the project who were successful in their courses and enlisted those students as SI leaders. The faculty worked with the SI leaders to help them develop workshop topics and curriculum, based on the classroom curriculum, and the SI leaders presented workshops outside of class to the students in the courses. In addition, SI leaders provided one-on-one tutoring to students. Faculty coordinated the SI leaders' workshops and tutoring sessions, met weekly to help guide the SI activities, attended regularly scheduled training sessions, and met with other faculty participants to address best practices and encourage dialogue about student learning across the disciplines (3.60).

Also, a paired-courses model of learning communities was introduced to SBVC through a mentor college, Community College of Denver, and funded by the HACU/Walmart grant; it addressed the need for contextual learning. Students enroll in two linked courses whose faculty have developed a proposal to collaborate on teaching assignments and classroom approach. Faculty for each pair are free to interpret how they will collaborate; some are present for both linked classes, some overlap their time in both classes, and some prepare joint assignments or assignments with similar components that emphasize the skills needed in each class but are combined in both. These classes encouraged an interactive model, often with two faculty in the room, so students can experience the relationship between the two subjects and receive two instructors' views of the subject matter and problem-solving approaches. Both students and instructors have reported enjoying these linked classes, and in most cases, students achieved at a higher level in the linked classes than similar students who were enrolled in courses offered in a traditional format. Students considering enrollment in the paired courses are counseled as to the difference in the model, and the counselor works closely with students to recommend these pairings to students who express an interest in or capacity for contextual learning (3.61).

The Office of Research, Planning and Institutional Effectiveness maintains statistics on student success and retention for courses offering sections for DE delivery. Student success and retention for DE sections of a course can be broken out and compared with student success and retention for sections of the same course taught on campus. This information is made available to the Program Review Committee for inclusion in the program efficacy process. Departments are required to respond to and make an analysis of student success and retention in DE courses (3.62).

The SBVC website includes a *Handbook for Online Students*. One of the subpages in that handbook addresses the issue of learning styles and successful completion of online classes. A link to the University of Houston's self-assessment for online readiness is included there. Many online faculty use that link to help students self-select for the online delivery mode (3.52).

Faculty and staff are informed and kept up to date about learning needs and pedagogical approaches related to DE through extensive professional development opportunities, a monthly DE newsletter for faculty teaching online courses, periodic e-mails from the Online Program Committee to faculty teaching online classes, and a robust presence on the SBVC website.

DE programs at SBVC are aligned with Standard II.A. The Online Program Committee website provides a comprehensive view of how SBVC meets ACCJC Standards.

Self-Evaluation

The institution meets the standard. Consistent with the mission of SBVC, the diverse needs of the student population are specifically addressed in the curriculum approval process, in which questions of diversity are referenced and responded to in the *Curriculum Committee Handbook*, page 13 (3.1). Several programs address the needs of specific student

populations. For example, the Puente Project, with an emphasis on Latino culture, served 58 students during the 2012-2013 school year. The Tumaini Program served 20 students, and the STAR program served 201 students. The CalWORKs and EOP&S programs also serve the needs of at-risk students. In addition, the Mathematics and Science Departments offer special programming to appeal to underrepresented student groups (3.59).

Instructors are provided with programs to equip them with the skills and insights for meeting diverse student needs. Each year, the Great Teachers Seminar and the Great Online Teachers Seminar enroll 20 to 30 faculty in each program. Faculty participate in learning how to meet the diverse needs of students. About 50 faculty benefit from this training annually. Also, the Professional and Organizational Development Department provides a library of print and media resources in support of instruction for a diverse community of learners. Learning communities (e.g., between English and chemistry) have also been established.

One of the features of the SI training is that it offers a third day of training after the initial two days wherein faculty learn the methodology. On the third training day, they learn how to train others. By the end of several years, many faculty and SI student leaders will have been trained.

Actionable Improvement Plan

None.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The program review process includes a program efficacy evaluation every four years with the exception of CTE courses, which undergo program efficacy every two years, per guidelines. The criteria used in this evaluation address factors of relevancy, appropriateness, achievement of SLOs, currency, and planning for future program needs (3.7). The program efficacy process includes analysis and response to data on student success including student achievement, student retention, FTES, SLOs, and degree and certificate completion rates. Program efficacy addresses currency and relevancy (including articulation) of curriculum and detailed program planning. All programs are subject to this review on an established schedule (3.5).

The Office of Research, Planning and Institutional Effectiveness provides data on student recruitment, demographics, retention, and completion rates to aid the Program Review and Curriculum Committees in evaluating the effectiveness of programs. Departments are able to compare and contrast their program data with campus averages. The information is available on the campus intranet as EMP data sheets (3.62). In addition, this office also conducts job availability surveys to help in determining relevance of programs.

As defined by the Outcomes Processes 2013-2015, SLO assessment results for all courses assessed within a department's program review cycle every four years (two years for CTE departments) will be provided to the Program Review Committee for use in the program efficacy process (3.34).

Departments undergoing program efficacy are encouraged to include any additional data relevant to the field of study.

Program efficacy includes a review of the program curriculum and the overall College curriculum and the place a program holds in the overall College offerings. The cycle of content review conducted by the Curriculum Committee further ensures continued effectiveness (3.7).

Self-Evaluation

The institution meets the standard. The Program Review Committee reviews a department's program efficacy documents for relevancy, currency, and success and makes an overall recommendation. The recommendations are continuation, conditional, probation, probation (no documents submitted), and contraction. The criteria for these recommendations can be viewed on the Program Efficacy Recommendations Rubric. The Program Discontinuance Policy uses the Program Review Committee's recommendation as one of the criteria to consider a program for discontinuance (3.6).

Learning outcomes have been identified for 98 percent of courses and programs. Program assessment was addressed in spring 2014 during a series of workshops facilitated by Dr. Marshall of CSUSB. These workshops were hosted by the Professional Development Committee on behalf of the ASLO Committee and the Academic Senate. Campus response to these workshops has been positive, and more workshops are planned for fall 2014 (3.35).

Evaluation of course SLOs has been completed on a three-year cycle since 2007. An example of SLO evaluation effecting change in a course can be seen in English 232. In 2009, the narrative evaluation for English 232 expressed, "The main weakness is in proper attendance and participation in workshop sessions. Though participation in workshops are mandatory and carry point weight, I plan to increase this as well as implement more transparent participation tracking, so students can more clearly see the points they are missing." This weakness was addressed, and the narrative evaluation for English 232 in 2012 noted, "From last SLO assessment in spring 2009, there have been some improvements. Giving the workshops more weight in grading helped to insure students attended workshops and participated" (3.63).

Institutional SLOs, called CCs, were assessed in fall 2013 using SLO archival data (course SLO results from fall 2007 through spring 2013) and course maps that linked courses to CCs. Discussion of the assessment results took place during fall Flex Day. Results of this discussion were presented to the Academic Senate and College Council. These collegial consultation bodies adopted a pass rate of 70 percent as an institution-set standard for CCs. Based on this standard, students are achieving CCs (3.19).

The SBVC planning process flowchart (3.65) shows that the resulting information and data derived from program efficacy evaluations have been incorporated into the institutional planning process. Programs that successfully complete program efficacy are able to participate in the needs assessment process to request funds for staff, faculty, equipment, and budget enhancement to grow the programs. Program review needs assessment prioritization results (3.66) are used by the Budget Committee and College Council to determine how identified ongoing and one-time funds for growth should be allocated to improve programs and services. Newly hired faculty and staff, including positions hired as a result of needs assessment, are introduced at All Campus Opening Day meetings each semester. Items to be purchased with one-time money are approved, and then the money is placed in the departmental account so that the items can be purchased through SBVC's regular purchasing process (3.67).

All courses and programs are reviewed at the college level through a rigorous program review process. DE offerings are included in this process as part of the departmental review.

Data on retention and success for online classes are compiled by the Office of Research, Planning and Institutional Effectiveness and provided to the Online Program Committee for deeper analysis. Also, individual departments collect and analyze their own data. One example of data being used for program improvement is in the Chemistry Department. The Chemistry Department offered its basic chemistry class in a hybrid format. However, the success and retention rates were low. Upon review of these data and analysis of the program, the department decided not to offer this class in a DE format because the retention and success rates for a typical lecture/lab on-campus class are much better.

The program review process is demanding and ensures effectiveness in meeting the mission of SBVC. Programs contribute significantly to the strategic initiatives and are responsive to trends in the local and global communities. SLOs are reviewed, and progress in meeting them is required in the evaluation of programs and courses.

Actionable Improvement Plan

None.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

SBVC has a number of plans and processes essential to the ongoing operation, health, and growth of the campus. Campus planning and processes are developed by all campus constituencies in collegial consultation committees. Often, as with the development of the

Strategic Plan, the views of the entire campus are sought using campuswide surveys, open forums, and all-campus meetings. Campus plans and processes include, but are not limited to, the EMP, Strategic Plan, Technology Strategic Plan, Matriculation Plan, Enrollment Management Plan, Professional Development Plan, curriculum process, program review process, budget process, and outcomes processes.

One example of strategic planning was the combined session in 2013 on Strategic Planning and Grants. Not only did the discussion focus on the alignment of resources with strategic planning priorities, but it asked community members what they thought the SBVC priorities should be, and they responded with prioritized answers (3.68).

SBVC has both a Strategic Plan and an EMP. Each is evaluated regularly and updated on a cycle of five to six years. Progress made toward benchmarks is presented at campus meetings, both fall and spring semester (planning is facilitated by the Office of Research, Planning and Institutional Effectiveness).

During the 2012-2013 academic year, focus groups consisting of students, faculty, staff, and community members occurred, yielding critical information for the planning process. Student learning is an important element of each of these documents, with outcomes evaluated at the course, program, and institutional levels according to departmental planning processes. Each department reviews data, goals, and prior goals based on the EMP and updates its goals and action plan to reflect current trends, emerging needs, and so forth as part of its program review cycle (3.69).

During the spring semester of 2013, the interim president asserted that the College Council needed to become more involved in the creation of the Strategic Plan and increased its meetings to twice per month to accomplish this task. This process served to more fully integrate planning by the various committees responsible for a variety of plans (3.70).

The program review process evaluates all programs on a four-year cycle, except CTE programs, which are evaluated on a two-year cycle, per established statewide guidelines. Institutional data are provided for program review processes. Programs present and analyze these data and provide action plans based on this review. Results of program review, including achievement of SLOs, are considered in requests for resources. The Program Review Committee submits a prioritized needs list to the Office of the President for consideration (3.6, 3.7, 3.66).

Data are provided to committees responsible for planning. These include Enrollment Management and Diversity, College Council, Professional Development, Technology, SSSP (formerly Matriculation), and Basic Skills. Institutional data are available on the SBVC website for both internal and external publications (3.39).

The Office of Research, Planning and Institutional Effectiveness routinely provides data on student success and retention, disproportionate impact, special programs, and campus climate. The office maintains results from annual campus climate surveys and accepts

requests to define data for specific programs and studies. All SBVC plans and processes are available to the campus community on the SBVC website.

Self-Evaluation

The institution meets the standard. SBVC makes data-driven decisions based on its planning processes. The dean of research, planning and institutional effectiveness is a full participant on planning committees and is available to other bodies to present data as requested. Research requests are made via the Office of Research, Planning and Institutional Effectiveness for all students, staff, faculty, and administrators. These requests are prioritized for completion by the dean. Departments and divisions annually review progress toward stated goals and update action plans. Faculty engage in assessment of student learning and have, as part of an MOU signed January 13, 2013, an obligation to participate in ongoing assessment, dialogue, and improvement of student learning (3.46). Planning processes are in place and operate with continuous quality improvement in mind. All planning processes are regularly evaluated and updated as necessary.

Actionable Improvement Plan

None.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Several departments use departmental course and/or program examinations or components of examinations or projects in determining achievement of SLOs. Included are English 015, which requires a departmental final exam, and Chemistry, which utilizes the American Chemical Society Annualized Exam in partial assessment of its programmatic outcomes in Chemistry 150 and 151 and Chemistry 212 and 213. The English Department holds grading norm trainings each semester. Additionally, the department, as a whole, evaluates the exam and its processes each semester. The chemistry exam is normed on a national level by the American Chemical Society (3.71).

Self-Evaluation

The institution meets the standard. Discipline faculty work to align assessments with SLOs. Departments that utilize departmental exams review the exams and the results on a regular basis, looking for trends in achievement in addition to evidence of any disproportionate impact.

Actionable Improvement Plan

None.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

All faculty are required to teach to the COR, which includes stated course objectives as approved by the Curriculum Committee. Additionally, faculty provide course syllabi, which include course objectives, SLOs for the course, and, in many instances, collegewide CCs addressed in the course. Additionally, where appropriate, SLOs for the program, as addressed within the course, are included on the course syllabus. Each unit of credit is based on Title 5 state requirements and accepted practices in higher education.

The policies for awarding academic credit for DE programs and traditional programs are the same. Academic credit is not a function of delivery mode. Further, the SLOs for a course remain the same, regardless of delivery mode. Any review of curriculum proceeds through the Curriculum Committee. However, a separate approval process for DE courses is required. Each course is reviewed every six years as a part of the content review process. At that time, all parts of the unified COR, including the DE approval, are reviewed and adjusted as necessary.

Clarification of the academic credit for DE classes was added to the *Handbook for Online Students* (3.52) in the fall of 2012. Furthermore, the College Catalog and the schedule of classes were amended in the summer of 2013 to include clarification for students.

Self-Evaluation

The institution meets the standard. Credit is awarded based on performance measures, which include course objectives and SLOs. SBVC adheres to Title 5 Section 55002 of the CCR, which specifies the relationship of hours of lecture, laboratory, and study.

Actionable Improvement Plan

None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Through the course syllabus, students are informed of the course SLOs. Each department has identified which CCs have been addressed within each course. Degrees and certificates are awarded upon completion of the coursework and other requirements as stated in the College Catalog. The students have therefore achieved a level of competency in each of the

identified CCs and PLOs concomitant with the completion of all courses required for degrees and certificates.

Courses are the foundation for achievement of SLOs across campus. SBVC has forged strong links between courses and campus CCs and between course SLOs and PLOs. The fall 2013 assessment of CCs showed that the number of students assessed who met SLOs mapped to CCs met or exceeded the institution-set standard of 70 percent (3.19).

PLOs are housed on the VPI's website (3.33). Discipline faculty work together to develop SLOs for the degrees and certificates within a department. Dialogue, evaluation, and revision of PLOs were addressed in the facilitated workshops during spring 2014. The first workshop on January 10, 2014, presented an overview of PLOs and introduced aligning courses to PLOs using a curriculum map. The second workshop on February 25, 2014, focused on how a curriculum map can be used to determine if courses and PLOs are properly aligned. Based on the feedback from the January 10, 2014, workshop, the March 25, 2014, workshop focused on writing effective and measurable PLOs. The workshop series culminated with the April 8, 2014, activity focused on program evaluation (3.18, 3.20).

Self-Evaluation

The institution meets the standard. The implementation and assessment of CCs and PLOs is well underway at SBVC. Faculty are committed to student achievement of SLOs, and the students are made aware of the SLO expectations and requirements. Degrees and certificates are awarded on successful completion of all requirements of the state and the SBCCD Board of Trustees.

Actionable Improvement Plan

1. SBVC will conduct a campuswide review of SLO processes during spring 2015 to further discuss and shape SBVC's future vision for SLOs at the course, program, and college levels.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

Courses are included in GE requirements based on the philosophy of GE as articulated in a statement on page 33 of the 2013-2014 College Catalog (3.72). These courses are in alignment with the CSU system and IGETC requirements for GE. The statement also delineates CCs derived from this rationale for GE.

SLOs are a part of the curriculum process. The Curriculum Committee has recently revised guidelines to reflect that SLOs are being used as a basis for inclusion of courses in GE requirements (3.1).

Self-Evaluation

The institution meets the standard. The College Catalog is the primary means of communicating the rationale for GE at SBVC, and this GE philosophy is reflected in the degree requirements as shown in the 2013-2014 College Catalog, pages 33-40. (3.73).

Actionable Improvement Plan

None.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The comprehensive learning outcomes derived from GE are articulated as CCs as shown on page 33 of the 2013-2014 College Catalog (3.72). These competencies address areas including humanities and fine arts, the natural sciences, and the social sciences. The content and methodology of traditional areas of knowledge are derived from SBVC's philosophy of GE and are congruent with the areas identified in GE requirements determined by the UC and the CSU systems to which many SBVC students transfer.

Proposals for courses are submitted to the Curriculum Committee, which include the designation of the content and methodologies to be employed in delivery of instruction for that course. Upon submission of those forms, the committee considers the proposal and ensures inclusion of the appropriate content and methodologies before approval (3.1).

Self-Evaluation

The institution meets the standard. Courses are mapped to the CCs (3.17) described in the College Catalog on page 42. Course SLOs are assessed every semester and evaluated every three years, and are supportive of the CCs.

Compliance with IGETC and CSU GE breadth requirements is ensured by the articulation officer who reviews GE courses on a regular basis. The articulation officer also advises the Curriculum Committee and the Technical Review Committee on compliance with GE requirements. By action of the Academic Senate, any GE course approved by the UC and CSU systems for inclusion in IGETC or CSU GE breadth is automatically accepted into the corresponding GE category in the SBVC GE requirements.

Actionable Improvement Plan

None.

II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

Skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means are included in GE requirements, and these skills are clearly stated in the campus CCs.

As courses are approved for GE, there is a stringent review by the Curriculum Committee. Course objectives are evaluated to ensure that expected skill levels meets collegiate standards, and the articulation officer works to ensure that other institutions of higher education accept these courses as equivalent to their own.

Students are achieving the CCs, which are clearly addressed in the GE breadth requirements, at a rate above SBVC's institution-set standard of 70 percent. CTE advisory committees advise the departments if they notice that students placed with them are lacking skills necessary for the workforce. Programs such as Nursing and Psychiatric Technology have national exams. Historically, SBVC students have high pass rates in these areas (3.74).



Self-Evaluation

The institution meets the standard. Students are successful in achieving outcomes as determined by successful course completion, information from community scan data, and advisory committee information.

Actionable Improvement Plan

None.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

Both the CCs and the GE requirements incorporate ethics and effective citizenship, appreciation and respect for cultural diversity, aesthetic sensitivity, and historical awareness. Courses in ethics and personal social competence address these issues, and theatre productions and art exhibits support these principles. The annual Indigenous People's Festival and Indigenous People's Film Festival held in October underscore ethics and justice for the underrepresented, and the Arts, Lectures and Diversity Committee activities demonstrate commitment to these goals. The Tumaini Program and the Puente Project foster cultural sensitivity and leadership as well as community outreach through family and mentor field trips and social events. In addition, Social Science Day and Humanities Day highlight these ideals. The Arts, Lectures and Diversity Committee sponsors many programs in support of the arts, history, and political decision making, and Black History Month activities emphasize issues of ethics and justice (3.76). Associated Student Government (ASG) and political science classes regularly organize activities that support these goals. An example is the annual March in March, which brings students and faculty together on a bus trip to Sacramento, where students meet with their representatives and advocate for public higher education. Alpha Gamma Sigma (SBVC's Honor Society) regularly hosts e-waste donation centers to help eliminate e-waste in landfills. The VRC provides opportunities for advocacy and social responsibility.

There are approved ethics statements for managers and faculty, and in 2013 the Academic Senate revised and updated its ethics statement for faculty. A statement of the ethics required for service in the ASG has also been approved and is integral to the oath of office administered. Faculty and management modeling of ethical behavior promotes student observance of these principles.

Board policies and administrative procedures require that student work be completed honestly. Students are held to SBVC's policy on academic integrity.

Self-Evaluation

The institution meets the standard. Students are willing to undertake civic, social, and political responsibility through involvement in political campaigns and demonstrations, campus clubs, special events, and campus organizations such as the ASG. Students have numerous opportunities to demonstrate their knowledge, attitudes, and skills in the areas of ethics, civility, cultural diversity, interpersonal interaction, and aesthetic sensitivity both inside the classroom and through campus life activity. Faculty and managers support the ethics statements through modeling and ethical decision making.

Actionable Improvement Plan

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

Within the minimum of 60 units required for a degree, a minimum of 18 semester or 27 quarter units are required in the major or area of emphasis as determined by the SBCCD. The Curriculum Committee evaluates all certificate and degree programs to ensure adequate depth and breadth in accordance with Title 5 standards. These programs are also reviewed and approved by the Academic Senate. Courses and programs are periodically updated as required.

Self-Evaluation

The institution meets the standard. Every six years, a content review process is initiated for every degree. Certificates and vocational programs are evaluated every two years to ensure their adherence to transfer and articulation requirements or industry standards as appropriate.

Actionable Improvement Plan

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Employment standards are considered and are provided by local employers and industry experts who serve on advisory committees. Many of these employers hire SBVC students, indicating that the competencies are being met (3.76).

Students in a variety of programs are being prepared for external certification as part of their PLOs. These include Nursing, Psychiatric Technology, Pharmacy Technology, Machine Trades, Aeronautics, Automotive Technology, Welding, Electricity/Electronics, Water Supply Technology, Diesel Technology, Real Estate, Heating Ventilation Air Conditioning and Refrigeration (HVAC-R), Inspection Technology, Culinary Arts, Human Services (drug and alcohol counseling), and the Police Academy. Pass rates on external licensure exams are high (3.74).

Self-Evaluation

The institution meets the standard. The Program Review Committee asks for data concerning student completions and certifications by external organizations as part of the efficacy process (3.7).

SBVC will continue to develop processes to track pass rates accurately on external licensure. Strategies for tracking employment rates of graduated CTE students will be developed. The EMP will report available rates for each program that has a licensing requirement.

Actionable Improvement Plan

1. SBVC will develop strategies to track employment rates.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

All degrees, certificates, transfer options, programs, and courses are clearly described in the SBVC catalog. Each course is described as it is presented in the COR, and CCs underscored in these courses are listed in the catalog. Students are presented with a syllabus for each course, specifying course objectives and SLOs.

An overview of certificate, degree, and transfer requirements is provided within the online orientation program (3.75).

The SBVC catalog is updated annually, and is available in print and on SBVC's website for easy access. Deans and faculty chairs are required to ensure consistency between the information appearing in print and online. Students are encouraged to meet with their counselors on a regular basis to facilitate understanding of requirements and to be updated on recent information not yet reflected in print media.

Course outlines and syllabi for each section of a course are collected by the division dean and checked for inclusion of SLOs. Evaluation of full-time and adjunct faculty include an in-class observation. One item that is observed is adherence to the COR, which includes the course objectives. Faculty submit SLO data collection forms to their dean for review.

With the revision of the SBVC website in 2010, the information regarding DE offerings came under the control of the Online Program Committee. With that change in levels of permission, the committee created a robust hub of information. The Online Program Committee verifies the accuracy of this information every semester. Since the SLOs for a class are the same regardless of delivery mode, the *Handbook for Online Students* directs students to the portion of the SBVC website that includes all the SLOs for courses and programs.

The printed College Catalog and the SBVC website are the two primary sources of information regarding courses and programs offered in the DE format. Two portions of the website also provide extensive information about DE courses and policies. Verification that students receive a syllabus with SLOs and that courses adhere to the COR happens at the division level.

Self-Evaluation

The institution meets the standard. Course syllabi are reviewed each semester to ensure that students are receiving information regarding SLOs. Students have access to the College Catalog, both in print and online versions, which includes information regarding courses, programs, and transfer requirements as well as degree and certificate requirements including SLOs. SLO data are collected for every course offered and analyzed on a three-year cycle. Data are analyzed by the departments and reviewed by the division deans.

Actionable Improvement Plan

1. SBVC will gradually implement SLO software for easier outcomes tracking, evaluation, and analysis.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

The official clearinghouse of articulation for the CCCS, the UC system, and the CSU system is the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST). This agency is cited in the College Catalog, class schedule, and other publications related to transfer (3.38, 3.73)

SBVC has developed articulation agreements with numerous universities, including those showing low transfer rates for SBVC students, to encourage transfer to these institutions. These agreements are updated annually. In addition, the curriculum process requires the updating of SLOs to ensure continued compliance with comparable courses in articulated universities. Course equivalency is determined at the departmental level, and the Admissions and Records Office evaluates transcripts from other institutions for equivalence to SBVC courses for eligibility in fulfilling graduation requirements. Articulation agreements are often reviewed when new courses or programs are offered; for example, as part of the HSI STEM and Articulation PASS GO program, when new courses were developed for computer science, these courses were articulated with partner institutions to ensure they aligned with student transfer requirements.

SBVC's articulation officer oversees all the articulation agreements for all programs, including those that offer classes in the DE delivery mode. The articulation agreements are evaluated when the content review process has an impact on a program. Where there are potential limitations on articulation—such as speech performance classes, science lab classes, and foreign language classes—the articulation officer informs the relevant departments. In addition, the articulation officer is a member of the Curriculum Committee and keeps that committee informed of any developments regarding transfer limitations of online courses.

The SBVC website includes a page with information for students regarding transfer and articulation.

There are no instances where prior work experience is used as credit for a specific course offered in a DE mode.

Self-Evaluation

The institution meets the standard. As of June 2012, all ten of the UC campuses articulate with SBVC, and 17 campuses of the 23 in the CSU system have articulation agreements with SBVC. Eighteen private universities also articulate with SBVC, and this number is growing. These agreements are constantly renewed and updated, as the articulation officer consults

with faculty on course revisions and new course development to meet transfer needs of students. SLOs are submitted through the curriculum process for courses, certificates, and degrees, and are available at the Office of Instruction website where they are instantly updated when departments make adjustments.

SBVC will maintain its current articulation agreements with UC, CSU, and private universities, and expand when needed to include new partners.

Actionable Improvement Plan

None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

In some instances, it is to the students' advantage to utilize current catalogs for their course of study. However, when programs are modified or discontinued, students are guaranteed the right to complete their programs under the guidelines of the catalog under which they first registered, provided there was no break in attendance. To ensure that students make progress toward achievement of their educational goals, department chairs work with counselors and students to provide course substitutions utilizing the Modification of Major form (3.78).

The SBVC Program Discontinuance Policy requires that the College develop a plan to address the needs of students enrolled in a program that is being eliminated.

SBVC's website is the primary means of distributing information regarding the online programs at the College. The tab on the main page labeled "Online Classes" is a clear and visible entrance to the information needed by students who are thinking about taking online classes or who are already enrolled in online classes. These links are effective in disseminating information because one of the links is almost always in the "most popular" links tracked dynamically by the website. The other spaces in the website relevant to DE are the Online Program Committee pages. The information there is more administrative and therefore more relevant to the SBVC faculty and staff and outside review boards, such as ACCJC, to ensure that the quality of the DE programs is high and the policies and processes are transparent.

Self-Evaluation

The institution meets the standard. SBVC supports students in completion of programs in progress by utilizing Modification of Major forms when necessary. SBVC will maintain the current process of program completion.

Actionable Improvement Plan

None.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel, through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The College Catalog is prepared, updated, and reviewed annually by the Office of Instruction. The schedule of classes is prepared each semester, also by the Office of Instruction, based on information provided by the divisions and departments. Schedules are also published on the SBVC website and updated to reflect any corrections and/or addenda (3.72).

The program efficacy phase of program review requires all programs to review the College Catalog for currency and accuracy.

The Office of Research, Planning and Institutional Effectiveness publishes an annual Fact Book that includes key statistics about SBVC's student population, student success indicators, and other accountability measures. Additionally, a variety of research reports are available on the Office of Research, Planning and Institutional Effectiveness website (3.39).

Scorecard data are presented through a link on the homepage of the website. These data provide comparison data between SBVC and similar colleges. Accreditation status is also easily located on the SBVC website.

The Office of Marketing and Public Relations is responsible for the communication of the institutional messaging and brand both internally and externally. This office maintains the SBVC Facebook page and Twitter feed. It maintains communication with local press and assists with maintenance of the SBVC website to ensure accuracy and integrity of information.

Self-Evaluation

The institution meets the standard. The SBVC website was updated in 2010, supported by funds from a USDE Title V grant, in an effort to improve accuracy and to establish a greater degree of branding for the programs associated with the College. Corrections are made and documents readily updated in an online format. Departments are able to update information in their respective sections of the website as needed.

In-service trainings have been conducted and will continue on an ongoing basis to ensure accuracy and currency of the website.

Actionable Improvement Plan

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

BP4030 addresses academic freedom and also details the obligations of academic employees as regards academic freedom. This policy is found on the SBCCD website (3.84). The policy is excerpted in the College Catalog (3.73). BP5500A.1.g addresses academic honesty. SBVC's belief statement regarding academic honesty is also found under "Student Rights and Responsibilities" in the College Catalog. The statement reads,

It is the belief at San Bernardino Valley College that students share a responsibility with their instructors for assuring that their education is honestly attained. The college indicates that Plagiarism, Cheating and Fabrication can lead to consequences including receiving a grade of "F" for a class and possible expulsion from the college. (3.79)

Self-Evaluation

The institution meets the standard. The College has policies and procedures in place to address academic freedom and academic honesty. Procedures for disciplinary action for students who submit work that was not honestly completed have been addressed using the student discipline process.

Actionable Improvement Plan

None.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

BP4030 addresses academic freedom and details the obligations of academic employees in regard to academic freedom: “Academic freedom shall be guaranteed to all academic employees.” Faculty and students are responsible for “distinguishing between established fact and theories and one’s own opinion” (2012-2013 College Catalog, p. 18). This policy is found on the SBCCD website (BP4030) and excerpted in the College Catalog for the public to view (2012-2013 College Catalog, p. 18).

The Faculty Ethics Statement (3.80) addresses academic freedom, asserting, “Respect the stated regulations of San Bernardino Community College District, (provided the regulations do not contravene academic freedom), maintaining our right to criticize and seek revision to improve the regulations of the college.” The Faculty Ethics Statement encourages faculty to distinguish between personal convictions and professional views, stating that faculty should “show due respect for the opinions and diversity of others through the exchange of constructive criticism and ideas of their colleagues.”

Faculty have a responsibility to students to

- encourage intellectual curiosity and the pursuit of learning,
- demonstrate respect for students as individuals, and
- respect individual perspectives and contexts.

The Academic Senate reviewed and discussed the Faculty Ethics Statement on March 27, 2013, and April 3, 2013. It was noted that the ethics statement expresses faculty ideals and SBVC’s good intentions but is not designed as an enforcement tool. Statement 3.3 was amended (3.81).

The faculty evaluation process includes a student survey. One of the questions on this survey asks whether an instructor presents information in a fair and unbiased manner. Therefore, student feedback is sought regarding the instructors’ appropriate application of academic freedom.

Self-Evaluation

The institution meets the standard. SBVC supports academic freedom and respects the rights of both faculty and students as regards academic freedom. Based on SBVC’s 2012 self-study survey, 81 percent of students were satisfied with and believed the College supports academic freedom, and 86 percent of faculty reported their belief that faculty are fair and objective in their presentation of course material.

Actionable Improvement Plan

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

BP5500 addresses academic honesty, and SBVC's belief statement regarding academic dishonesty is found under "Student Rights and Responsibilities" in the College Catalog. The statement reads,

It is the belief at San Bernardino Valley College that students share a responsibility with their instructors for assuring that their education is honestly attained. The college indicates that Plagiarism, Cheating and Fabrication can lead to consequences including receiving a grade of "F" for a class and possible expulsion from the college. (3.79)

Self-Evaluation

The institution meets the standard. Procedures for disciplinary action for students who submit work that was not honestly completed are in place and followed. SBVC's 2012 Student Campus Climate Survey (3.86) indicated that 92 percent of the students agreed that faculty clearly indicated rules for academic honesty, and 100 percent of faculty stated they were familiar with College policies on plagiarism and academic honesty. In addition, 82 percent of students were satisfied with the campus academic environment. SBCCD is taking steps to ensure academic honesty and has purchased Turnitin software to assist in the identification of plagiarism. An Academic Dishonesty Incident Report and Optional Student Contract was developed and approved by the Academic Senate in spring 2014 (3.82).

Actionable Improvement Plan

None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Employee codes of conduct are communicated in BP3410-BP3570. Student standards of conduct in the classroom and on the grounds are clearly explained in the 2014 course catalog (3.83). SBVC does not seek to instill specific beliefs or worldviews.

Self-Evaluation

The institution meets the standard. The 2013 Campus Climate Survey indicated that 76 percent of students were satisfied with the classroom environment on campus. Board policies are currently under review, and codes of conduct will be revised and adjusted as necessary.

Actionable Improvement Plan

1. SBVC will perform a complete review of board policies and administrative procedures according to a designated cycle, in coordination with SBCCD.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

SBVC does not offer courses in foreign locations.

Self-Evaluation

The institution meets the standard.

Actionable Improvement Plan

None.

Evidence—Instructional Programs

- 3.1 Curriculum Handbook
- 3.2 Link to CurricUNET
- 3.3 Curriculum Committee Charge
- 3.4 Faculty Handbook
- 3.5 Minutes for Academic Senate and Program Review Meetings of September 2013
- 3.6 Program Efficacy Recommendations
- 3.7 Program Efficacy Document 2014
- 3.8 Program Discontinuance Policy
- 3.9 Representative Samples—Ad Hoc Program Viability Committee
- 3.10 Representative Samples—Advisory Committee Minutes
- 3.11 2011-2012 Catalog
- 3.12 Assessment Schedule
- 3.13 Validation Studies from Office of Research, Planning and Institutional Effectiveness
- 3.14 Academic Senate Resolution 10.3
- 3.15 Pre-Assessment Workshop Schedule
- 3.16 SLO Executive Summary
- 3.17 Link to Core Competencies
- 3.18 Flex Day PPT September 25, 2013
- 3.19 PPT and Minutes from November 2, 2014 Academic Senate
- 3.20 Representative Samples—Program Mapping
- 3.21 California Teachers Association Contract
- 3.22 Representative Meeting Minutes Regarding Student Learning
- 3.23 Online Program Committee Minutes
- 3.24 Distributed Education Coordinating Council Minutes
- 3.25 Online Courses Survey
- 3.26 Three-Year Evaluation Cycle
- 3.27 Data Collection Sheet
- 3.28 Evidence Regarding HACU/Walmart Grant
- 3.29 Evidence Regarding STEM PASS GO
- 3.30 Distributed Education Approval Process
- 3.31 Online Program Committee Minutes March 2014
- 3.32 Learning Compass Plan
- 3.33 Link to SLOs
- 3.34 Outcomes Processes 2013-2015
- 3.35 Representative Feedback from Professional Development Day, April 8, 2014
- 3.36 Representative Evidence from Program Efficacy
- 3.37 English 015 Summaries/Joel's E-mail
- 3.38 Schedule of Classes: Stater Bros. Location
- 3.39 Office of Research, Planning and Institutional Effectiveness Reports
- 3.40 List of Advisory Committees
- 3.41 Academic Senate Minutes
- 3.42 Academic Senate Resolution
- 3.43 2014 Curriculum Report to the Academic Senate
- 3.44 Transfer Model Curricula Flyer
- 3.45 Accreditation and Student Learning Outcomes Committee Charge

- 3.46 SBCCD/California Teachers Association Memorandum of Understanding Regarding SLOs
- 3.47 Program Mapping Template
- 3.48 Sample Course Outlines
- 3.49 SLO Archive Data Sheets
- 3.50 Academic Senate/College Council Minutes Regarding Outcomes Processes
- 3.51 Academic Senate/College Council Minutes Regarding Distance Education Institution-Set Standards
- 3.52 SBVC Handbook for Online Students
- 3.53 New Faculty Orientation
- 3.54 Great Teachers Seminar
- 3.55 Basic Skills Proposal (Library)
- 3.56 Valley-Bound Commitment Evidence
- 3.57 Adjunct Orientation, spring 2014
- 3.58 Student Health Workshops
- 3.59 Basic Skills Report
- 3.60 Learning Communities
- 3.61 Office of Research, Planning and Institutional Effectiveness Distance Education Statistics
- 3.62 Office of Research, Planning and Institutional Effectiveness Website
- 3.63 Educational Master Plan
- 3.64 English 232 Summaries
- 3.65 SBVC Planning Process Flowchart
- 3.66 Needs Assessment Results
- 3.67 Opening Day PPTs
- 3.68 Strategic Planning and Grants Evidence
- 3.69 Office of Research, Planning and Institutional Effectiveness Strategic Plan Focus Groups
- 3.70 College Council Minutes
- 3.71 Chemistry Exam
- 3.72 Modification of Major Form
- 3.73 College Catalog
- 3.74 Representative Examples: External Exams Pass Rates
- 3.75 Representative Samples—Arts and Lectures Events
- 3.76 Representative Samples—Student Employment
- 3.77 Online Orientation
- 3.78 Modification of Major Form
- 3.79 College Catalog and BP5550
- 3.80 Faculty Ethics Statement
- 3.81 Academic Senate Minutes
- 3.82 Representative Examples: Academic Dishonesty
- 3.83 Employee Code of Conduct
- 3.84 BP4030
- 3.85 Academic Senate Minutes February 2014, College Council Minutes March 12, 2014
- 3.86 2012 Student Campus Climate Survey

Standard II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Summary

SBVC uses annual program plans, EMP one-page sheets, program reviews, and SAOs (formally SLOs) to ensure that students from the College's diverse community are able to benefit from its educational programs. SBVC offers comprehensive student service programs that are intended to support and promote student success and access among a diverse group of students from the SBVC community. SBVC's student service programs undergo program review every four years and submit annual program plans that are evaluated on an annual basis. Student service programs collect data annually that are used to evaluate program effectiveness and ensure the quality of support services for students (4.1).



SBVC's student service programs work collaboratively with SBVC's Office of Research, Planning and Institutional Effectiveness to ensure that student support services demonstrate student learning, support access, and promote student success among the College's diverse student population. The Student Services offices review and assess data on enrollment trends, access to SBVC's educational programs, and student learning to effectively market

SBVC’s educational programs. Data from the recent environmental scan reveal that the enrollment at SBVC is on par with the demographics of SBVC’s service area. Table 20 presents data on the enrollment of the campus compared to the demographics of SBCCD taken from the 2012 Census data. Additionally, all student service programs collect, evaluate, and assess SAOs on an ongoing basis. Copies of student service SAOs are located on program websites and the VPSS’s website (4.2).

SBVC’s SSSP Committee (formerly Matriculation Committee) serves as the focal point for ensuring that students from the College’s diverse community have access to educational and certificate programs that serve the mission of SBVC. The SSSP Committee works to establish and assess SBVC’s admissions policies. The SSSP Committee leads collegewide discussions about student success, the measurement of enrollment, access, and program outcomes. The SSSP Committee works with the Office of Research, Planning and Institutional Effectiveness to evaluate and measure student access, persistence, retention, matriculation, student learning, and ultimately, student success on campus (4.3).

Table 20. 2012 Population by Race and Ethnicity

2012 Population by race & ethnicity	Area count	Area percentage	Campus percentage 2012-13 N = 12,360	Percentage difference
Asian	83,719	6%	6%	0
Black	137,706	10%	16%	+6
Hispanic	780,357	55%	59%	+4
Other	40,597	3%	3%	0
White	377,767	27%	17%	-10
Total	1,420,146	100%	100%	0

The SSSP Committee is authorized by the Academic Senate to annually review, assess, and update SBVC’s SSSP Plan (formerly the Matriculation Plan). The committee also proposes the budget for categorical Student Success funds and provides advice on policies, procedures, and implementation of the SSSP components including admission, orientation, assessment, counseling, prerequisites, workshops, follow-up services for at-risk students, training, and research to ensure that the identified needs of students are met to enhance a supportive learning environment on campus (4.3).

Membership in the SSSP Committee comprises the VPSS, director of admissions and records, dean of counseling and matriculation, student success coordinator, dean of research, planning and institutional effectiveness, faculty, staff, and students. The goal of the SSSP Committee is to create a responsive, flexible, educationally sound, research-based approach to student success and retention on campus. Additionally, discussions on increasing student success occur in the following arenas: Academic Senate meetings, division/unit/program meetings, enrollment management meetings, Student Services managers’ meetings, Student Services council meetings, and College Council meetings. SBVC’s consultation flowchart is explained in Figure 29 (4.4, 4.5).

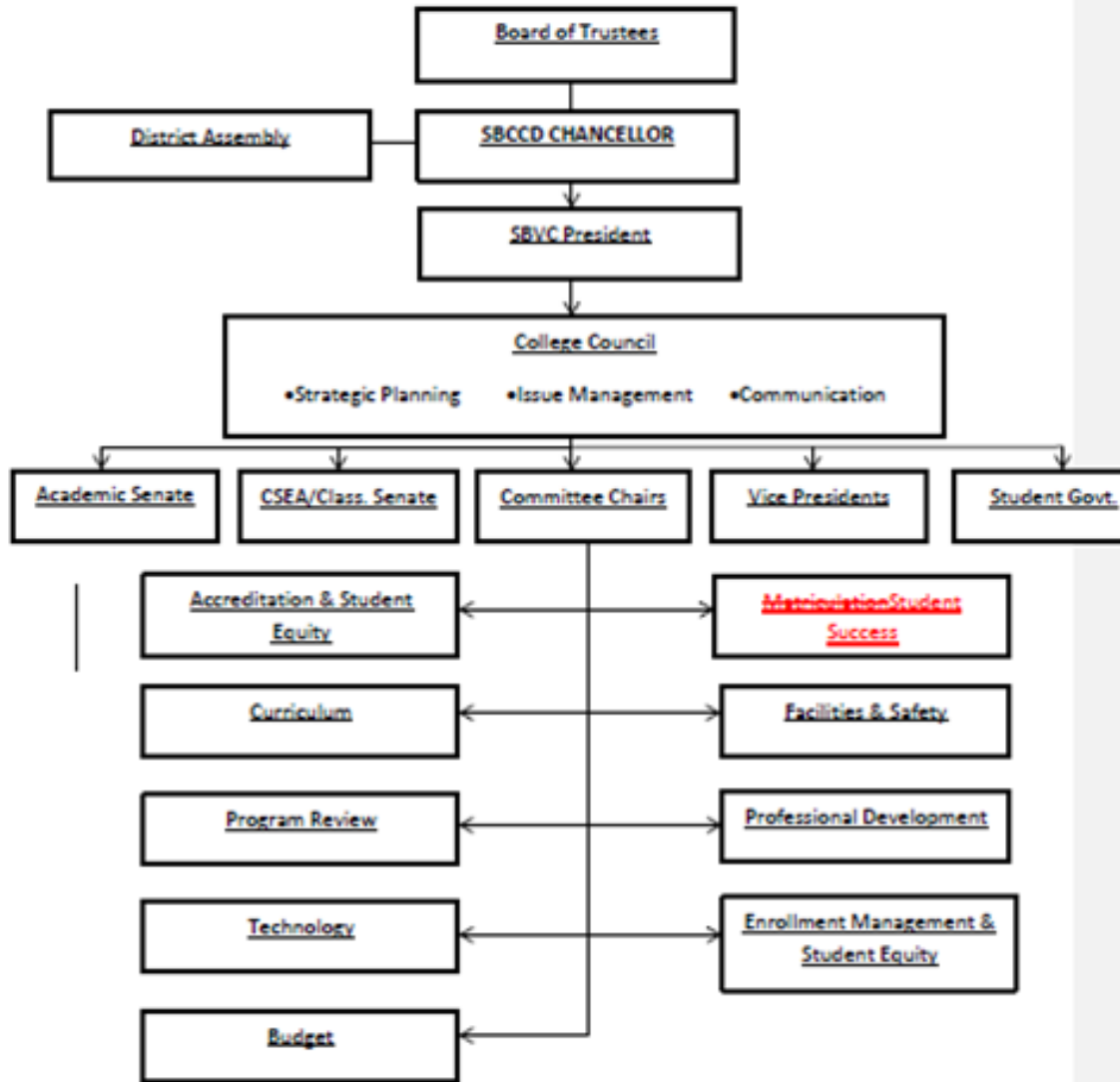


Figure 29. A diagram of SBVC's consultation flowchart.

Self-Evaluation

The institution meets the standard. The description of the student services provided above demonstrates the extensiveness of the offerings available to meet the needs of SBVC students. These services rely on annual program plans, SAOs, program review, and student surveys as tools to improve and enhance the service to students from diverse educational and social backgrounds.

Actionable Improvement Plan

None.

II.B.1. The institution assures the quality of student services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Student support services are evaluated systematically through SBVC’s program review process. The program efficacy phase of SBVC’s program review process is conducted every four years and provides a systematic evaluation of programs and services offered by Student Services departments. The needs assessment phase of the program review process addresses the needs of the programs on an annual basis. Student support services are evaluated, as are the other areas of the campus, based on quantitative data supplied by the Office of Research, Planning and Institutional Effectiveness. Program efficacy requires programs to provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals; aid in short-range planning and decision making; improve performance, services, and programs; contribute to long-range planning; contribute information and recommendations to other College processes, as appropriate; and serve as the campus’s conduit for decision making by forwarding information to or requesting information from appropriate committees. Program review needs assessment links to program efficacy and ties directly to program planning.

SAOs are an integral part of the student services. The Program Review Committee uses program efficacy to monitor progress of SAOs. Beginning in 2007, program efficacy documents were updated annually by the Program Review Committee in order to better evaluate SAOs. Over the past seven years, in an effort to ensure continuous ongoing assessment, Student Services areas have addressed the following questions related to SLOs/SAOs in the program review process:

- 2007: Describe the progress your department has made toward identifying and measuring SLOs for the department.
- 2008 and 2009: The following table is relevant only to those student service programs that have curriculum:

List all courses offered by the program	List courses for which SLOs have been developed	For each course, indicate whether SLOs have been measured	For each course, indicate whether information is used for teaching/program improvement
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- 2010: What progress have you made on your three-year (SLO/SAO assessment) plan? Have you implemented any program changes based on assessment results?
- 2011: Has your program completed the initial SLO/SAO three-year cycle? If not, provide a timeline for completion.
- 2012: Discuss the process used to evaluate SLOs/SAOs and what trends were identified. Describe program plans to continuously review and analyze SLO/SAO assessment outcome data to verify SLO/SAO progress.

- 2013: Describe program plans to continuously review and analyze SLO/SAO assessment outcome data to verify SLO/SAO progress.
- 2014: Demonstrate that your program is continuously assessing SLOs and/or SAOs based on the plans of the program since the program's last efficacy report (include evidence of data collection, evaluation, and reflection/ feedback), and describe how the SLOs/SAOs are being used to improve student learning and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

Additional assessment of SAOs is accomplished through the use of student and faculty surveys; assessment/reports from the Office of Research, Planning and Institutional Effectiveness; student service program plans; and yearly one-page Student Services departmental updates to the Enrollment Management Plan. Programs are asked to address the following questions.

The program efficacy process links the institutional mission and the strategic plan (4.6) to student support programs and services. SBVC's institutional mission reads as follows: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." Providing a diverse community of students with services that support student success and enhance student learning is at the core of student services and programs. Program efficacy links student services programs to SBVC's general mission with the programs' individual mission statements, creating specificity and grounding those missions in attainable and concrete goals (4.7, 4.8).

Self-Evaluation

The institution meets the standard. Student services are assessed and rely on program review, SAOs, student service program plans, student and faculty surveys, yearly one-page Student Services departmental updates to the Enrollment Management Plan, and reports from the Office of Research, Planning and Institutional Effectiveness as tools to enhance and/or incorporate new services to students. The Student Services mission demonstrates the breadth and depth of offerings available to meet the needs of students at SBVC (*Student Services mission: To provide a system of support services that enhances student success and achievement of educational goals*).

Examples of the way programs within Student Services interpret and solidify SBVC's mission statement follow:

- The Counseling Center provides developmental and comprehensive counseling services in the areas of academic, transfer, career, and personal counseling for academic success and personal development of students from the general population.
- Other interventions and services include follow-up services and referrals, online advising, partnerships with feeder high schools, probation/dismissal counseling, learning communities, and services for other special populations (i.e., athletes, international students, veterans, etc.).

In the last Counseling Department program review cycle, the following were observed (see Tables 21 and 22):

Table 21. *Counseling Program Review Results by Gender*

All students		Counseling students	
Gender	Percentage	Gender	Percentage
Female	58.5%	Female	59%
Male	41.5%	Male	41%

Note. General population of students rep. year 2008-2011. Counseling students rep. year 2008-2011.

Table 22. *Counseling Program Review Results by Ethnicity*

All students		Counseling students	
Ethnicity	Percentage	Ethnicity	Percentage
Asian	4.41%	Asian	4.58%
Black	19.00%	Black	24.18%
Filipino	1.93%	Filipino	1.89%
Hispanic	49.35%	Hispanic	45.84%
Native American	0.93%	Native American	0.83%
Other	1.18%	Other	1.02%
Pacific Islander	0.75%	Pacific Islander	0.78%
White	20.55%	White	16.08%
Declined to state	1.90%	Declined to state	4.80%

Note. Three-year average. *Source.* Datatel 2012.

Those students who received counseling services mirror the general population by gender. By ethnicity, a slight decrease for the White and Hispanic students was noticeable, although the data covered the review cycle, not the full academic year. With recent student success efforts and more course offerings available, the data may increase in these ethnic groups (4.7).

With regard to persistence, a difference is noticeable in the percentages of counseling recipients' completion of courses versus the nonrecipients (see Table 23).

Table 23. *Persistence of Counseling Services: Recipients and Nonrecipients*

Year	Completion (with counseling)	Completion (no counseling)	Difference
2009	82%	80%	+2
2010	83%	79%	+4
2011	83%	79%	+4
Average	82%	79%	+3%

The trend suggests that counseling is linked to students' academic progress. Additionally, the Student Services programs listed below are intended to support SBVC's mission by providing students with access to support services. These support services are in place to assist students with accomplishing their educational and career goals and to ensure student success on campus. Each Student Services program completes an annual program plan, event plan, and/or event/program evaluation. These documents are turned into and housed in the VPSS's office for review and alignment with SBVC's mission. These evaluations serve to ensure that student services are evaluated on an annual and ongoing basis. These evaluations serve as a focal point for constraint in measuring ongoing program improvement (4.9).

- DSP&S provides programs and services to ensure that students with disabilities have access to all educational opportunities at SBVC. Services are designed to enhance student access to the classroom, to courses, and to campus life. Services include registration assistance, academic and disability adjustment counseling, test facilitation, sign language interpreters, classroom assistance, physical assistance in adapted physical education, specialized tutoring and instruction, vocational guidance, learning disability assessment, liaison services, crisis intervention, adapted computer technology, alternate media, and equipment loan. The High Tech Center (HTC) provides a campus location for students with disabilities to learn and acquire new skills in assistive technologies, obtain accommodations of alternate media, and gain Web access (4.10, 4.11).
- EOP&S and Cooperative Agencies Resources for Education (CARE) is a state-funded student services program designed to provide counseling services and financial support to students who are from educationally and financially disadvantaged backgrounds. The program promotes student success through key services, such as academic, personal, and career counseling; enrollment assistance; and book services. EOP&S eligible students who are single, head of household, receiving cash-aid may also be eligible to participate in the CARE program. In addition to the services mentioned above, the CARE program provides childcare grants, field trips, and parking permits (4.12).
- The Financial Aid Office's mission is to help eligible prospective, new, and continuing students attain their educational goals by providing a variety of federal and state financial aid programs that will assist them with their educational expenses. The Financial Aid Office works with the USDE, the California Student Aid Commission, and the Foundation for California Community Colleges to provide federal and state financial aid assistance. The purpose relates to SBVC's mission by helping to ensure that all students have access to a quality education and services regardless of their financial condition, ethnic background, and gender or disability status. The Financial Aid Office works closely with programs that serve diverse student populations, such as foster youth, African American males, women, disabled students, re-entry students, AB540 students, and first-generation college students. Additionally, the Financial Aid Office computer lab helps students complete the Free Application for Federal

Student Aid (FAFSA) application, check on their financial aid status, and/or make changes (4.13).

- The SBVC Library provides critical instructional support services to the students on campus through its solid and comprehensive collections of learning materials that support campus curriculum. The Library's research collections include books, periodicals, microforms, reference materials, and online databases. The Library maintains an extensive authoritative collection of print materials, a variety of current and retrospective online databases with complete indexing, a high percentage of full-text resources, and an assortment of computer resources for student learning. In order to facilitate access to course textbooks for those students who may not be able to afford to purchase them, the Library maintains a Textbook Bank of high-demand textbooks in current use on campus. The Library Computer Lab contains 117 PCs, four Macs, printing services from computers at 20 cents per copy, copiers at ten cents per copy, and technicians to provide assistance (4.14).
- The STAR Program is a comprehensive, federally funded TRIO Student Support Services grant program designed to increase the graduation and transfer rate of students who qualify. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. The program provides counseling and a learning support community that will empower students to complete their educational degree and/or certificate, AA/AS degree, or transfer. The participants receive academic, career, and personal counseling; workshops; tutoring; field trips to four-year universities; and so forth (4.15).
- The CalWORKs Program is designed to assist students receiving County CalWORKs to enhance and achieve educational goals and employment self-sufficiency. Qualified students are eligible to receive the following services: book vouchers, book loans, access to computer lab, parking permit vouchers, childcare assistance, educational counseling, and employment assistance (4.16).
- The Office of Student Life assists with creating a campus environment that promotes student leadership that complements SBVC's academic curriculum. Programs and services are provided to enhance students' ability to learn and develop the life skills necessary to become productive and caring members of the global society. Participation in campuswide clubs, student government, and educational programs provides students with opportunities to develop and enhance leadership, interpersonal skills, and personal growth (4.17).
- SSSP (formerly Matriculation) enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of the SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the

- SSSP process. Commencing with the SBVC admission application, students receive services that will enhance their overall college awareness; assist them to match career interests; and enhance abilities, needs, and educational goals. Additionally, the services are intended to guide students, help them make informed decisions, and ultimately, obtain their educational goals. The SBVC services include admissions, mandatory orientation and assessment/testing, counseling, educational plans, and student follow-up (4.3).
- The Transfer and Career Services Center provides students access to educational planning to transfer to four-year colleges or universities and/or career counseling. The center provides the following transfer services: appointments to see a four-year college or university representative, transfer and honors counseling, transfer workshops, financial aid information relative to transfer institutions and requirements, assistance with major selection, credit evaluations, a monthly calendar, transfer agreements, field trips to four-year institutions, and so forth. Additionally, several times a year transfer/ college fairs are held. The Center also provides information regarding special programs such as the Transfer Alliance Program (TAP), UC Transfer Admission Guarantee (TAG), and Cross Enrollment (4.19).
 - The VRC provides assistance and counseling for students (or dependents) who served this country in one of the branches of the U.S. military. The VRC serves as a one-stop student services center where admissions and records, academic and professional counseling, assistance with Veterans Affairs (VA) paperwork and certification process, transition to college, and a host of other services are provided for veterans. The VRC also provides dedicated computers and tutoring services for veterans. The VRC is a place where students can obtain general information regarding SBVC's programs and services. Additionally, it serves as a welcoming and comfortable environment to meet other veterans or to simply relax between classes (4.20).
 - The Tumaini Program is a learning community designed to increase academic and personal success among students who are interested in learning about African American history, literature, and culture. Tumaini instructors and counselors use team-building strategies to enhance students' learning potential in and outside of the classroom. Tumaini combines elements of counseling and linked (paired) courses, such as student development and history, to assist students with successfully transitioning into college. The program also provides a designated tutoring component for the participants as well as instructional faculty coaches to assist with their English and math courses (4.21).
 - The mission of the Puente Project is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities to obtain their bachelor's degrees and return to the community as leaders and mentors of future generations. Puente's Community College Program was established in 1981. Puente has been at SBVC since 1984. Puente is a successful statewide transfer program consisting of counseling, mentoring, and writing components. The SBVC Puente Project has been recognized by the University Regents of California for the years of

exemplary services to students and the remarkable educational accomplishments of Puento students (4.22).

- The Foster and Kinship Care Education Program provides quality education and support opportunities for caregivers of children and youth in out-of-home care. The goal is that these providers may meet the educational, emotional, behavioral, and developmental needs of children and youth (4.23).
- The VBC program at SBVC included 200 students in 2012-2013. What began as a pilot program for 31 students in 2008 has blossomed into an award-winning program that has led to greater levels of student success for hundreds of Inland Empire residents. Since its inception in 2008, participants in the VBC have achieved higher grades than their peers, continued their education beyond their first year at a higher rate than typical students, transferred to four-year colleges throughout California, and have spoken at commencement ceremonies. The program is aimed at removing all economic barriers to the first year of college for selected first-time college students while providing critical guidance and support that is essential to continue striving toward individual educational and career goals. VBC has been recognized by the CCCCO and the San Manuel Band of Missions Indians for outstanding services to students (4.24).
- The Welcome Center's (established fall 2014) goal is to be a one-stop facility where students may obtain information regarding academic programs and Student Services support programs as well as general campus information. The center also provides computers for quick access to the admissions application, class schedule, WebAdvisor, online student orientation, financial aid, and a variety of campus publications
- The Outreach and Recruitment Office serves as a liaison to feeder high schools and the community at large. The Outreach and Recruitment Office collaboratively established an SBVC Student Services Outreach Team that encompasses representatives from Admissions and Records, Assessment Center, Counseling, and Financial Aid. Under the umbrella of outreach and recruitment, the team coordinates on-campus and off-campus programs for prospective students and parents via presentations and workshops at feeder high schools and community events. Outreach staff assist prospective and re-entry students in completing the application, enrollment and matriculation process, and so forth (4.25).

Regarding DE and this standard,

- In 2003, the foundational document for SBVC's "Online College" affirmed that there will be "functional equivalence" for student services offered to students taking online classes. That is, although the service might not be identical, it should function as if it were equivalent. This functional equivalence is monitored by the Online Program Committee and Technology Committee. The monitoring is embedded in the Online

Learning Plan of the Online Program Committee. Relevant information is communicated through the Technology Committee to the VPI and College Council.

- SBVC prepares DE students to be successful by offering a self-assessment or readiness test for online learning. The assessment originates at the University of Houston but is readily applicable to DE classes at SBVC. Further, SBVC has developed a Blackboard shell titled “Learning to Learn Online.” Students who work through the screens of this self-paced “class” are introduced to the basic structure of Blackboard as well as the basic “soft skills” necessary for success, such as time management and organizational skills.
- A counselor is assigned to assist online students and holds online counseling sessions.
- The Library offers 24/7 access to a reference librarian online.
- Tutorial services and Writing Center services are available online.
- The Online Program Committee monitors data on success and retention for online classes. These data are made public on the SBVC website.

Actionable Improvement Plan

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

II.B.2.a. General Information

- ***Official Name, Address(es), Telephone Number(s), and Website Address of the Institution***
 - ***Educational Mission***
 - ***Course, Program, and Degree Offerings***
 - ***Academic Calendar and Program Length***
 - ***Academic Freedom Statement***
 - ***Available Student Financial Aid***
 - ***Available Learning Resources***
 - ***Names and Degrees of Administrators and Faculty***
 - ***Names of Governing Board Members***
-

Descriptive Summary

SBVC’s College Catalog provides constituencies with precise, accurate, and current information concerning SBVC’s policies and academic programs. The College Catalog is printed annually, and the electronic version is updated as needed. The College Catalog is

available in the bookstore at a cost of \$6.00, and the electronic PDF version is available to the public free online on SBVC's website. The official College name, address, phone number, and e-mail address are all listed on the front cover of the College Catalog, as is SBVC's educational mission (*SBVC provides quality education and services that support a diverse community of learners*; 4.26).

The College Catalog contains six parts. These parts include the following areas: Part I: The College (Admissions, Enrollment, Financial Aid, and Students Rights and Responsibilities); Part II: Degree, Certificate, and Transfer Information; Part III: Core Competencies; Part IV: Course Descriptions; Part V: Administration and Faculty; and Part VI: Advisory Committees. Subsequently, Part II explains in further detail the course descriptions, course numbering system, and all information related to course offerings required by degree, certificate, and transfer programs.

The College Catalog contains general information as it relates to the student process (or student life) on campus. This information is concerned with admission regulations, enrollment, and orientation/assessment processes with student success being the goal. Informing students of enrollment fees and refund policies is significant and can be viewed at the Admissions and Records webpage. Information on the academic standards and polices (including academic freedom statement, student rights and responsibilities, acceptance of nondiscrimination, sexual harassment, and student grievance and complaint procedures) is provided to assist and educate the student body. Additionally, general information includes services available to students that include financial aid programs and campus safety (4.26).

The Administration and Faculty section of the catalog contains a list of administrators and their respective degree type earned. The list of faculty contains the year hired, discipline, highest degree earned, and institution from which the degree was obtained. A list of professors and administrative emeriti follows. SBCCD Board of Trustees members are also listed in the catalog.

The SBCCD academic calendar and SBVC campus calendar are located at the end of the College Catalog. The SBCCD calendar can also be downloaded from the District's website (4.27).

Self-Evaluation

The institution meets the standard. General information about the College including its mission, course program and degree offerings, academic calendar, academic freedom statement, financial aid, and Library and Learning Support Services are included in the catalog. The catalog also lists the disciplines and degrees for all faculty, the positions and degrees for all administrators, and the Board of Trustees. This information is replicated in other locations as well, including the SBVC campus website (4.28) and schedule of classes.

Actionable Improvement Plan

None.

II.B.2.b. Requirements

- *Admissions*
 - *Student Fees and Other Financial Obligations*
 - *Degree, Certificates, Graduation and Transfer*
-

Descriptive Summary

The admission requirements to SBVC are governed by the State of California laws and supplementary regulations established by the SBCCD Board of Trustees. The information related to SBVC's admissions and fees are found on pages 5-9 of the College Catalog. All new students are required to apply for admission online using SBVC's website. Special exceptions are provided to DSP&S students who require accommodations. Upon completion of the online application, each new student is provided with a student identification number. The student identification number is e-mailed to each new and returning student's personal e-mail account listed on the admissions application.

All student enrollment fees and other financial obligations are listed in several places for students to view. Information on student fees is listed in the class schedule each semester and on the Admissions and Records webpage under enrollment fees (4.29).

Additionally, information on degrees, certificates, graduation, and transfer requirements are included in Part II of the College Catalog. This information is replicated in other locations, which include SBVC's website and class schedules (4.26).

The catalog provides this information in compliance with ACCJC standards. Part I of the College Catalog includes information about admissions and fees. Current fees are listed in the class schedule each semester and on the website. Additionally, information on degrees, certificates, graduation, and transfer requirements are included in Part II of the catalog. This information is replicated in other locations as well, including the website and the schedule of classes.

Self-Evaluation

The institution meets the standard. Information on admission requirements, student fees and financial obligations, degrees, certificates, graduation, and transfer is readily available in the College Catalog. The information is repeated on the SBVC website.

Actionable Improvement Plan

None.

II.B.2.c. Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty*
 - *Nondiscrimination*
 - *Acceptance of Transfer Credits*
 - *Grievance and Complaint Procedures*
 - *Sexual Harassment*
 - *Refund of Fees*
-

Descriptive Summary

SBVC is dedicated to maintaining an optimal learning environment and insists on academic honesty to uphold the academic integrity of the institution. Faculty, staff, and students are expected to conduct themselves in the highest spirit of academic honesty. Information on major policies affecting students is located in Part I, the College general information section of the College Catalog. This information is available in both the print and online versions of the catalog as well as on the SBCCD website (4.30). The policy of SBCCD is that, unless specifically exempted by statute or regulation, every course or class offered by SBVC is open to enrollment and participation by a person who has been admitted to SBVC and who meets the prerequisites approved for a given course.

The College Catalog provides information on major policies affecting students on pages 17-18 (4.26). This information can also be found on the SBVC website (4.31). SBVC affirms its policy to provide fair and equitable treatment to students and employees in an effort to prohibit discrimination on the basis of ethnic group identification, national origin, religion, age, gender, race, color, ancestry, sexual orientation, physical or mental disability, or retaliation.

SBVC is committed to nondiscrimination. The nondiscrimination policy can be found on page 17 of the College Catalog. SBVC's goal is to provide equal opportunities for all community members in all areas of the College, including admission, student financing, student support facilities and activities, and employment. Federal laws and SBCCD policies strictly prohibit all types of discrimination, including sexual harassment and inequities based on race, color, religion, gender, age, marital status, physical disabilities, mental impairments, or sexual orientation. SBVC is further committed to overcoming gender discrimination and gender stereotyping in vocational education programs. In addition, the lack of English language skills will not be a barrier to admission and participation in vocational education programs. Information regarding SBCCD's Unlawful Discrimination and Sexual Harassment policies and forms are located on SBCCD's website, as are SBCCD's Informal and Formal Complaint Forms that SBVC uses to intake and track student complaints. The complaint forms and related policies are located in the human resources area of SBCCD's website (4.30).

Students are encouraged to resolve complaints at the appropriate level of the dispute. Any student complaint about a grade, instructor, or course should be first made to the instructor involved. However, should this approach fail or be inappropriate, students may submit a written complaint through the faculty chair or the division dean, or students may use

SBCCD's Informal and Formal Complaint Forms. Once received, the complaint is forwarded to the appropriate College official for review, and the complaint will receive a response as soon as possible. For matters regarding grade appeals, student grievances, discrimination, or sexual harassment, please refer to SBVC's policies relating to those matters. The student complaint process is currently being updated. For more information on the student complaint process, please refer to the SBCCD BP5530 (4.30).

Sexual harassment of students or employees in the academic and work environments violates both federal and state law and District policy, and it will not be tolerated. It also violates the law and policy to retaliate against any individuals for filing a complaint of sexual harassment or for participation in the investigation or resolution of a formal or informal written or oral complaint of sexual harassment. Unlawful harassment on the basis of sex includes, but is not limited to, classroom conditions, grades, academic standing, scholarships, recommendations, employment opportunities, disciplinary action, or any other aspects of college life within the control of SBCCD. The policy on sexual harassment can be found on the SBVC website (4.31).

The College Catalog also provides general information on student fees. The information on how these fees can be rendered is located in the Financial Aid Programs section of the catalog on pages 25-26 (4.26). The fee sheet is listed each semester in the class schedule and on the Admissions and Records webpage.

Student records are treated in a confident and responsible manner as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). The College Catalog provides information on the students' rights and responsibilities, located on pages 27-31. Students may also follow procedures outlined in AP5530, which is a prompt and equitable means to resolving student complaints (4.31).

Information on the student grade appeal process is located on page 31 of the College Catalog. Additionally, information on the grade appeal process is also located in AP5540. AP5540 defines the grade appeal process that a student must undertake to dispute a grade for a course. In order for a grade to be overturned, a student must provide necessary evidence that either fraud, a mistake, an act of bad faith, or issues concerning incompetency occurred. The Student Grade Appeal form can be found on the Admissions and Records webpage (4.32).

The College Catalog includes all pertinent policies and procedures affecting students. Additionally, the College Catalog also contains information relating to graduation requirements, administrative procedures, and student code of conduct. All of SBVC's policies and procedures affecting students comply with the Commission's Standards and California Title 5 regulations. This information is available on the SBCCD website through the links below:

Student Services Policies and Administrative Regulations

- 5010** Admissions
- 5015** Residence Determination
- 5020** Non-Resident Tuition

5030	Fees
5033	Refunds
5035	Withholding of Student Records
5040	Student Records and Directory Information
5050	Matriculation
5055	Enrollment Priorities
5080	Course Adds and Drops
5140	Disabled Student Services and Programs
5150	Extended Opportunity Programs and Services (EOP&S)
5200	Student Health Services
5210	Communicable Disease, Students
5300	Student Equity
5500	Standards of Conduct
5530	Student Grievances
5540	Student Grade Appeals
5550	Speech: Time, Place and Manner

The SBCCD Assembly is currently undertaking a thorough review of all board policies and the accompanying administrative procedures, in consultation with the SBVC constituency groups. Additionally, a new cycle of review is being implemented.

Self-Evaluation

The institution meets the standard. Major policies affecting students are available on the SBCCD website and undergo periodic evaluation using collegial processes. The College Catalog also includes important academic policies on student load, types of credit given, prerequisites, corequisites, departmental advisories, incompletes, withdrawal from courses, final examinations, grades, and transcripts. Further, the catalog includes policy information on probation and dismissal, nondiscrimination, open enrollment, sexual harassment, academic freedom, and grievance policies and procedures.

Actionable Improvement Plan

1. SBVC will complete a review of board policies and administrative procedures according to a designated cycle, in coordination with the District.
2. SBVC will update the student complaint policy.

II.B.2.d. Locations or Publications Where Other Policies May be Found

Descriptive Summary

Overall, the SBVC catalog is accurate, well-organized, and readable.

SBVC has a production timeline for the College Catalog that includes systematic updating of policies and curriculum. The catalog updates are reviewed by instructional deans, faculty department chairs, and the VPAS and VPSS. The VPSS in turn elicits program and service area updates from Student Services deans, faculty chairs, and directors for their specific areas. The departments of English, Reading, and Mathematics annually update their course sequencing flowcharts during this process.

The articulation officer updates the policy for acceptance of the College-Level Examination Program (CLEP), Advanced Placement (AP), Defense Activity for Non-Traditional Education Support (DANTE/DSST), International Baccalaureate (IB), associate degree GE, IGETC, CSU GE-Breadth, CSU Lower Division Transfer Pattern Project, and UC and/or CSU transfer designation to each course.

Once all divisions and departments have reviewed areas of responsibility, including personnel changes, introductory paragraphs of each division and/or department, certificate/degree information, and course listings, the recommended changes are forwarded to the Office of Instruction and are incorporated into the final document by the schedule/catalog data specialist. The VPI, deans, articulation officer, and faculty chairs review the printed proof of the catalog, and final changes are made. Program review also requires programs to review the College Catalog for accuracy during the program efficacy process.

The VPI and the schedule/catalog data specialist review the final proof and send it to the printer. All catalog information is then placed on the SBVC website (4.28). A PDF version of the catalog can be downloaded from the website. The outside printer delivers the blue-line proof to the Office of Instruction; corrections are made, if appropriate, by replacing corrected pages. The final corrections are incorporated into the publication. The final printed copy is delivered to various locations throughout the campus and distributed to all offices and all faculty.

The College Catalog includes an alphabetical listing of policies for students, including address changes, attendance, cheating and plagiarism, board policies, and so forth. Any policies and procedures not readily available in the catalog are available on the SBCCD website. Information included in the catalog is consistent with the website at the time of publication.

The *Handbook for Online Students* was created to inform online students of the policies and procedures that directly relate to DE at SBVC (4.33).

Additionally, SBVC's new website, launched in 2010, contains PDF copies of all publications. Information contained in the College Catalog is duplicated on the website in the appropriate sections.

A detailed description of the Student Grievance and Due Process policy is included in the 2013-2014 College Catalog on page 29 (4.26). There is a Hearing Committee composed of a maximum of two faculty or two classified staff members, two students, and one administrator. Upon review of the Hearing Committee's report, the vice president and/or designee shall make a final determination. Within five working days following receipt of the report of the Hearing Committee chairperson, the vice president or designee shall provide a written notification to the student(s) and to the employee(s) directly involved in the issues as to the final determination. A record of student grievance is maintained for five years from the time of determination in the Office of Student Life.



Self-Evaluation

The institution meets the standard. The College Catalog is kept current, updated annually, and well organized. The table of contents directs users to campus information and policies; degree, certificate, and transfer information; CCs; course description; and identifies administrators, faculty, and advisory committees. There is a master index at the end of the catalog and a current academic calendar on the final page.

The catalog is kept current through the efforts of the schedule/catalog data specialist in the Office of Instruction, who sends catalog pages to appropriate divisions and departments to be verified and updated. The program review process also specifies that departments must review their catalog data for accuracy during their program efficacy.

The student complaint/grievance policy is published, and a record of student grievance is maintained for five years from the time of determination in the Office of Student Life.

DE programs at SBVC are aligned with Standard II.B. The Online Program Committee webpage provides a comprehensive view of how SBVC meets ACCJC Standards.

Actionable Improvement Plan

None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

Program review is conducted by every Student Services program on the designated cycle. The process examines Student Services within the context of SBVC's strategic initiatives. Access, campus climate and culture, institutional effectiveness, partnerships, student success, and technology undergird research conducted (4.7).

Another avenue of research is the SAOs/SLOs. All Student Services offices have developed and measured at least one learning outcome. Results have been subsequently used in the improvement of programs and services (4.7).

Akin to the program review process is the EMP one-page data sheet. The one-page data sheet contains a summary of the following: assessment of services, program goals, challenges and opportunities, and action plan. The document is a vital part of SBVC's planning documents (4.1).

SBVC conducts a campus climate survey annually. The 2013 SBVC Campus Climate Survey yielded overall positive feedback in the factors measured. Worthy of note are the high levels of satisfaction in the areas of accessibility of classes, campus resources and services, and engagement of faculty and staff toward students (4.9).

Student access, progress, learning, and success, as well as ways to support them, are also discussed by the College Council. The College Council is composed of the president; vice presidents; student body president; representatives of the Academic Senate, Classified Senate, and CSEA; and the chairs of each of the collegial consultation committees: ASLO, Budget, Curriculum, Facilities and Safety, Student Success, Professional Development, Program Review, Enrollment Management and Student Equity, Research, and Technology.

The SBVC Strategic Plan is linked to the program efficacy phase of program review. Programs are expected to demonstrate how they are meeting institutional needs with regard to each of the six strategic initiatives. Program review needs assessment requests must also

be linked to the strategic initiatives, as is the new process to fund emerging and emergency needs (4.34).

As a result of California Senate Bill 1456 mandates, the Learning Compass Program has been created as an integrated thrust of both the Offices of Instruction and Student Services toward student success. Organized during the 2013-2014 academic year, the program's long-term goals are to improve student success in individual courses; increase the number of students who persist to certificate completion, degrees, and transfer; and increase the success rates among first-year students as well as offer a full-range of integrated educational and student support services. Within the Learning Compass Program is Project ASSETS: Avenues for Students' Strengths, Excellence, Thriving, and Success, intended for incoming students from feeder high schools and continuing students in learning communities. The ASSETS program addresses college preparedness, streamlined transition to college, and enhanced counseling services integrated within students' learning communities. These initiatives suggest SBVC's purposeful response to current mandates (4.35).

The Basic Skills Committee regularly addresses the needs of basic skills students in relation to Student Services programs. Since 2010, the committee has provided funding for the Counseling Department, Tumaini Program, Puente Project, and SBVC Library. For example, the Reading Department piloted an experimental course that allows the top 10 percent of the students who assess into Reading 920 to opt to take Reading 951, a course designed to provide students with the skills in one semester for enrollment in the English courses. This approach is similar to the "fast-track" courses to college-level math offered by the Mathematics Department. In another example, the Basic Skills Committee funded two library databases that promote basic skills learning: ELL and Learning Express. Librarians then partnered with faculty teaching ESL and basic skills English courses to integrate use of the databases into class instruction (4.36).

The SSC offers tutoring including SI sessions to almost all courses in both individual and group formats (4.37). The Writing Center (4.38) and Reading Lab (4.39) are geared toward assisting students in English and reading courses. In the same light, the SBVC Library houses 70,000 volumes of print materials and faculty librarians who assist students to competently research and evaluate resources. The Library has its "24/7 Chat Reference" feature where students who need research assistance can chat "live" with an academic librarian at any time of day or night. Moreover, the Library has a wealth of e-books and online database collections including the Learning Express Library that features widely encompassing resources from college preparation to skill building. The Learning Express Library is a pilot initiative for basic skills students funded by the Basic Skills Committee (4.14).

Similarly, under the overarching category of specialized counseling are the following programs: CalWORKS and Workability III, DSP&S, EOP&S/CARE, Foster and Kinship Care Education, Student Health Services, Youth Empowerment Strategies for Success and Independent Living, Puente Project, Tumaini Program, VBC, Veterans' Services, and STAR Program. Services of these programs and departments are geared toward meeting the needs

of special populations, while the Counseling Center provides services to the general population (4.40).

Over the last decade, a concerted effort has been made to ensure that all learning support services for students taking online classes are available. For example, an online orientation was developed to allow students to fulfill the orientation requirement (4.41).

Online academic advising is also available. On the horizon is the complete availability of WebAdvisor capabilities for education plan revision and degree audits that will allow students to communicate with counselors on their choices or changes of course selections consistent to their educational goals and WebAdvisor will access up-to-date, real-time evaluation of the extent of completion in their course of study online.

Self-Evaluation

The institution meets the standard. Through campus committees, plans and processes research and identify the learning support needs of students. Student needs are addressed through established support services, grant-funded and categorically funded services, partnerships, and innovation.

DE programs at SBVC are aligned with Standard II.B. The Online Program Committee webpage provides a comprehensive view of how SBVC meets ACCJC Standards.

Actionable Improvement Plan

None.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

The Counseling Department faculty and the Admissions and Records staff make regular site visits to the Big Bear off-site location. To supplement the online counseling available to off-site students, the Counseling Center sends two counselors each semester to the Big Bear Mountain Center. Furthermore, these students receive follow-up counseling services via telephone calls and/or e-mail. Representatives from Admissions and Records and the Financial Aid Office also conduct application and financial aid workshops each semester at the Big Bear location. Assessment Center staff administer on-site assessments on a semester basis (4.42).

SBVC has assigned a dean to oversee the Big Bear program. In addition, an on-site coordinator at Big Bear High School is available three days a week to ensure SBVC students' learning and support needs are met. College representatives from instructional and student

services areas work with Big Bear Mountain Center to make progress toward raising awareness of the needs of off-site students. SBVC has an annual agreement with Big Bear High School to use its facility. Offerings at the site, in coordination with online offerings, may lead to certificate completion in Graphic Arts and Business Administration, AA/AS degree, and transfer preparation (4.41).

The SBVC Library has diverse print and electronic material that serves the needs of the student population whether students are on campus or off campus. Remote access is available to e-books, reference databases, and the 24/7 Chat Reference, providing services to students located off campus. The 24/7 Chat Reference provides access to an academic librarian 24 hours a day, seven days a week. Students can access this resource through Blackboard or from the Library's homepage (4.14).

College services at off-site locations and online programs are evaluated in the program efficacy phase of institutional program review. Advisory committees for programs that offer online courses and provide instruction at off-site locations provide input to administrators and faculty regarding the quality of online instruction and off-site facilities. There is a *Handbook for Online Students* and a questionnaire to assess indicators of student skills, preparedness, and motivation available to students on SBVC's website. Furthermore, the faculty closely monitor the achievement of online students. Data show positive success rates of students (4.41).

The SBCCD centrally hosts SBVC's CMSs and central help desk. The predominant means of evaluating the services provided for these areas come from surveys regularly disseminated to students, faculty, staff, and administrators. Although these evaluations are typically performed over the website using web-based evaluation tools, there are also periodic reviews of help-desk calls to ensure quality service to constituent groups. Feedback on student and faculty perceptions of service are also received during monthly districtwide DECC meetings. Data from help-desk calls are quantified monthly, with average evaluations being "excellent" (4.43).

Off-site assessments have been administered to local feeder high schools. A 50 percent increase in the number of visited local high schools has occurred, with four high schools in 2009 and eight high schools in 2012. In addition, before the closure of Redlands Adult School, ESL assessment testing was provided for their students. The number of high school students who were assessed in their local sites had increased incrementally—211 in 2009-2010, 367 in 2010-2011, 443 in 2011-2012, and 618 in 2012-2013. Career counseling, academic advisement, and abbreviated education plans are afforded these students by the Counseling Department's counseling faculty.

A corollary development in the area of accessibility is college orientation, which can be completed either online or, occasionally, on campus whenever requested by students. Online orientation has been made accessible to students since October 2008.

Considerable progress has been made in the areas of expanded online resources, including education plan viewing and online orientation, both of which reduce the need for in-office

visits while maintaining student success. In 2011-2012, the number of students utilizing online orientation far surpassed that of on-campus orientation (6,350 vs. 791). Other areas of progress for accessibility include expanding services to meet diverse cultures (e.g., providing multilingual services in Spanish, Mandarin, Russian, and Filipino) made available by bilingual counselors upon students' requests (4.44).

Every spring, a student satisfaction survey is distributed to all students taking online and/or hybrid classes. The overwhelming majority of students are "satisfied or very satisfied" with their online experience, including the student support services for online students (4.41).

Self-Evaluation

The institution meets the standard. DE programs at SBVC are aligned with Standard II.B. The Online Program Committee webpage provides a comprehensive view of how SBVC meets ACCJC Standards. Counseling, financial aid, library, and other learning support services are available to online and off-campus students. Off-site assessment is conducted at area high schools at the Big Bear location.

Actionable Improvement Plan

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

At the college level, the conversations about what constitutes a "good learning environment" happen throughout the campus and in the individual departments and services. Student development activities come in the form of workshops offered by several departments and programs in Student Services. Topics include self-empowerment, success strategies, leadership development, and the like. Counseling-related materials and resources are made available to students either online or via conventional formats. The appropriate departments regularly host transfer fairs and job fairs. Additionally, mentorship of students in the Puente Project and Tumaini Program by community leaders in business and education provide support leading to achievement. Also, student development courses instill personal, intellectual, and aesthetic development as well as personal and civic responsibility (4.40).

For DE, conversations about what constitutes a "good learning environment" occur in the individual departments, in the Online Program Committee, and in SBCCD's DECC. The faculty co-chair and the administrative co-chair of the Online Program Committee represent SBVC on this SBCCD committee.

Self-Evaluation

The institution meets the standard. Programs and services that contribute to this environment include Student Life, Student Government, Student Health Services, Athletics, and Service Learning components across campus.

Student life. The Office of Student Life assumes a leadership role in creating a campus environment that integrates the learning experience and those experiences outside of the classroom to complement the academic curriculum. Student participation in the design and implementation of campuswide programs provides opportunities for the development and enhancement of leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, resources, and facilities to accomplish this mission (4.45).

The Inter-Club Council. The Inter-Club Council (ICC) is composed of one club representative from each of the chartered clubs on campus and serves as the forum by which clubs communicate and work collaboratively with one another to strengthen and support campus events and activities. The club rush event is regularly sponsored by the ICC. ICC has a designated time for networking via an established college hour for meetings and events (4.46).

Club missions. Clubs are student focused and intended to provide students with a holistic environment on campus, one that encourages academics and addresses the personal development of students and their interests.

- ***American Sign Language Club.*** The goal is to serve as a center for students interested in the deaf culture, spreading deaf awareness on campus and in the community. This club gathers and shares information from students and is on campus to interact with the deaf and hard-of-hearing students and faculty members.
- ***Alpha Gamma Sigma, Delta Chapter.*** The mission of this chapter is to foster, maintain, and recognize outstanding scholarship, as well as promote cultural and social enrichment. Alpha Gamma Sigma provides students the opportunity to engage in community service activities and aims to award scholarships to its active members.
- ***Art Club.*** The Art Club serves as a center for students interested in art activities on and off campus. Members are active in sponsoring visits to local museums, dinners, and other events that promote the appreciation for art among students and staff.
- ***Black Student Union.*** The mission of this organization is to stimulate the intellectual, political, cultural, and social growth of SBVC students through enrichment in educational and community programs. A supportive community of

students, staff, and local residents is formed for members to thrive academically, socially, and personally.

- ***Caduceus Club.*** The goal of the Caduceus Club is to foster awareness of healthcare fields, provide information about the entry process into these fields of interest, encourage community service, and provide four-year college-level preparatory awareness.
- ***Campus Crusade for Christ.*** The purpose of this fellowship is to unite all Christians and non-Christians alike who are interested in spiritual matters and allow them to peacefully practice their Christian privileges while at SBVC. Campus Crusade for Christ is interdenominational and encourages its members to pursue high biblical and academic excellence.
- ***Computer Science and Computer Engineering Club.*** This organization is passionate about computer science and computer engineering and unites individual computer science and computer engineering enthusiasts to collaborate and develop computer-related solutions as a group.
- ***Freedom Faith Bible Club.*** This club stresses peace among Christian denominations.
- ***Gay-Straight Alliance (GSA).*** This club provides a social group for lesbian, gay, bisexual, and transgender (LGBT) students, staff, faculty, and their straight allies. GSA aims to increase visibility and raise awareness of LGBT issues at SBVC, support the coming-out process, and organize social gatherings. Membership in this organization is not construed to imply anything about a person's sexual orientation, only that the member is supportive of a diverse community.
- ***Geography Club.*** The mission of the Geography Club is to provide a place for those interested in geography to gather while promoting geographical awareness and the use of surveying equipment in a fun and educational manner.
- ***Human Services Association.*** The Human Services Association provides a bonding and networking opportunity for interested human services students and friends. Members organize and participate in alcohol- and drug-free activities both on and off campus.
- ***Movimiento Estudiantil Chicano de Aztlan (MEChA).*** MEChA promotes higher education, leadership development, community service, cultural awareness, and educational enrichment.
- ***Performing Arts Club.*** The Performing Arts Club defines a process, not an end. Its mission is to shape both a theatre and a community in order to deepen the students' understanding of themselves and the human condition. Artists,

audiences, volunteers, students, and businesses come together to share a love and enthusiasm for live theatre.

- ***Psychiatric Technology.*** The club’s mission is to represent and assist the Psychiatric Technology Program and to provide support for its students until graduation.
- ***Puente Club.*** The Puente Club works to promote and increase the number of underrepresented students who attend colleges and universities and return as leaders and mentors.
- ***Spanish Club.*** The goal of the Spanish Club is to celebrate the linguistic and cultural contributions of the Spanish-speaking community.
- ***Voices for Success.*** The mission of Voices for Success is to build cultural awareness on campus; promote the EOP&S/CARE program; create social, recreational, and educational activities and scholarship for the student body; encourage scholastic achievement; and provide community service.

Student government. The AS offers students opportunities to share in college governance, interact with professionals, participate in social and cultural activities, and create and administer their own programs and support systems that reflect diversity and instill self-reliance, ethical leadership, and responsible action (4.47).

Student participation—collegial consultation. Campus committees are based on the concept of collegial consultation per California Education Code 70902(b)(7). Collegial consultation provides the opportunity for “effective participation” of students in decisions that affect them, thus encouraging civic responsibility and personal growth.

Student Health Services. Student Health Services has a wide array of services for physical and mental health and health information resources, including the availability of an online magazine for wellness tips. Student Health Services received a grant that has enabled them to develop a series of programs and workshops directed to improving mental health; events include “Developing a Successful You,” “Mental Health Matters,” “Becoming Socially Successful,” and “Relationships 101.” Student Health Services sponsors the popular “Stress Oasis Solution” for campus personnel and a campuswide Health Fair (4.48).

Athletics and sporting events. The Athletics Program hosts numerous sporting events that showcase SBVC’s student athletes, thereby promoting home team spirit, sportsmanship, and a sense of belonging beyond physical education courses (4.49). A dedicated counselor from the Counseling Department provides counseling services for the athletes’ well-rounded development (4.50).

Service learning. Programs such as VBC (4.24), the Honors Program (4.51), and Alpha Gamma Sigma (4.52) have service learning components. VBC requires 30 hours of

community service for program participation. The Honors Program's community service activities are part of the graduation requirements for participants. Alpha Gamma Sigma sponsors activities such as electronic waste recycling, among other events.

Courses such as Political Science 138, Student Leadership, and Political Science 139, Community Leadership, have service learning components for participation in student government and campus projects, as in the campaign for a "green campus." Political Science 139 encourages participation in March in March to Sacramento as well as internships. Some English courses have service learning components, including the production of the SBVC electronic newspaper, *Arrowhead News* (4.53), and literary magazine, *Phineas* (4.54).

In the campus climate survey, most student respondents rated themselves *very skillful* to *moderately skillful* in the areas of defending positions in a debate or discourse; working effectively as leader or participant in a group; assumption of civic, political, and social responsibility; and setting goals for personal and professional development.

Student support services are evaluated, as are the other areas of the campus, based on quantitative data supplied by the Office of Research, Planning and Institutional Effectiveness. Program efficacy requires programs to provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals; aid in short-range planning and decision making; improve performance, services, and programs; contribute to long-range planning; contribute information and recommendations to other College processes, as appropriate; and serve as the campus's conduit for decision making by forwarding information to or requesting information from appropriate committees. Program review needs assessment links to program efficacy and ties directly to program planning. SLOs are an integral part of the program review process, and student support services evaluate and address concerns identified through that process. In 2006, program efficacy documents were revised by the Program Review Committee in order to better address SLOs and/or SAOs as appropriate in student services programs.

Actionable Improvement Plan

None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The Student Services departments and programs regularly undergo evaluation through the program review process, year-end reports, and appropriate categorical program reviews for categorically funded programs. Through these evaluation vehicles, input from faculty and staff becomes a vital source in the program planning and design to support student development and success. The dean of counseling and matriculation and directors of specific programs give

feedback and/or reports on the status of the services as they relate to student development and success. Also, regular meetings on the departmental, divisional, and Student Services councils are useful to provide feedback and communication among Student Services faculty regarding counseling services. Upon requests of departments, the Office of Research, Planning and Institutional Effectiveness provides data as they relate to Student Services departments and programs. As have been repeatedly mentioned in previous sections, the program review process, SLOs/SAOs research, and evaluation are the main vehicles through which counseling core functions are designed and evaluated (4.55).

It is to be noted that counseling services are provided by departments and programs within Student Services, such as the Counseling Center, CalWORKs, EOP&S/CARE, VBC, STAR Program, DSP&S, and Transfer and Career Services Center. External to Student Services are programs like the MCHS and STEM program, which also provide counseling services to students (4.40).

Counseling services include academic, career, and personal counseling as mandated in Title 5 of the CCR and elucidated in the California Academic Senate's Standard of Practice for Counselors in Community Colleges and the Role of Counseling Faculty. Efforts are concentrated on providing standardized in-house training for counselors in other areas outside of Student Services by way of a training manual designed by the Counseling Department, with assigned counselors from the Counseling Department to provide training to new counselors. Moreover, SBCCD staff from TESS invariably give training on the use of technology within WebAdvisor, Datatel, and Scheduling and Reporting System (SARS) environments. Professional development activities including new faculty orientation and the annual Great Teachers Seminar are also made available by the Professional Development Committee (4.56).

Forthcoming are the consolidation of training efforts and the enhancement of training processes under the leadership of the VPSS, with identified counseling faculty to collaborate in the ongoing training of new and experienced counseling faculty.

In-service and flex activities for professional development including attendance to counseling-related conferences afford the counseling faculty currency to changes and thrusts in their effectiveness areas and competencies. Of late, the focus is on attendance to conferences that focus on student success, first-year experience, paired-courses learning communities, and many more. These activities allow opportunities to expand knowledge and skills and provide depth and comprehensiveness to counseling expertise of the faculty.

SBVC programs that have counseling faculty are the Counseling Center, MCHS, STEM program, Transfer and Career Services, STAR Program, EOP&S/CARE, CalWORKs, DSP&S, VBC, and the SSC. Counselors are also assigned to specific academic learning communities, such as the Tumaini Program and Puente Project, in addition to the Learning Compass Program. Counseling faculty provide academic, career, and personal counseling as mandated by Title 5 of the CCR (4.40).

Counseling services and interventions include, but are not limited to, crisis intervention, CSU GE-Breadth and IGETC certification verification, educational plan updates and revisions,

interpretation of assessment scores and other multiple measures for proper placement into SBVC courses, online counseling, prerequisite checks and clearances, probation and dismissal, graduation evaluation, high school outreach, and basic skills.

Additionally, counselors provide workshops to classes within specific disciplines. These workshops are evaluated by students. Counselors also serve as liaisons to various discipline departments. Transfer major guide sheets are updated by the articulation officer and provided to faculty who advise students. The guide sheets are posted on the SBVC Counseling Department webpage and are available to students (4.57).

Another component of counseling is student development. Counselors help to promote goal achievement, proactive success-oriented behaviors, motivation, learning, and overall achievement. Counseling service delivery includes sensitivity to students' uniqueness, diverse cultures, learning and motivational needs, and linguistics abilities.

All SBVC programs with a counseling and/or academic advising component are evaluated through program review. The Program Review Committee has established a rubric for all programs, which are reviewed on a cycle. The comprehensive process includes a review with the SBVC strategic initiatives.

To appropriately capture the essential nature, function, and services of Student Services programs, the terminology SAOs was adopted instead of SLOs. The following continuous assessment and improvements have been implemented since the last self-study based on the SAOs:

- Mandatory orientation for all first-time SBVC students
- High School Connection with a counselor assigned to conduct outreach including educational plans
- Expansion of online counseling
- Participation of counselor in student athlete study hall
- Improvement of service delivery to students during peak registration periods, culminating in a reduction in wait time
- Changes to interventions for probation/dismissal students
- Research compiled on counseling services received and basic skills needs

Self-Evaluation

The institution meets the standard. Data from the Office of Research, Planning and Institutional Effectiveness indicate that students who have received counseling and educational plans have higher GPAs and completion rates than those who have not met with a counselor (4.44).

Student appointments are scheduled through the SARS software. Data are gathered from the appointments and reported monthly. The data include information about basic skills, probation, dismissal, educational plans, financial aid appeals, graduation checks, career and major advisement, online counseling, transfer, veterans, athletes, and so forth. The SARS

student contacts are uploaded into Datatel, and reports are generated to the CCCCCO. The data provide a foundation for planning for future service enhancements (4.58).

At SBVC, counselors are hired in many areas outside of the actual Counseling Center, and the dean of counseling and matriculation supervises primarily counselors in the Counseling Center. For those counselors not directly supervised by the dean of counseling and matriculation, the other supervising deans cooperate and ensure that the counselors receive training. Initial counselor training on academic policies and procedures is provided by the counseling faculty in the Counseling Center.

Ongoing training is provided through divisional meetings, departmental meetings, workshops, guest speakers, conferences, and e-mail updates. The articulation officer and transfer center coordinator disseminate transfer- and articulation-related information to appropriate counseling faculty, evaluators, and deans.

The Counseling Department's Student Success Committee's action plan (5.59) includes the following:

I. Increase College/Career Readiness:

- a) The Counseling Department plans to meet the requirement of collaborating with the K-12 school system by bringing in a career component through SBVC's high school liaison. Currently SBVC has a counselor for the High School and Adult School Connection program who meets with the local high schools on a regular basis. The Counseling Department's Student Success Committee is creating a flyer on career information and resources for distribution ancillary to the workshops done by SBVC's liaison counselor.
- b) For additional information about careers, the Counseling Department plans to have various videos and/or PowerPoint presentations and other online links available to the students on the Counseling Department's webpage. Plans for topics presented will include "What to do with a Major in . . .," Career Technical Careers, Fastest Growing Occupations, and College Culture.
- c) The committee has added an additional component to the welcome letter that students automatically receive from the Admissions and Records Office after applying to SBVC. The letter indicates that in addition to the mandatory orientation and assessment test, students will also be required to complete career assessments prior to meeting with a counselor.
- d) The committee has also created several PowerPoint slides to be incorporated into all current presentations, both online and in classrooms, that have to do with college, career, and how to be a successful student.

II. Strengthen Support for Entering Students:

- a) SBVC already has in place the mandatory orientation and assessment test as outlined by the Student Success Act. In addition to the mandatory orientation and assessment, the Counseling Department currently offers a group advising to all incoming students. During this group session, students receive a one- to two-semester abbreviated education plan, and the Counseling Department proposes to

add a component of career exploration to help prepare students for the classes that they will be taking prior to transfer or gainful employment. The department will utilize Career Café as well as other career assessments to achieve this.

- b) In order to help strengthen the support for entering students, the department's Student Success Committee would propose the insertion of the GE sheets for SBVC, CSUs, and UCs into the schedule of classes. This will allow students to cross-reference their classes with the GE sheets to make sure they are taking classes that will help them achieve their goal. In addition to having the GE sheets available to the students, the Counseling Department would propose the insertion of a page from the schedule of classes with all of the degrees and certificates SBVC offers. Having the list of certificates and degrees available to the students will allow them to see any new or removed majors.
- c) The Counseling Department hopes to create presentations relevant to student success and gather YouTube videos that are allowed by Creative Commons license to be featured/hosted by SBVC. These online resources will focus on topics such as the differences between the CSU and UC school systems, the differences between high school and college, study skills, time management, and college basics.
- d) Currently the Counseling Department has developed comprehensive educational plan group workshops (for AA-T/AS-T, certificate programs, Nursing, Psychiatric Technology, Pharmacy Technology, and undecided major/career path) to facilitate comprehensive education planning sessions and corresponding WebAdvisor entries. The Counseling Department would like to focus on students who do not currently have a comprehensive educational plan on file. The department proposes to reach the student population by flyers and class presentations, and inform them of the policy change due to the Student Success Act and how they can maintain their priority registration date.
- e) The Student Success Committee has also created a flyer featuring applications students can download on their phone that will help them be successful students. The flyer will include such items as scholarship information, flash cards, bus routes, and planners.
- f) The committee has created a student success flyer to inform students of the new changes affecting them due to the implementation of the Student Success Act.

III. Incentives:

- a) The committee is currently reviewing the approvals required for providing students incentives.
- b) Basic skills
- c) The Counseling Department already has in place a program to help students with basic skills. One of the items includes additional narratives to the orientation to reinforce the importance of completing basic skills early on in the students' college experience.
- d) All comprehensive and developmental counseling services will include dissemination of information regarding the Student Success Act and its implications to the students' college experience.

Actionable Improvement Plan

1. SBVC will implement and evaluate the SSSP Plan.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

SBVC has a diverse student population. SBVC addresses the need to promote programs and services that support an appreciation of diversity in a variety of ways given that the College's mission is to support a diverse community of learners (4.60).



The program review efficacy process requires all programs to provide an analysis regarding identified differences in their population compared to the general population. If warranted, programs are asked to develop plans or activities to recruit and retain underserved populations, ensuring that programs reflect the diverse nature of the campus (4.7).

The Arts, Lectures and Diversity Committee, Latino Faculty Staff and Administrators Association, and Black Faculty and Staff Association plan and promote a series of lectures and cultural events designed to celebrate campus diversity and enrich the instructional environment of SBVC. Membership includes the VPI and VPSS or designees; dean of arts and humanities; and interested administrators, faculty, classified staff, and students. Many examples of Arts, Lectures and Diversity-sponsored events exist. They include storytelling by Jacque Tahuka-Nunez, Ernest Siva, and Malcolm Margolin to celebrate Native American

Heritage Month; Reza Aslan, *The Face of Islam since 9/11*; *Dia de Los Muertos*; film viewings and Q&A on a variety of topics; plays performed in American Sign Language; and so forth (4.61, 4.62).

The curriculum review process requires that each course address diversity as part of the curriculum process. A specific question about how the course addresses issues of diversity is addressed in the rationale/need for the course in CurricUNET (4.63).

The Office of Student Life promotes and sponsors student clubs that mirror the diversity in the SBVC student community—for example, GSA, MEChA, Puente Project, Tumaini Program, Spanish Club, American Sign Language Club, and so forth. Examples of activities include (a) the GSA provided a forum to answer questions on health and relationships and life, (b) the Spanish Club sponsored a *Dia de Los Muertos* event, and (c) the VRC held a *Vets Women's Symposium* (4.17).

Furthermore, SBVC's learning communities specifically examine the development of a diversity of students. The Puente Project focuses on personal development through the use of Latino/a literature. The Tumaini Program focuses on personal development through the use of African American history (4.21, 4.22).

In addition, the HSI STEM and Articulation PASS GO grant affiliates have hosted a variety of events with a specific concentration on diversity, including (a) *Women in STEM Fields*, (b) *Men in Mathematics*, and (c) *Veterans and STEM* (4.64).

Self-Evaluation

The institution meets the standard. The Enrollment Management Plan developed by the Enrollment Management and Student Equity Committee defines expected outcomes and a self-evaluation component. The Office of Student Life and SSC both participate in the program review efficacy process. The Tumaini Program and Puente Project are evaluated in conjunction with the Counseling Department's program efficacy.

Seventy-nine percent of students responding to the last three campus climate surveys *agreed* or *strongly agreed* that SBVC was “sensitive to needs of students of all backgrounds.”

Actionable Improvement Plan

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The SBVC admission process has, within the past year, undergone an extensive review and revision. The enrollment forms for concurrent enrollment of K-12 students were revised to include a health form to be signed by a parent or legal guardian, a checklist, and a brochure describing the criteria used to determine a student's readiness for college courses. In addition to changes in the paper application, SBVC is meeting with District Computing Services to revise the online application. In its current form, students reapplying to SBVC online must print a signature page and bring it in person to the Admissions and Records Office. The new version will allow the entire process of reapplication to be done online and will allow students to change the information in the address and contact information fields. Student feedback and peer input are the primary evaluation tools used to ensure effectiveness (4.65).

To ensure compliance with laws, regulations, contracts, and grant agreements governing SBCCD's major fund units, an independent auditor, the firm of Eadie and Payne, conducts tests of internal control over both financial reporting and compliance. The results of that testing are shared with the responsibility center managers. Corrections to processes and tools are implemented immediately when possible. Deliberative planning takes place when necessary to ameliorate issues.

Placement processes are governed by Section 55512a of Title 5 of the CCR, and they are reviewed by SBVC's SSSP Committee, a collegial consultation body whose role is to develop the SBVC Student Success Plan; propose the budget for categorical matriculation funds; and advise on policies, procedures, and implementation of matriculation components: admission, orientation, assessment, counseling, prerequisites, follow-up, training, and research. Membership includes representatives from the Office of Instruction, Student Services, and the Office of Research, Planning and Institutional Effectiveness; and chairs of the Reading, English, and Mathematics Departments (4.18).

The DSP&S office serves a population that includes a low incidence of students who may have difficulty benefiting from college-level instruction. To determine whether students have the ability to benefit, qualified DSP&S counselors carefully review professional verification of disability from psychologists, physicians, clinical social workers, school psychologists, and other professionals with the ability to provide diagnoses and assessments. In addition, the results of standardized tests, which may include intelligence, aptitude, achievement, SAT, ACT, and PSAT, and the College assessment are examined. Students who do not appear to have the ability to benefit from instruction are counseled and referred to community agencies with the capacity to provide instruction at an appropriate level, such as the San Bernardino Adult School (4.10).

Self-Evaluation

The institution meets the standard. Mandatory assessment was implemented by SBVC in 2010. The College assessment instruments are designed to appropriately place students in fundamental courses to improve their chances of succeeding in college. Students are assessed in English, mathematics, reading, and ESL. The assessment includes multiple measures and is conducted in SBVC's Assessment Center or in DSP&S for students who need special accommodations. In fall 2009, the Academic Senate addressed SBVC's assessment options. The Office of Research, Planning and Institutional Effectiveness provided a comparative study of the three assessments at SBVC: locally developed tests, Accuplacer, and Compass. Accuplacer was chosen to administer math and English assessments, and an additional locally developed English test is available for students seeking placement into English 101. Since that time, the assessment instruments have been continuously monitored, evaluated, and adjusted through the collaboration of the Office of Research, Planning and Institutional Effectiveness and content faculty in the Reading, English, and Mathematics Departments (4.42).

SBVC is an open-entry campus; hence, there is an institutional obligation to ensure that all students are placed in courses that match their skill levels. Assessment testing is used for course placement. SBVC uses a full range of assessment tools for placing students. These assessment tools include multiple-measures tests for math, English, reading, and ESL. Each of these tests is validated by the SBVC Office of Research, Planning and Institutional Effectiveness. The following validation and reliability studies are produced for each area:

- ***Content validity.*** This process ensures that a valid link exists between course content and the material on the tests.
- ***Cut-score validity.*** This study shows that the cut scores are matched to the degree of course difficulty. In concert with the SSSP Committee, staff of the Office of Research, Planning and Institutional Effectiveness evaluate the cut-scores used for placement in reading, English, and math yearly and make recommendations for changes, if appropriate.
- ***Consequential and predictive validity.*** This study ensures that students and faculty agree on the accuracy of the placement and that the test is a good predictor of success in a course.
- ***Test-item reliability.*** This process shows internal consistency within each test.
- ***Disproportionate impact.*** The demographic characteristics of various student groups are examined to determine the percentages of students who are placed in and complete pre-collegiate courses, degree-applicable courses, and/or transfer courses in reading, English, math, and ESL. A series of studies has been implemented to determine the extent of cultural and linguistic bias in the assessment instruments.

Each of these reports is produced on a schedule defined by the CCCCCO.

There is no differentiation in admissions between DE and non-DE courses. Similarly, the placement processes are the same for DE and non-DE courses.

Actionable Improvement Plan

None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The Admissions and Records Office is responsible for maintaining student records. The process to electronically archive records prior to 1981 was completed in fall 2013. The SBCCD has a policy for the release of student records, which is compliant with FERPA (BP/AP5040). The policy is posted for student access on the SBCCD website (4.66).

The Financial Aid Office is governed by both federal and state regulations with regard to the maintenance of student records. Federal regulations governing financial aid require that student financial aid records are kept for three years after the date of the last Fiscal Operations Report and Application to Participate (FISAP), which is filed each September 30th following the end of the academic year. The Financial Aid Office complies with this regulation. State regulations governing state financial aid require that student financial aid records are kept for three years from the last day of the period in which the grants were intended. The SBVC Financial Aid Office complies with this regulation. Financial aid records are now scanned into SBVC's Imagenow System, and only the Financial Aid staff have access to these records. The SBVC Financial Aid Office follows FERPA regulations with respect to releasing student records. The policy is posted for student access on the SBCCD website (4.66).

Self-Evaluation

The institution meets the standard. Student admission records, transcripts, and financial aid records are maintained in accordance with state and federal guidelines. Student records are secured and only released in accordance with board policies and administrative procedures.

Actionable Improvement Plan

None.

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Student support services are evaluated systematically through SBVC's program review process. The program efficacy and needs assessment phases of SBVC's program review process provide a systematic process for evaluating academic, administrative, and student support programs and services based on a three-year cycle. This process identifies needs of the programs addressed annually, and it encompasses the evaluation of student support services. Support services are evaluated, as are the other areas of the campus, based on quantitative data supplied by the Office of Research, Planning and Institutional Effectiveness. Program efficacy requires programs to (a) provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals; (b) aid in short-range planning and decision making; (c) improve performance, services, and programs; (d) contribute to long-range planning; (e) contribute information and recommendations to other College processes, as appropriate; and (f) serve as the campus's conduit for decision making by forwarding information to or requesting information from appropriate committees. Program review needs assessment links to program efficacy and ties directly to program planning. SLOs are an integral part of the program review process, and student support services evaluate and address concerns identified through that process. In 2006, program efficacy documents were revised by the Program Review Committee in order to better address student outcomes assessment in Student Services programs.

Self-Evaluation

The institution meets the standard. Student Services programs are systematically evaluated through program efficacy, the EMP, and SAO assessment processes. Additionally, many areas such as financial aid and DSP&S are subject to state and federal requirements.

Annually, SBVC participates in a campus climate survey. Table 24 is a snapshot of the data compiled by the annual student campus climate survey. Table 24 provides student evaluations of counseling services, Puente Project, STAR Program, Student Activities, Student Government, DSP&S, EOP&S/CARE, Financial Aid, Health Services, CalWORKS, and Career Services. The survey yields information about the percentage of respondents who actually participate in each program as well as a rating for the overall quality of service. Programs use this information to improve services and link it to the program review process as evidence of quality (4.67).

Table 24. *Rating of Quality of Programs or Services*

Service	Very satisfied	Somewhat satisfied	Not satisfied
Academic Counseling Services	58.71%	31.74%	9.55%
Admissions Office	65.69%	29.90%	4.41%
Athletics	69.70%	28.78%	1.52%
Bookstore	73.06%	23.06%	3.88%
Cafeteria	62.11%	30.44%	7.45%
Campus Police	56.21%	24.26%	19.53%
Career Center	72.30%	23.65%	4.05%
Career Counseling	69.59%	19.88%	10.53%
Childcare Center	65.12%	25.58%	9.30%
DSP&S	74.68%	21.52%	3.80%
Financial Aid Office	59.04%	26.86%	14.10%
Health Services	81.44%	16.76%	1.80%
International Student Services	67.86%	25.00%	7.14%
Library	84.62%	13.33%	2.05%
Student Activities (student gov., clubs, etc.)	71.01%	20.29%	8.70%
Student Assistance Program	74.78%	18.92%	6.30%
Student Life	74.59%	22.13%	3.28%
Transfer Center	66.08%	26.96%	6.96%
Tutorial Services	69.26%	26.41%	4.33%

Note. In response to question, Which programs or services have you used and how do you rate the quality of their services?

Evaluation reports. Quantitative evaluation reports are posted on the Office of Research, Planning and Institutional Effectiveness webpage, which provides data on student success in order to show transparency of program efficacy. The Tumaini Program (2007-2010 reporting period) reported that students had higher-than-average retention rates in five of the last seven semesters. In the last four semesters, Tumaini Program students achieved lower-than-average course completion rates.

ASLO Committee. Student support services' learning outcomes are monitored through the ASLO Committee. The committee generates statistics and regularly reviews guidelines and best practices for all aspects of the student learning process (4.68, 4.69).

Actionable Improvement Plan

None.

Evidence—Student Support Services

- 4.1 College Planning Documents
- 4.2 SLO/SAOs for Student Services
- 4.3 Student Success and Support Program (Matriculation) Committee
- 4.4 Campus Committees
- 4.5 Collegial Consultation
- 4.6 Strategic Initiatives
- 4.7 Program Review
- 4.8 Vice President of Student Services
- 4.9 Office of Research, Planning and Institutional Effectiveness
- 4.10 Disabled Students Programs and Services
- 4.11 Disabled Students Programs and Services Specialized Counseling
- 4.12 Extended Opportunities Programs and Services
- 4.13 Financial Aid
- 4.14 SBVC Library
- 4.15 Success Through Achievement and Retention
- 4.16 CalWorks
- 4.17 Student Life
- 4.18 Student Success and Support Program process (formerly matriculation process)
- 4.19 Career Transfer
- 4.20 Veterans
- 4.21 Tumaini Program
- 4.22 Puente Project
- 4.23 Foster Youth Program
- 4.24 Valley Bound Commitment Program
- 4.25 Outreach
- 4.26 College Catalog
- 4.27 Academic Calendar
- 4.28 Campus Website
- 4.29 Enrollment Fees
- 4.30 Board Policies
- 4.31 College Website
- 4.32 Grade Appeals Process
- 4.33 SBVC Handbook for Online Students
- 4.34 Representative Examples: Program Efficacy
- 4.35 Learning Compass/ASSETS
- 4.36 Basic Skills Report
- 4.37 Student Success Center
- 4.38 Writing Lab
- 4.39 Reading Lab
- 4.40 Specialized Counseling Services
- 4.41 Online Classes
- 4.42 Student Assessment
- 4.43 Representative Data: Help Desk Calls
- 4.44 Counseling Program Efficacy
- 4.45 Student Life

- 4.46 Inter-Club Council
- 4.47 Student Government
- 4.48 Student Health
- 4.49 Athletics
- 4.50 Athletics Counseling
- 4.51 Honors Program
- 4.52 Alpha Gamma Sigma
- 4.53 Arrowhead News
- 4.54 Phineas
- 4.55 Educational Master Plan
- 4.56 Professional Development
- 4.57 Transfer Guidelines
- 4.58 Representative Data
- 4.59 Student Success and Support Program Plan
- 4.60 Mission and Values
- 4.61 Arts and Lectures
- 4.62 Arts and Lectures Examples
- 4.63 Curriculum Committee
- 4.64 HSI/STEM
- 4.65 Representative Samples—Admissions Forms
- 4.66 Student Records Policy
- 4.67 Office of Research, Planning and Institutional Effectiveness Reports
- 4.68 Accreditation
- 4.69 Accreditation and Student Learning Outcomes Committee Website

Standard II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Summary

The Library and Learning Support Services Division has undergone many changes in the past five years, intermittently supervising a variety of instructional campus programs including Radio, Television, Video and Film (RTVF); Paralegal; and MCHS. At the time of the campus reorganization in the 2010-2011 academic year, the Library Division was transferred to Student Services to balance out the vice presidential workload more equitably. Collegial processes were observed during the 2010-2011 reorganization. As part of Student Services, the division dean supervised a variety of campus services including Financial Aid, EOP&S, Student Life, DSP&S, and Student Health Services. The division lost some staff and departments that had traditionally been a part of it: Tutoring and the tutorial coordinator were reassigned and now report to the Mathematics, Business, and Computer Technology Division. In addition, the Audiovisual Department, two media specialists, a network specialist, and one library computer technician were assigned to the newly formed CTS.

The division itself was dissolved at the end of academic year 2013-2014 during the Student Services reorganization when the dean's position was eliminated. The Student Services reorganization in 2013-2014 did not follow the collegial processes used in 2010-2011. The campus administration first cited the decision as confidential personnel matters and then as a budget savings measure, yet the reasons for dissolution of the Library and Learning Support Services Division and elimination and/or reclassification of management positions in Student Life, DSP&S, Financial Aid, Admissions and Records, and the dean remain unclear. The Library will be under the supervision of a library director, who will report to the VPSS. The director's position was unfilled during the 2013-2014 academic year. The Library continues to supervise the Academic Advancement Department and the Library Technology Program, both of which have remained in the division/department throughout the many changes (5.1).

The 40,000-square-foot SBVC Library was the first of the new buildings constructed in the major reconstruction project of SBVC in this century. The SBVC Library houses in excess of 70,000 print books, 100 current periodical subscriptions, and 41 periodical and newspaper titles in microfilm. The Library offers chat reference services (Question Point) and 40 electronic databases that connect to library resources on and off campus.

The Library Computer Lab houses 117 computers for student use, with an additional 37 stations available in the library reference area. The Library is open six days a week, for a

total of 61 service hours. The Library's collection supports the wide variety of programs available at SBVC and contains two classrooms for instructional use, with one equipped with 31 computer stations for use to teach online research skills and the other for Academic Advancement and Library Technology Program classes.

Learning support services on campus that report to instructional divisions include the Computer Information Technology Lab, Health Science and Nursing Resource Center (Skills Lab), math tutoring drop-in, Reading Lab and open-use computer lab (with limited services), SSC STEM Program, Technical Learning Center, SI, and the Writing Center. Support services that report to the Student Services include the DSP&S HTC accessible computer lab, STAR/TRIO, and the EOP&S/CARE computer lab. Additionally, there is an open computer lab available in the Office of Student Life, called the Cyber Lounge, and a mini computer lab in ADSS102.

The SBVC Library and campus learning support services have established processes for the continuous assessment of SAOs/SLOs along with an established schedule for active evaluation.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

Learning support services provided by the Library and the campus Learning Support Services departments reflect SBVC's commitment to academic achievement by offering a variety of programs and services that support student success. The Library's collection includes books, periodicals, microfilm, reference materials, e-books, and online databases, all selected and coordinated to meet the varied needs of the current diverse student population as well as to provide the opportunity for lifelong learning for the campus community. In addition to these materials, the Library furnishes students with 117 computer workstations in the Library Computer Lab, including some equipped with adaptive software supplied through a partnership between the Library and DSP&S. This provision supports the strategic initiatives of access and student success.

Another library service provided to the campus is the availability of customizable BI sessions and open workshops taught by faculty librarians (5.2). In addition, the librarians have created several extremely popular, topic-specific "How-To" brochures, which guide students through various research and study problems from beginning library research to writing an outline (5.3). Perhaps the most popular library service offered is individual research assistance by Library faculty, available 61 hours per week. Online reference assistance to meet the needs of the DE students include an E-mail the Librarian service (5.4), which enables students to e-mail specific questions to campus librarians for help, and the chat reference service from Question Point, or 24/7 Chat Reference service, allows students to receive help from academic reference librarians via computer 24 hours a day, seven days a

week. Credo Reference e-books, which mirror in part the print reference collection, are available for online student use. In addition, beginning in fall 2013, a collection of over 100,000 e-books was added, supporting all classes taught at the campus (5.5).

The Library has licensed 40 reference databases (5.6) and a number of software programs for student research, made available on 37 dedicated computers in the reference area and also on all the computers in the Library Computer Lab. In addition, the databases are accessible remotely via password for currently enrolled students. Included are such specialized resources as the EBSCO Professional and Vocational database, which supports career and technical education, and the Ethnic Newswatch database, which meets the diverse interests of the student population (5.7). Skill-building databases supported by the Basic Skills Committee (Learning Express Library and ELL) have enhanced the Library database collection beginning in July 2013 (5.8). Currency of learning materials is maintained through daily updates to the database by the vendor.

Campus staff also utilize the Library's historic archival collection. For example, when organizing the anniversary celebration of SBVC, the committee was able to use images from the large historical photo archive. Additionally, in January of 2010, the CCC BOG asked member colleges to work on the California Nisei College Diploma Project that recognized Japanese students who, during World War II, were taken from their homes and classes and interned. The SBVC director of marketing and public relations requested the librarian's help in researching these students, who then were recognized and awarded a degree. Retired professor and local history author Roger Schmidt and his coauthor Harry Carson Frye acknowledged the assistance of Library Circulation Supervisor Angie Gideon and Librarian Patti Wall when their latest book was published in 2011, titled *The Blue and Grey: San Bernardino Valley College Sports 1926-2011*. The book is available in the Library on the second floor, call number GV691 .B658 S36 2011.

Librarians continue to expand their service to SBVC by engaging in partnerships with departments and services. Embedded librarianship, or partnership, has been practiced on this campus for some time within the disciplines of nursing, psychiatric technology, and English, where the faculty librarians have tailored specific library services for their students (5.9). As the "gateway to information" and to accessing the overwhelming amounts of information available at the touch of a smart phone, iPad, or computer, the embedded librarian is a partner in the students' success at SBVC. Last year a faculty librarian provided point-of-need instruction to students working on academic assignments in the VRC and SI (5.10). This innovative expansion to the standard role of research expert and inclusion as an integral part of the learning experience has proven advantageous to all. Embedded librarian services are a natural extension of how services are currently provided within the Library walls: class instruction, one-on-one reference service, and research workshops. The goal is to explore new ways to assist and provide pathways for student success through additional partnerships.

Learning support services on campus include the following (5.11):

- The SSC provides tutoring, workshops, and support for students currently enrolled in all disciplines. In addition, a collection of skeleton bones that are needed for participation in the anatomy courses are housed in the math and science SSC.
- The Writing Center assists students in all courses by developing strong writing skills and in preparing quality, college-level written assignments.
- The Reading Lab provides specific tutoring and resources for students currently enrolled in reading classes.
- The Technical Learning Center assists students with the acquisition and development of computer skills, basic skills, and learning skills necessary for technical trades. This level of service varies based on the availability of staff.
- The Computer Information Technology Lab (Business building) provides assistance on computer stations for students in computer information technology courses.
- The Health Science/Nursing Resource Center (Skills Lab) assists students in the nursing, psychiatric technician, and pharmacy technician programs.
- The math tutoring drop-in services, located in the SSC, provide peer tutors to prepare students currently enrolled in math classes for upcoming assignments and exams.
- The STEM program located in the SSC is a resource that offers workshops and drop-in tutoring for science and all math courses, as well as scheduled course-specific workshops.
- The STAR/TRIO Grant and DSP&S office provide assistance for students within their programs.

The SBVC Library and campus learning support services faculty and staff are dedicated to the development, implementation, and assessment of SAOs in all operations and practices. All Library departments evaluated SAOs in 2012 and spring 2014. The SBVC Library continues to collect data every semester. SLOs for Academic Advancement were evaluated in 2009, 2010, and 2012. The results are viewable on the VPI webpage (5.12). Learning support services attached to instructional departments such as the SSC, Reading Lab, and Writing Center assess SLOs within those departments.

Self-Evaluation

The institution meets the standard. SBVC offers a wide variety of learning support services. The Library collection has the depth and breadth to support campus curriculum. A Library faculty member traditionally sits on the Curriculum Committee to ensure that classroom needs are met by the Library. Library materials and faculty services are offered in a variety of formats and are easily accessible to DE students.

Actionable Improvement Plan

None.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Skilled Library faculty select quality materials to develop a collection suitable in depth and breadth for the campus curriculum. The educational materials in the Library collection are all selected and coordinated to meet the varied needs of the current diverse student population as well as to provide the opportunity for lifelong learning for the campus community (5.13). In addition to these materials, the Library furnishes students with 117 computer workstations in the Library Computer Lab, including some equipped with adaptive software supplied through a partnership between the Library and DSP&S. This provision supports the strategic initiatives of access and student success.

The SBVC Library maintains a variety of print materials, online databases, and computer resources for student learning. The print collection includes more than 73,000 books, 100 current periodical subscriptions, and 350 total periodicals (some of which, although not current subscriptions, are still available for research and reference). A Collection Age report (5.14) generated on the Library's print titles demonstrates that it is a balanced, current, and growing collection. A snapshot of the collection as a whole shows that although more than 20 percent of the collection has been published in the past 14 years, it nevertheless retains historical depth and context, with 12 percent of the collection published prior to 1950. Due to the increased cost of print materials and the reduction in the Library budget, the Library has added an e-book collection to maintain currency. EBSCO Academic e-books contain over 121,000 titles on a wide variety of subjects; 42,000 of these titles have been published in the past five years. The Credo Reference Academic Core e-book collection provides a wide variety of reference material, images, and audio files.

Library faculty use a number of resources to ensure the quality of the Library. The SBVC mission, Strategic Plan, and Library mission are at the forefront of ensuring quality library services. Library faculty evaluate the collection for currency, depth, and variety as prescribed by the American Library Association in its standards for best practices for library services to undergraduates (5.15). Librarians use professional publications such as *Library Journal*, *Kirkus Reviews*, and *Resources for College Libraries* to maintain currency in the field and guide collection development.

Librarians work in cooperation with other faculty in their areas of specialization to make the best selections for course-related materials. The acquisitions librarian serves on the Curriculum Committee to ensure that Library resources continue to support campus curriculum, and she solicits recommendations from faculty via e-mail. Faculty may communicate their recommendations via e-mail, on the telephone, or by submitting the New Book Request form to the Library. This form is available at the Library website and enables students and faculty the opportunity to submit requests (5.16).

In April 2008, the campus Diversity and Equity Committee worked in conjunction with the faculty librarians to provide \$3,000 for purchases of culturally diverse books and videos for the Library collection. In the spring semester of 2011, the Library received a special budget for class-related books and successfully worked directly with the faculty department heads on a short timeline, to great success. Multiple copies of many routinely required reading books were added to the collection. On occasion, when grant or surplus funds are identified for the purchase of additional Library materials, the faculty librarians do further outreach to the instructional faculty for recommendations to ensure that the most relevant materials are purchased.



The diversity of the Library's database collections meets the needs of students who are preparing for degree/transfer to four-year institutions and of students who are completing vocational and technical certificates. In light of the 100 percent reduction of Telecommunications and Technology Infrastructure Program (TTIP) funding for online Library resources, the Library faculty have carefully charted the use and the expenditures for these reference databases (5.17). In 2012-2013, librarians were able to restructure database purchases to offer specialized databases, including much needed scientific databases and ELL for basic skills, without increasing costs. In addition, the databases are accessible remotely via password for currently enrolled students. Included are such specialized resources as the EBSCO Professional and Vocational database, which supports career and technical education, and the Ethnic Newswatch database, which meets the diverse interests of the student population (5.7). Skill-building databases supported by the Basic Skills Committee (Learning Express and ELL) have enhanced the Library database collection beginning in 2013 (5.8). Currency of learning materials is maintained through daily updates to the database by the vendor. When database funding was reduced unexpectedly again in July 2012, statistical usage data were used to determine what databases and services to cancel (Ethnic Newswatch and Chat Reference) and what database packages to reduce. The

cancelled databases and services were restored in 2013-2014 due in part to the Basic Skills Committee funding.

The Library maintains a collection of textbooks and reserve materials to support campus curriculum. In 2012-2013, 77 percent of the Library materials circulated were from the reserve collection. By providing access to textbooks, students who cannot afford textbooks are able to learn, achieve, and meet learning outcomes in their classes. ASG has been funding an additional \$10,000 each year and plans to increase these funds to \$15,000 in 2014-2015.

The Library has many services available 24/7 for off-campus students including the Big Bear location; 24/7 Chat Reference and remote access to all Library online databases are available with passwords. Remote access to the Library databases enables students to locate, view, print, e-mail, and download an enormous assortment of academic journals, general magazines, newspapers, e-books, and government document materials. Additionally, students may talk to the librarian by telephone during hours of operation as well as through chat reference services.

The Library has licensed 40 reference databases (5.6) and a number of software programs for student research, made available on 37 dedicated computers in the reference area and also on all the computers in the Library Computer Lab.

Self-Evaluation

The institution meets the standard. Librarians attend professional conferences, review online professional resources, and read library literature to stay current in their field. Faculty and staff in the Library and Learning Support Services Department are active members of professional associations, such as the California Academic and Research Librarians Association, the Southern California Instruction Librarians group, the California Library Association, and the American Library Association, and they attend informational seminars and technology conferences, such as those offered by the Community College League of California (CCLC).

Library faculty and staff assessed the collection by performing a physical inventory and shelf count during summer 2011. This process allowed faculty and staff to ascertain if volumes were missing or mis-shelved. Hands-on work with the entire collection aids the faculty librarian in determining what areas of the collection need to be weeded or grown. All Library faculty are assigned subject areas within the collection that they are responsible for weeding.

Additionally, Library faculty and staff make note of unmet student needs and purchase material in order to fill any gaps in the Library collection. Student and faculty requests are also considered for purchase. Library faculty are traditionally a part of the Curriculum Committee and thereby aware of the information needs across campus. Specifically, a librarian participates in the technical review portion of the curriculum process and must sign off in CurricUNET that the Library has adequate material to support a class's curriculum.

The Library uses evaluative surveys to determine if SAOs are being met. These same surveys also inquire if students find the Library instruction, services, and materials valuable to their education attainment across the curriculum (5.18).

The faculty librarians provide open workshops for SBVC students each semester. An example of a workshop topic is basic research skills, which includes looking up a book in the Library catalog and performing a simple keyword search using databases; another example is the use of more critical thinking topics like evaluating Internet resources and advanced database research techniques for scholarly journals. During the 2011-2012 academic year, there were six workshops given each semester, with a total of 12 that year. Each workshop ends with an evaluation tool where students rate the effectiveness of the information they have been given, if they found it helpful, and if they have been invited to return for additional help from a librarian. In the 2011-2012 academic year, there were 371 students who participated in the workshops (5.19).

Also in 2011-2012, the SBVC Library implemented the One-Minute Reference Assessment in the reference area. A box was set up with a short anonymous evaluation form for student feedback. The Library received 81 total responses to its evaluations that reflected student satisfaction (5.20).

Librarians conducted an informal survey of students during fall 2012 while they waited for the Library to open. The survey indicated that 58 percent of students were there to check out a computer, 54 percent were waiting to check out a textbook, and 49 percent of students needed Library services and/or assistance from the Library faculty (5.21). These results are aligned with the results of the Library Snapshot Day survey conducted in 2010 (5.22).

Following are the results from the annual student and faculty campus climate surveys (5.22):

- *The books, magazines, and databases available in the library are adequate to complete my assignments:* 269 (37.3 percent) strongly agree; 296 (41.0 percent) agree; 22 (3.0 percent) disagree; 13 (1.8 percent) strongly disagree; 96 (13.3 percent) no opinion.
- *The library collection of books, periodicals, and databases is adequate to meet the needs of my students:* 11 (15.7 percent) strongly agree; 31 (44.3 percent) agree; 11 (15.7 percent) disagree; three (4.3 percent) strongly disagree; 14 (20.0 percent) no opinion.

Results from the SNAPSHOT Day, Oct. 14, 2010, in the Library and Library Lab

Number of students who responded to SNAPSHOT checklist questions at the Library and Library Computer Lab:

Use reference databases	225
Looking for books	142
Reserve materials	149

Use computers	382
Use study rooms	101
Meet friends/classmates	154
Quiet study	305
Use WiFi	76
View a movie	33
Use a magazine	59
Special collections	18
Program/workshop	86
Library card	70
Pay fines	25

Number of people counted hourly:

Library—200 people per hour or total:	2,396
Circulation checkouts—total for day for Library, Library Lab, and AcAd	1,515
Circulating books	132
Library Computer Lab	728
AcAd Lab	235
Reserves	420

Number of student contacts of five minutes or longer with a librarian (not including ready-reference, registration, FAFSA, or directional) 106

Total number of laptops for the day counted hourly 144

SAMPLE COMMENTS:

“The Library is a place to study, a place to find out information, and just a place of quiet from this hectic world.”

“The library staff is very welcoming and polite to us students.”

“Our library is an important resource center. Vital for our education.”

“Need more space for quiet studying on lower level.”

“Needs to be open earlier like at 7:00 a.m.”

“I love the library.”

Please tell us why you came to the library today:

“To rent a computer.”

“Open the library earlier.”

“Please consider opening the Library on Saturdays again. At least every other Saturday.”

“The library is important to me because it has many books that I need for class (like math books). I also can study in peace or do some research.”

“I came to use the math book for my homework and use the computers.”

“Everything I’m doing can only have been done with the use of our library.”

“Need library open longer and on weekends.”

“Everyone that works in here are great! Willing to help :)”

“The library is important to me because all of its resource, I need it for each one of my classes, books used, computers and copy machines.”

“A library is our second brain . . . it helps us to think and download information!”

August 29, 2012, Survey of Library Services conducted by the Library Faculty

Students participating: 138

Each survey included 18 services common to the Library, and students could select all services that applied to them. Results: Students selected 688 services or an average of 2.8 services per survey.

Survey results:

- Library and Library Faculty Service 49 percent
- Using the Library Computer Lab 36 percent
- Other Library Services 15 percent

Outcomes: The Library serves students who need access to the resources, materials, and faculty in the Library.

Research has shown a positive relationship between library use and student persistence and achievement according to the *Standards of Practice for California Community College Library Faculty and Programs* (5.36). Additionally, examining both basic skills and non-basic-skills students over multiple years, researchers discovered that use of library resources, including books, media, periodicals, and computers, resulted in increases in persistence around 11 percent and success around 7 percent for both groups.

Until 2009-2010, TTIP was used to support the Library’s collection, databases, and software. SBCCD and SBVC are working together to provide funding for some Library needs that are also shared with CHC, including the new library management system, Online Computer Library Catalog World Share (OCLC-WMS), which was implemented in fall 2013. The Library and Learning Support Services Department has received highly-ranked prioritizations in program review. When money is available, the president attempts to fund those items on the program review list.

Actionable Improvement Plan

None.

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.

Descriptive Summary

SBVC CC2 listed below addresses information competency:

2.1: Find and interpret information

- 2.2: Evaluate the authority and bias of information
- 2.3: Utilize technology to organize and present information
- 2.4: Demonstrate knowledge of basic computer functions

Instruction, assessment, and improvement on meeting CC2 is done in several ways at the campus and departmental levels.

Courses are mapped to the CCs. Assessment data gathered for the evaluation of CCs in fall 2013 showed that 62 percent of the courses assessed were mapped to information competency. Students who successfully meet the SLOs for a course are also considered to have met the mapped CCs; 87 percent of students assessed in courses mapped to CC2 met the competency. The student campus climate survey asks students to self-identify their progress in CC areas. Seventy-five percent of students identified that they had become very skilled or had moderate skill improvement in information competency skills. CC assessment data and student campus climate survey data for 2013-2014 will be collected in fall 2014 for further analysis. Campuswide discussions on CCs will take place in 2014-2015 (5.24).

Library faculty and staff all have a role in supporting classroom instruction on information competency and directly teaching students these competencies. The main role of Library faculty is to help students learn how to find, interpret, and evaluate information. Librarians accomplish this through a variety of methods including class BI, open workshops, one-on-one reference interactions, reference appointments, and 24/7 chat reference.

Library faculty and computer lab staff provide point-of-need instruction on basic computer, printer, and copier functions as well as software and online utilities to organize and present information.

Librarians create and maintain handouts of MLA and APA citation styles used to present and organize information in essays, speeches, and research papers. They provide point-of-need instruction on the use of these citation styles (5.3).

The information skills addressed in CC2 are supported by many discipline-specific labs, tutoring, and SI, including the Technical Learning Center, Computer Information Technology Lab (Business building), the Health Science/Nursing Resource Center, SSC, STAR/TRIO Grant, and DSP&S. These areas serve students at their point of need.

CC1: Communication is supported by the Writing Center, which assists students in all courses with developing strong writing skills and in preparing quality, college-level written assignments, and the Reading Lab, which provides specific tutoring and resources for students currently enrolled in reading classes.

The Academic Advancement and Student Development Departments offer courses that provide instruction in strategies for student success through Academic Advancement 001 classes offered each semester. SBVC provides a variety of tutoring programs to increase retention, successful course completion, and completion of degrees and certificates (5.25).

Self-Evaluation

The institution meets the standard. The Library and Learning Support Services Department and other student support services offer a variety of services to support student learning. Services are available to students on campus and to students in DE courses. A variety of methodologies are used to assess information competencies and services.

In order to provide the best services to students, the Library and Learning Support Services Department continues to develop evaluative tools as part of the campuswide effort to systematically assess the effectiveness of services. Currently, librarians give research assignments to students during BI sessions to reinforce library research skills demonstrated during the instruction. Some methods of assessment have included that the librarians e-mail a brief survey to faculty members as an assessment and to gather feedback for making improvements. Statistics on the number of BIs given each academic year show that requests for BI are stable and gradually increasing. By and large, classroom faculty find the Library and Learning Support Services Department to be meeting the needs of the student population (5.26)

Library Snapshot Day fall 2010, the fall 2012 survey, and “Why I Love the Library” Week provide quantitative and qualitative feedback from students about the services they use and how the Library is meeting their needs.

Librarians will pass out a “Survey in a Flash” after some BI sessions and open workshops. The question, “Will you feel confident enough now to do Library research on your own?” measures students’ confidence related to CC2: Information Literacy. Survey results for 2013-2014 will be compiled and analyzed in fall 2014 (5.27).

The SSC took an innovative approach to assessing CCs. Tutors observe when the students they interact with work on CC skills. Tutors then map the student/tutor interactions to the CC grid. The CC data are then tabulated by course and department. The data will be provided to departments for their own analysis. The data will be supplied at a campuswide level and used to evaluate CCs, including information competencies (5.26).

At one time the SBVC Library’s website offered a web-based library orientation that included Library regulations, procedures and policies, a guide on using the online catalog, instructions on using the *Reader’s Guide to Periodical Literature* and reference databases, and access to copies of the Library Research Assignment. Students may orient themselves to the Library facilities by taking an online virtual tour. Changes in technology have made the *Reader’s Guide to Periodical Literature*, a print resource, obsolete for DE/CE students. Thus, librarians have expanded the Tutorials and Guides section of the Library webpage, providing links to tutorials on search strategies and the use of the Library’s individual databases, online catalog, APA and MLA citation styles, and *Reader’s Guide to Periodical Literature* for those students who still prefer print. By providing these links, students always have access to the most up-to-date tutorials and enhancements from the Library’s database providers. The SBVC Library is developing a series of Camtasia videos to further enhance student access to Library materials. DE students may also utilize the 24/7 Chat Reference

service or E-mail the Librarian service. The Writing Lab and SSC offer online services for tutoring (5.29).

CCs are assessed and campuswide dialogue on CCs will take place in 2014-2015. The Academic Advancement 100 course required of all students is mapped to CC2: Information Competency. The Academic Advancement Department collects SLO assessment data every semester and evaluates SLOs on a three-year cycle. Academic Advancement participates in the program review cycle. All Library and learning support departments assess and evaluate SAOs and participate in program review. Both SLO/SAO evaluation and program review are campus mechanisms for self-evaluation and program improvement.

Actionable Improvement Plan

1. SBVC will incorporate SSC CC data for campuswide analysis and dialogue on CCs.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

In 2007 the SBVC Library was open 74 hours a week, including Saturdays, during the fall and spring semesters; in addition, it provided access to two fully staffed computer labs, one in the Library and one in the Liberal Arts Building. Attrition and transfer of support staff who worked with students, namely five library media clerks and computer technicians, have had a serious impact on Library hours and services. The Library no longer operates a fully staffed computer lab in the Liberal Arts Building.

Library hours diminished over several academic years. In fall 2010, the Library was open 57 hours a week, closed on Saturdays. In fall 2011, the Library closed one-half day on Fridays, limiting hours to 52 hours a week.

The Library opened in fall 2012 with only 39 hours a week on a staggered schedule in an attempt to accommodate day and evening students. Students and faculty across campus advocated for an increase in Library hours. Students presented a petition to the Board of Trustees, and the Academic Senate presented a resolution. Library hours were restored by the middle of the fall semester (5.30). The Library hours have been stabilized at 61 hours a week, including four hours on Saturdays, for several semesters. However, the increase in hours has not been due to hiring sufficient staff to operate the Library but by paying voluntary overtime to current staff members to work evenings and Saturdays.

Current hours of operation during the fall and spring semesters to provide access to the Library and Library Computer Lab resources are as follows:

Monday through Thursday, the Library is open from 8:00 a.m. to 8:00 p.m.,
Friday from 8:00 a.m. to 5:00 p.m., and Saturday from 10:00 a.m. to 2:00 p.m.

The Library is closed on Sundays. Between sessions and holidays, the Library is open 40 hours per week, and hours are posted on the physical building and on the Library homepage.

The Library is staffed by four full-time faculty librarians; two full-time library media clerks; and two full-time library computer technicians: one full-time Librarian Technician 2 and one full-time Library Technician 1.

Library online resources can be accessed from any computer lab on campus and from anywhere in the world via the Internet. Library computers include accessibility software. A scanner is available in the Library for books that cannot be checked out. The introduction of Credo Reference and EBSCO Academic e-books has given students access to resources formerly only available in print. Reference services are available 24/7. Electronic resources are available to students 24/7 with the exception of vendor-scheduled maintenance periods.

SSC office hours are Monday through Friday, 8:00 a.m. to 5:00 p.m. During these hours, students may enroll in tutoring, schedule appointments, and address administrative issues. Peer tutoring hours vary based on tutor availability and expressed student need. In the past semesters, tutoring has been available Monday through Thursday from 8:00 a.m. to 8:00 p.m. and Friday and Saturday from 8:00 a.m. to 4:30 p.m. The other tutoring service centers post hours of service based on availability (5.25).

Campus learning support services housed in instructional divisions include the following:

Computer Information Technology Lab (Business building). The newly appointed dean (spring 2014) is evaluating how this lab can best be used.

Health Science and Nursing Resource Center (Skills Lab). Students enrolled in the Nursing, Psychiatric Technology, or Pharmacy Technology programs can access tutoring services provided by this resource center. Lab hours vary each semester; students should check with their instructors or with the Nursing Department for the current semester hours. Current student identification verification is required to utilize these services. There is no charge for lab usage.

Math tutoring drop-in. Math tutors are available for all levels of math coursework. Service is available on a drop-in basis; no appointment is necessary for these services. Students should always bring current student identification verification. There are no charges for these services.

Reading Lab and open-use computer lab. The Reading Lab provides one-on-one tutoring, workshops, instructional print material, reading software, and general assessments using standardized reading tests. The lab is open 8:00 a.m. to 4:30 p.m., Monday through Friday. The open-use computer lab is available to currently enrolled students for independent computer use Monday through Thursday. Printing is not available.

Open-use computer lab. The open-use computer lab is open Monday through Friday from 8:00 a.m. to 4:30 p.m. and is available for independent computer users Monday through Thursday.

STEM program. The STEM program is housed in the SSC. This resource offers workshops and drop-in tutoring for all science and math courses. It also offers specific workshops throughout the semester. Times and subjects are posted on the website.

SSC. The SSC administrative hours are Monday through Thursday from 8:00 a.m. to 8:00 p.m., Friday from 8:00 a.m. to 6:00 p.m., and Saturday from 9:00 a.m. until 2:00 p.m. The mission of SSC is to empower students to benefit from their educational experience. Tutors help students to become comfortable with course material and help develop the learning strategies, confidence, and skills needed to become independent learners. Scheduling an appointment at the SSC is not complicated and can be done online. Tutors provide individual one-on-one, small-group, topic-specific facilitated workshops, and SI sessions.

SI. SI is a voluntary academic assistance program that utilizes peer-led group study to help students succeed in traditionally difficult courses—those with high unsuccessful completion rates (*Ds*, *Fs*, *Ws*, and *NCs*). SI targets tough courses that over time have demonstrated their difficulty regardless of the faculty who teach them or the material that is used. The SI model, originally funded through the HSI STEM and Articulation PASS GO grant, is now being implemented in other disciplines as part of the Learning Compass Program. The Learning Compass SI is housed in the Library.

Technical Learning Center. This learning center supports students in the Technical Division and functions as a study hall.

The Writing Center. Located in the Liberal Arts Building, Room 201, the Writing Center helps students at all levels and from all disciplines to improve their writing. The Writing Center houses an experienced staff of writing tutors who are available for one-on-one writing conferences with students. The Writing Center offers online tutoring to assist students in 100-level classes and above. In addition, the Writing Center offers a variety of workshops throughout the year that focus on various aspects of the English language, such as pronunciation, grammar, and components of the writing process.

Campus learning support services reporting to Student Services includes the following:

DSP&S—HTC. This program is designed to meet the needs of temporarily and permanently disabled students. The DSP&S office is open Monday through Friday, 8:00 a.m. to 4:30 p.m., and can provide a variety of services to enable students with disabilities to function independently in an educational environment. DSP&S provides counselors and an educational advisor to assist students.

DSP&S can contact publishers for an electronic copy of a textbook and convert the file for use by students with visual impairments.

EOP&S/CARE. EOP&S is a state-funded program designed to encourage the enrollment, retention, and transfer of students challenged by language, social, economic, and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college.

STAR/TRIO. The goal of STAR, a TRIO Student Support Services program federally funded by the USDE, is to increase the college retention and graduation rates of its participants and to facilitate the process of transferring to a four-year university. This is done by providing tutoring, counseling, transfer advising, and dedicated staff who focus on helping students meet their educational needs in a positive, supportive setting.

Student Life—The Cyber Lounge. Currently registered students may use computers located in the student center room CC 140 to check their e-mail, update their Facebook accounts, do homework, or simply relax playing online games in the ASG-sponsored Cyber Lounge.

Welcome Center/mini lab. Located in the Administration Building near Counseling, the mini lab hours vary and support potential students with access to the FAFSA and WebAdvisor.

Self-Evaluation

The institution meets the standard. SBVC provides services to DE students. Library services are available to students regardless of location and means of delivery. The Writing Lab and SSC offer support to students online. On-campus hours of access to Library, DSP&S, tutoring, and other learning services are limited because of inadequate staffing. Library and learning support services are limited on Saturdays and unavailable on Sundays. Long lines often greet students during hours of operation.

The Library is conducting a usage study in spring 2014 by getting a physical count of students in the building. Use of Library materials is not an accurate measure of the number of students served, as many students enter the Library for research and study purposes without checking out materials

Actionable Improvement Plan

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Theft and vandalism of Library materials and equipment is always a concern. To prevent theft of printed materials, collections have “tattle tape,” or safety strips that set off an alarm

at the primary entrance/exit to the Library. Computers are locked down, and campus security provides a patrol for ensuring the safety of resource materials and students alike. Faculty and staff are alert for vandalism and/or misuse of Library materials.

Maintenance of Library materials and equipment takes place in several ways. Care and repair services for the print resources are provided by qualified Library staff to preserve the collection. Ongoing shelf maintenance and weeding the Library's print collection keeps the collection organized and relevant. A count of the entire print collection took place during June of 2010. A physical inventory of books with call numbers beginning A–N also took place in summer 2010. Inventory of books with call numbers beginning P–Z took place in summer 2011.

Maintenance of the computer systems in the Library and across campus is provided by CTS. Computers are protected with Deep Freeze software and physically secured with computer locks.

Security and maintenance of the Library facility includes several different challenges, such as appropriate lighting, the upkeep of materials, and the security of resources. Library and custodial staff work hard to keep the facility in the best shape for student use. The Library building includes an 80-seat-capacity viewing room with a separate entrance where a physical gate locks into place during the closed hours of the Library, thus providing an added level of safety for the Library collections.

Safety is a concern in the Library. Service desks throughout the Library are equipped with “panic buttons” that are connected to campus police during daytime hours and the county sheriff's office during evenings and on Saturdays. The second floor of the Library is unstaffed. Flashlights and a copy of the Campus Emergency Procedures are located in each department throughout the Library. In spring 2008, additional earthquake bars were installed in the Library reference and reserve sections, areas that were not included in the initial new building design. Since that time, the Library participates in an annual safety drill and a drill during the Great California Shake Out.

The Library Computer Lab has a high volume of computer usage. This unrestricted exposure of the network sometimes brings intentional or unintentional threats to the system. The network specialists have been responsive in the early detection and immediate reaction to threats that are posed to these systems.

In case of an emergency evacuation or elevator lockdown, a transport chair for the mobility impaired is located on the second floor. Flashlights and a copy of the Campus Emergency Procedures are located in each department throughout the campus. Every semester, a campus practice drill is conducted, which includes the evacuation of the Library.

Self-Evaluation

The institution meets the standard. SBVC is very attentive to the safety of students and employees. Campus Security routinely patrols areas where there could be security risks.

Security responds promptly to medical or security concerns. Service desks throughout the Library and in other learning support offices are equipped with panic buttons that are connected to campus police during daytime hours and the county sheriff's office during evenings and on Saturdays.

The Library is equipped for emergencies. The Library was the first of the new buildings on campus for which state-of-the-art building materials were used to make it earthquake-safe. Earthquake bars are installed in the Library reference and reserve book collections to prevent books from falling off high shelves in the event of an earthquake.

Actionable Improvement Plan

None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Through the Community College Library Consortium of California, the SBVC Library maintains subscriptions to the online database collections. Through this consortium, SBVC can expand its purchasing power by negotiating subscription rates at a reduced cost. Formal membership and agreement are in place for the consortium (5.17). The new library automation system, OCLC-WMS, was purchased through the consortium. SBVC Library faculty and staff have been collaborating with faculty and staff at CHC Library, SBVC's sister campus library, to bring up this new shared library system. Inter-library loans of book materials are offered between the two campuses, and the students are welcome at each campus library to use the materials and facilities (5.31).

SBVC Library faculty partnered with the Basic Skills Committee to purchase two online databases with emphasis on basic skills. ELL is a multipurpose information resource, which includes articles, reference books, and step-by-step guides for writing research papers, and it is designed for students with lower reading levels or students new to the English language. The second databases, Learning Express Library, hosts tutorials, exercises, and skill-building courses and practice tests for reading comprehension, vocabulary, spelling, grammar, math, and college placement test preparation. Two of the reading and English faculty piloted these databases in fall 2013 (5.32).

“Based on the personal testimony as well as a rough grade comparison between the two semesters, it indicates that there may be a correlation between increased student performance

and the use of the Learning Express and ELL database programs. However, between these two programs, the ELL database program seems to be more applicable for the skill level of ESL 931 students.”

Based on the report, the Basic Skills Committee continued to sponsor the ELL and Learning Express Library for another year (5.32).

Self-Evaluation

The institution meets the standard. Membership in the Community College Library Consortium allows the Library to purchase subscriptions to electronic information at reduced costs in a joint buying venture with all community colleges in California. The consortium also includes a product-review committee that evaluates information resources and makes recommendations about potential subscriptions. In addition, the SBVC-CHC partnership provides additional support, allowing full access for students to all the resources, no matter where they are enrolled.

Actionable Improvement Plan

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The Library and Academic Advancement faculty have discussed the creation, implementation, and assessment of course- and program-level SLOs and SAOs and the role they will play in the evaluative process of program services. The Library faculty meet weekly, whenever possible, during the fall and spring semesters to discuss the previous week’s activities, plan for the coming week, and discuss other topics including collection development, BI sessions, curriculum, assessment and assignments, SAOs, and SLOs to ensure that services are meeting identified student needs (5.33).

SBVC evaluates and improves the Library and learning support services through the use of several different assessments. The Library faculty evaluate the effectiveness of its BI sessions and open workshops with immediate feedback from students and faculty gained by in-class worksheets (5.18).

SAOs for all Library and Learning Support Services and other campus learning support services are available on the VPI’s webpage. All areas have identified ongoing assessment tools and collect SAO data every semester. All Library and learning support areas not affiliated with instructional divisions underwent SAO evaluation during spring 2014. Prior

SAO evaluations are reported in the SLO executive summaries, also located on the VPI's webpage. SAOs are currently evaluated on a three-year cycle, and all areas will be evaluated during or prior to spring 2017.

Library and campus learning support services areas participate fully in the campus program review process. The program efficacy process conducted by the Program Review Committee was completed every three years prior to 2013-2014 and now occurs every four years. Program efficacy is inclusive of SAOs and holds departments accountable for the currency of SAOs and SAO analysis. The Library and Library Computer Lab were evaluated in 2011 and received the committee's highest recommendation (5.34).

The campus climate survey provides feedback on Library and Learning Support Services and other campus learning support services from students, staff, faculty, and administrators.

Self-Evaluation

The institution meets the standard. The Library and Learning Support Services and campus learning support services participate in program review, which includes an annual needs assessment. The department uses feedback from the needs assessment to evaluate division services and make procedural changes. For instance, after the 2007 needs assessment, Library faculty began to track the number of reference interactions with students, readjusted the number of librarians required to address students' questions at the reference desk, and scheduled more librarians at peak times.

All learning support areas participate in Program Review committee's program efficacy process as an program or are reviewed in context of the parent department. For example, the Writing Center is evaluated in conjunction with the English Department, and the Health Science and Nursing Resource Center is evaluated with the Nursing Department. Program efficacy results are reported to Academic Senate and College Council. Program efficacy documents can be reviewed on the Program Review Committee's webpage (5.35).

Data collected from the campus climate survey over several years indicate that with the exception of hours, faculty and students are satisfied with Library resources and services (Table 25).

Actionable Improvement Plan

None.

Table 25. *Faculty and Student Results From Campus Climate Surveys*

Question	Faculty – 2010	Faculty – 2011	Faculty - 2012
For library and other learning support services, the college relies on expertise of discipline faculty to select books, periodicals, and other learning resources	76% (38) agree	n/a	67% (38) agree
The college provides ongoing training for users of library and other learning support services to develop information competency to meet student needs.	86% (43) agree	n/a	78% (42) agree
The college library hours are adequate to meet student needs.	54% (27) agree	n/a	57% (32) agree
The library’s collection of books, periodicals, media, electronic databases, and other resources is adequate to meet student needs	74% (37) agree	n/a	72% (41) agree
Question	Students – 2011	Students – 2012	Students - 2012
The library and learning center are open at hours that are convenient for my schedule	68% (493) agree	82% (184) agree	78% (385) agree
The books, magazines, and databases available in the library are adequate to complete my assignments.	78% (565) agree	80% (180) agree	79% (391) agree

Evidence—Library and Learning Support Services

- 5.1 Organization Charts/College Catalog
- 5.2 Bibliographic Instruction Reservation Form
- 5.3 Sample Brochures
- 5.4 E-mail the Librarian
- 5.5 Chat Reference
- 5.6 Databases by Title
- 5.7 Ethnic Newswatch Description
- 5.8 Basic Skills Report
- 5.9 Sample PPTs
- 5.10 Evidence of Embedded Librarians
- 5.11 One-Sheet spring 2014
- 5.12 Library SAOs
- 5.13 Collection Development Plan
- 5.14 Age of Collection Report
- 5.15 American Library Association Best Practices
- 5.16 Request Form
- 5.17 Database Use
- 5.18 Sample of Surveys
- 5.19 Workshop Survey Results
- 5.20 One-Minute Reference Survey
- 5.21 Front Door Survey
- 5.22 Snapshot Day Results
- 5.23 Link to Core Competency Surveys
- 5.24 Core Competency Assessment PPT
- 5.25 Yellow Sheet
- 5.26 Bibliographic Instruction Statistics
- 5.27 Survey in a Flash: Library Instruction Session
- 5.28 Tutoring Core Competency Data
- 5.29 Tutorials and Guidelines
- 5.30 Senate Resolution/Board Minutes
- 5.31 Consortia Agreement
- 5.32 Basic Skills Funding
- 5.33 Library Faculty Meeting Minutes
- 5.34 Library and Library Computer Lab Program Efficacy
- 5.35 Link to Program Review Website
- 5.36 Standards of Practice for California Community College Library Faculty and Programs



STANDARD III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Standard III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Summary

SBVC, in recognition of its mission statement, strives to provide quality education to a diverse community of learners by assuring the excellence of its employees. The collegial process of program review needs assessment serves as the primary tool for prioritization of personnel needs. The inclusion of student success in the SBVC Strategic Plan and in the board imperatives further cements the relationship between human resources and the mission of SBVC. Additionally, the value placed upon diversity is reflected in SBVC's mission statement and by BP7100, which expresses SBVC's commitment to diversity and equal opportunity.

Hiring policies are intended to provide the framework for careful recruitment and selection of well-qualified employees interested in student success. Evaluation procedures have been approved through bargaining or collegial consultation processes and are posted on the SBCCD's website. Ethics statements are meant to shape the professional behavior of SBVC employees. All portions of the hiring process are intended to be confidential and to be administered in a manner that is fair to all candidates; members of hiring committees are required to sign confidentiality agreements and all materials used by the committee during its deliberations are collected to ensure that confidentiality is maintained. A monitor from the Human Resources Department oversees each hiring committee to ensure that candidate pools are adequately diverse and that the process is equitable. Policies for hiring all categories of employees require that prospective members of hiring committees receive diversity training from the Human Resources Department prior to service on a committee.

District AP7210 (6.1) describes the hiring procedures for permanent and adjunct faculty. The hiring procedure and policies for determining equivalence were reviewed by the SBVC Academic Senate. The hiring procedure and equivalence policy were then reviewed by the districtwide collegial consultation body (District Assembly) prior to their acceptance by the SBCCD Board of Trustees. The hiring procedure and equivalence policy reflect the institutional commitment to the diversity and quality of faculty.

District AP7230 (6.2) describes the hiring procedures for nonmanagement classified staff. AP7320 was developed in consultation with the Classified Senate, Academic Senate, and District Assembly. AP7245 addresses the hiring of short-term hourly employees (6.3). AP7250 (6.4) is directed toward the hiring of management. The policy was addressed through the collegial consultation process with review and input by the Academic Senate, College Council, and District Assembly prior to submitting the final version to the board in July 2010.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

District AP7210 (6.1), Faculty, AP7230 (6.2), Classified Staff, and AP7250 (6.4), Management are available to the public on SBVC's website. The APs address criteria, qualifications, and procedures for selection of campus personnel.

Faculty. Faculty, full time and adjunct, must meet minimum qualifications defined by the state in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges," provided by the CCCCCO and in collaboration with the state Academic Senate. AP7210 (6.1) ensures that faculty are involved in the selection of new faculty. The administrative procedure specifically states that the majority of a faculty selection committee shall be composed of faculty. Interviews may include a teaching demonstration, role play, a writing sample, or skills demonstration, as appropriate. Typically, at least two topics are sent to the candidates for a choice of a teaching topic. The demonstrations are typically 10-15 minutes in length. An evaluation form is used by the hiring committee to assess the responses by the candidate.

All faculty are hired under the same faculty hiring process (SBCCD AP7210 [6.1], line 1135). Faculty who teach online classes are held to the same standards as faculty who teach traditional face-to-face classes. Prior to teaching a DE section, a faculty member documents the various ways in which he or she is prepared for the delivery mode. Record of such successful preparation for online teaching is a part of the comprehensive quality control process for online classes.

SBVC's Academic Senate determines equivalency or eminence based on locally published guidelines. Applicants who believe that they possess qualifications equivalent to the minimum qualifications for a position and wish to request that a determination of

equivalency be made in a specific discipline must complete a District Request for Equivalency (6.5) form and provide supporting documentation as appropriate. Applicants for both full-time and part-time positions are notified of the opportunity to apply for an equivalency at the time of application.

All candidates in the pool for adjunct positions are subject to initial screening by human resource staff for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards established by the statewide Academic Senate and approved by the Board of Governors of the CCCs. Applicants for adjunct positions are subject to the same equivalency processes as candidates for full-time positions. Potential part-time faculty may be interviewed by a single department chair or a departmental committee. Recommendations arising from these interviews are used by managers to make hiring decisions. It is recommended that applicants for adjunct positions be required to demonstrate teaching, counseling, librarianship, or other job-related skills to demonstrate their ability to work effectively with SBVC's student population.

Classified staff. The CSEA bargaining unit and SBCCD then negotiate the job description, classification, title, required qualifications, and salary for the position in accord with Article 16.1 of the classified contract (6.6). Subsequent to that process, job duties for the classification are fixed for the position by action of the Board of Trustees at a public meeting. A hiring committee is then formed. The composition of the hiring committee is determined by the administrator for the affected area. AP7230 (6.2) requires that such screening committees consist of no more than seven and no fewer than three members. Each committee has at least one manager and one classified staff member appointed by the classified bargaining unit in accord with Section 70901.2 of the California Education Code. When appropriate, the committee may also include faculty appointed by the Academic Senate. Each committee also includes an equal opportunity representative from the Human Resources Department. The member from the Human Resources Department is present to assure that the proceedings of the committee remain confidential and that the process is fair and equitable.

Second-level interviews for the finalist candidates are conducted by an appropriate administrator who sends forward their recommendation to the president, after which the president forwards it to the SBCCD. Successful candidates are offered employment subject to completion of a background check. Finally, the hiring of a successful candidate is approved by the Board of Trustees at a public meeting.

Growth positions for faculty and classified staff are made through the SBVC program review process. Once the Program Review Committee recommends additional personnel, a request to fill the position must be made by the appropriate administrator, approved by the SBVC president, SBCCD Fiscal Services, and by the vice chancellor of human resources.

Management. The process for hiring administrators differs significantly from the process for hiring faculty or classified staff, as decisions to fill management positions are made by SBVC and SBCCD administration in consultation with Fiscal Services, and the Board of

Trustees. New management positions are not prioritized through program review needs assessment.

Once the decision to fill a new or vacated administrative position is made, the process described in AP7250 (6.4) is implemented. A search committee is formed; the composition of the committee is dependent upon the type of position. If the position has a broad impact on the SBVC community, the committee includes representatives from faculty, staff, students, and may also include representatives from the community at large. Administrative positions are advertised for six weeks. In the case of top-level positions, such as a search for a District chancellor, an executive search firm may be retained to recruit suitable candidates.

Faculty and management openings are usually advertised in publications, such as *The Journal of Higher Education*, the CCC Registry, and the Edjoin online system, the Association of California School Administrators (ACSA) website, newspapers, job fairs, and the SBCCD website. In many cases, the Human Resources Department consults with department chairs to determine appropriate media outlets for the advertisements. Recruitment for classified positions occurs through such instruments as Ccregistry.org, Higheredjobs.com, Losangelesjobing.com, and Edjoin.org.

In instances in which there is a vacancy that does not meet the definition of a “new opening” as found in Title 5, CCR, Section 53021, the vacancy is publicized internally by the processes found in Article 15 of the contract between CSEA Chapter 291 (6.6) and the SBCCD. Notices of opportunities for voluntary transfers or closed promotions are to be posted for ten days during which internal candidates may apply for consideration. Internal candidates must already have been hired through an open recruitment process and be serving in the same classification. The factors upon which internal candidates are judged include “hire date, seniority within the present classification of the employee, skills, abilities, job performance, suitability, and requirements of the vacant position.” If an internal candidate is not selected, the opening will be filled by use of the process described for new openings. This portion of the contract also describes the processes for involuntary transfers and voluntary demotions.

For all hiring categories, an offer of employment is made contingent on satisfactory background and reference checks.

Self-Evaluation

The institution meets the standard.

Adherence to processes used for hiring of some categories of employees has been a significant source of concern in the six years between full accreditation self-studies. In some cases, adherence to written procedures has been imperfect. For instance, in all categories of employee hires, the requirement that all screening committee members receive diversity training was not consistently enforced. In response, in 2010 changes were made to AP7230 (6.2) to include “Each Screening Committee will also include an Equal Employment Opportunity representative designated by the Office of Human Resources” (6.7). Human

Resources uses Keenan *SafeColleges*, an online equal employment opportunity (EEO) training. New employees under EEO train (6.8) during orientation. Current and active employees are provided the online training as the need arises (6.9).

The procedures for voluntary transfer and closed promotion adopted by the Board of Trustees and described in Article 15 of the contract between the SBCCD and CSEA chapter (6.6) were not consistently applied. That may have been because instructions to potential applicants on the SBCCD website differed from the procedures found in the contract. In November 2011, consulting interim of vice chancellor of human resources, stated that the information on the SBCCD website was not accurate and stated that it would be corrected. However, the erroneous information remained on the website until March 2013. Administrative response to transfer requests was also inconsistent. Generally, but not always, denial of such requests was accompanied by a reason for denial. The SBCCD and classified bargaining unit have now crafted a MOU to avoid inconsistency in the future (6.10).

In other instances, hiring relied on past practices and was not part of the administrative procedure. For instance, classified staff reliance on past practice came into question in early May 2008 when the Academic Senate presented a resolution at meeting of the Board of Trustees to protest the use of a hiring procedure that deviated from previous practice. In an e-mail dated February 2, 2010 the interim chancellor directed the Human Resources Department to cease use of an unapproved hiring process and referred the issue to the District Assembly, the districtwide collegial consultation body (6.11).

The May 2010 minutes of District Assembly include a statement by a previous vice chancellor of human resources that there had been no hiring procedure for a classified staff position. In the period between 2008 and 2011, two different procedures were used (6.12). The inconsistencies in the classified staff hiring process were resolved with the approval of AP7230 (6.2), which describes the classified hiring procedure. AP9230 was developed through collegial processes and approved in its present form in January of 2011.

There are occurrences where written procedures do not include past practice, which leads to inconsistent hiring procedures as past practice is sometimes observed and sometimes not. For instance, AP7250 (6.4) does not address the issue of public forums. The hiring process of the previous chancellor did not include a public forum despite strong urging by the Classified and Academic Senates. However, subsequently, when the position was again vacant, the hiring process for a replacement included a public forum. Public forums are past and current practice for hiring of the campus president. Use of forums in the hiring of vice presidents is inconsistent with forums sometimes occurring when hiring a vice president of Instruction, but not occurring during hiring of the VPSS or the VPAS.

All of the aforementioned occurrences may be attributed to the high rate of turnover in the Human Resources Department. The inconsistencies in hiring practices have been identified and resolved; however, as recommend in the SBCCD Three-Year Staffing Plan 2014-2017 (6.14), stability in the Human Resources Department would ensure consistency in Human Resource practices.

The collegial consultation process will review the concept and institutionalization of forums for certain administrative positions. Periodic review and discussion of hiring processes by appropriate groups will help all personnel become more familiar with the processes.

The student and faculty campus climate surveys provide evidence on the quality of SBVC faculty and staff (see Table 26).

Table 26. *Student and Faculty Campus Climate Surveys*

Student campus climate survey		Students – 2011	Students – 2012	Students – 2013
In general, the faculty and staff on this campus make an effort to be helpful and courteous.	n/a	84% (609) agree	84% (189) agree	83% (410) agree
In general, SBVC's faculty and staff are sensitive to the needs of students from all backgrounds.	n/a	81% (582) agree	79% (176) agree	80% (396) agree
In general, office workers are courteous.	n/a	72% (523) agree	69% (154) agree	74% (363) agree
Faculty campus climate survey	Faculty – 2010	Faculty – 2011	Faculty – 2012	Faculty – 2013
Faculty members whom I have observed or evaluated at SBVC are committed to high standards of teaching.	n/a	83% (57) agree	n/a	93% (37) agree

Actionable Improvement Plan

1. The recommendations of SBCCD Three-Year Staffing Plan 2014-2017 (6.14) will be reviewed in fall 2014 using collegial and transparent processes and will be implemented as appropriate.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

SBVC has written policies that require formal evaluation of the performance of all employees at regularly stated intervals. Such evaluations are to be performed using prescribed forms and processes. Institutional evaluation processes are designed to

accomplish the goals of providing employees with timely feedback regarding expectations and their performance while also fulfilling SBVC's mission of providing "quality education and services to a diverse community of learners."

Faculty. The process for evaluation of faculty is described in Article 16 of the contract between the SBCCD and CTA, the bargaining unit for faculty (6.15). Additionally, in January 2013, CTA and the SBCCD amended the evaluative process for faculty to include consideration of the effectiveness of personnel in assisting students to achieve the SLOs established for the program area in which the faculty serves. A MOU was entered into by the parties and ratified by the membership of CTA. According to the MOU, a "self-reflection statement in regards to the development and assessment of SLOs shall be included in the evaluation. Furthermore, the evaluator and faculty member may voluntarily discuss the SLO process and how it was used in the improvement of instruction" (6.16).

The process used for faculty evaluation undergoes periodic review to ensure that the process remains effective and fair. This process is described in Article 16, item C of the CTA contract. Accordingly, such reviews are conducted by the tools committee "with membership to include five faculty members, four appointed by the Presidents of the Academic Senates (two from each college), and one unit member appointed by the President of the Association, plus three administrators, one appointed by each of the college Presidents and the Director of Distributed Education. The Director of Institutional Research may be used as a resource for the Working Committee." The current process for faculty evaluations is described in Article 16 Section D of the CTA contract (6.15, 6.17).

Classified staff. The evaluation process for classified staff is described by Article 13 of the contract between SBCCD and CSEA Chapter 291 (6.6). Classified staff members complete a probationary period before becoming permanent in their positions. The probationary period for most classified employees is nine months; however, sworn officers of the District Police Department are required to complete a 12-month probationary period in order to comply with POST requirements.

Employees on probationary status are evaluated no less than two times during the probationary period. Evaluations usually occur about the third and seventh month from the initial date of hire. Permanent employees are evaluated once every two years in the month of April. Additional evaluations may occur when deemed necessary. Evaluations are usually performed by the staff member's immediate supervisor, but may, rarely, be performed by a designee familiar with the employee's performance.

Administrators and managers. BP7251 (6.18) states that "the criteria for management evaluations shall be based on board policy, the job descriptions and performance goals and objectives developed mutually by the manager and the supervisor." AP7251 (6.19) requires that "each manager . . . be evaluated once per year for the first year of employment and every three years thereafter." Additional evaluations may occur in cases "when significant deficiencies are noted." The supervisor and the manager due to be evaluated are to meet by September 1 to mutually agree to the formation of an evaluation committee.

Evaluation committees for campus-level managers include the manager's immediate supervisor and a manager selected by the campus president. The manager also chooses a list of three faculty and three classified staff members he or she finds acceptable to serve on the evaluation committee. The list of three faculty candidates for service on the evaluation committee is submitted to the Academic Senate so that the members may select an individual from the list for participation; similarly, CSEA selects a representative in the managerial evaluation process from the list of classified employees.

In the case of district-level managers, the committee includes the immediate supervisor of the manager and a manager appointed by the chancellor. In a process similar to that used at the campus level, the manager due for evaluation submits a list of three faculty and classified staff members he or she finds acceptable for service on the evaluation committee. The Academic Senates from each campus and CSEA are allowed to choose a representative from the list of those approved by the manager.

Uniquely, once performed, an evaluation does not become part of the manager's permanent personnel file as is the case for other employees. AP7251 (6.19) states that "evaluation reports shall not be retained in the file beyond a four-year period if the manager requests they be expunged."

Chancellor. BP2175 (6.20) states that the evaluation of the chancellor shall take place "in compliance with the requirements set forth in the contract of employment with the Chancellor and Administrative Procedure 2175" (6.21). AP2175 (6.21) calls for evaluation of the chancellor to occur once per year for the first two years of employment and every three years thereafter.

The evaluation committee produces a written advisory report no later than November 7th. The report includes (1) the chancellor's self-evaluation, (2) a summary of the job duties of the chancellor, (3) a summary of prior goals and objectives provided to the committee by the chancellor in his/her self-evaluation, and (4) "identification of any areas in which the Chancellor can improve his/her performance."

Self-Evaluation

The institution meets the standard. The campus has policies in place for evaluation of personnel at stated intervals. All evaluations speak to effectiveness in performing professional duties, improvement of job performance, or recommendations for professional development. Administrative policies and bargaining agreements determine who participates in an evaluation and the criteria used in evaluation. SBVC believes that maintaining high-quality personnel directly contributes to institutional effectiveness.

There are instances where evaluation of personnel has not occurred at stated intervals. The high rate of turnover in Human Resources may have contributed to these lapses.

Classified staff. Statistics presented in the 2010 Long-Range Staffing Plan indicated that as of June 30, 2010, 16 evaluations of the 225 classified staff members then employed at SBVC

were overdue by more than 30 days. Data for 2011-2012 indicate improvement since 2010. One hundred percent of the respondents indicated that evaluations of classified staff occurred in a manner consistent with the contract between CSEA Chapter 291 and the SBCCD. The SBCCD Three-Year Staffing Plan 2014-2017 shows that 26 classified evaluations were overdue as of March 2014. This finding tallies with reports from the bargaining units that indicate few problems with management's adherence to the evaluation procedures for classified staff.

Administrators and managers. The 2010-2013 Long-Range Staffing Plan, authored by the chancellor of human resources, presented statistics that indicated that evaluations were overdue for 13 of the 25 managers then employed at SBVC. Additionally, in 2010, 14 out of 27 management evaluations at the SBCCD Office were also overdue. Management evaluation has been a subject of comment and controversy at the Academic Senate and has also been the subject of concern expressed by citizens before the Board of Trustees. On September 15, 2011, the Board of Trustees was urged by a speaker to take steps to ensure timely evaluation of managers in the District (6.22).

On February 11, 2014, Human Resources reported that there were a total of four management evaluations past due this fiscal year. The SBCCD Three-Year Staffing Plan 2014-2017 shows that one management evaluation was overdue. Evaluation of interim managers was discussed at District Assembly during spring 2013 (6.23). The vice chancellor of human resources reviewed AP7251, and stated that an interim evaluation policy wasn't necessary as interim appointments should not exceed one year. In reference to evaluation of full-time managers currently serving as an interim, it was noted that AP7251 calls for managers to be evaluated in the management position they were hired for. Thus, evaluation of full-time managers on interim assignment was delayed until such time as they returned to their permanent position.

AP7251, regarding the evaluation of managers, was reviewed in College Council in spring 2014. Changes specifically addressing the evaluation of interim managers were recommended. AP7251 was forwarded to Academic Senate, Classified Senate, District Assembly, and the Board of Trustees for further feedback and is still undergoing review.

SBCCD has the authority to decline to renew a manager's contract without stating a cause, as long as notice to the employee is approved by the Board of Trustees by March 15 of a given year of the intent of the District not to renew the manager's contract for the subsequent fiscal year beginning on July 1. In the spring of 2013, several managers were informed that they would not have their contracts renewed, although no formal evaluation process was affiliated with the decision not to renew. The ability of upper management, including the president, chancellor, and/or SBCCD to decline to renew managers' contracts without giving cause is a concern, as no determination by a balanced committee presently is required for such an action to be taken and confirmed by the district's Board of Trustees. Additionally, the ability of managers to expunge evaluative material from their personnel files after four years conflicts with BP3310 (6.24), which designates evaluations as permanent records.

Chancellor. SBCCD has not consistently evaluated chancellors in accord with stated policies. The written procedure (AP2175) requires that he/she be evaluated “once per year for the first two years” of service as chancellor. A special meeting of the Board of Trustees on September 24, 2009 (6.25), details trustees’ and the evaluation committee’s concerns with AP2175 when it was used to evaluate the previous chancellor who was then placed on administrative leave in December 2009. The current chancellor served as an interim in the position from December 2009 until April 2011, and as an interim, was not evaluated. He was then appointed to the position by the Board of Trustees at the public meeting on the evening of April 21, 2011. The trustees chose not to evaluate the chancellor between April 2011 and April 2012 because they wished to review and update AP2175. The chancellor gave a self-evaluation to the board in fall 2012 and was evaluated under the terms of his contract.

AP2175 was accepted by the board on May 9, 2013, after being approved by the District Assembly. Human resources stated that since the revisions to AP2175 were approved, the chancellor’s evaluation was conducted according to procedure. All constituencies were invited to participate on the evaluation committee. However, AP2175 states that the evaluation advisory report should be signed and presented to the chancellor no later than November 7th and that the chancellors’ evaluation should be completed within 60 days from that point, approximately January 7th. The chancellor’s evaluation was listed on the board agenda for closed session for a seven-month period, October 10, 2013-April 24, 2014. The chancellor’s evaluation was completed on April 24, 2014, and the chancellor’s contract was extended for four years (6.26).

Faculty. In 2012, 85 percent of faculty respondents to the accreditation survey agreed that performance evaluations were conducted in accordance with contract or handbook guidelines. In 2013, the faculty evaluation process was changed to incorporate responsibility for student progress toward achievement of SLOs into the faculty evaluation. A MOU (6.16) between the faculty bargaining unit and the SBCCD requires faculty to include a description of their participation in the development and assessment of SLOs in their written self-evaluation. The supervisor may also engage the faculty member in a discussion of the SLO process and the manner in which it was used in improvement of instruction. Faculty participation in the SLO process is now considered to be a part of faculty acceptance of responsibility.

Actionable Improvement Plan

1. SBVC will establish better processes for tracking and completing employee evaluations.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

SBVC began addressing the issue of SLOs in 2006. At that time faculty and staff identified CCs that are major abilities and identified competencies expected of a student graduating from college. Faculty then identified two to four CCs for each course. Upon completion of the classes required for the associate's degree, each student will have addressed all the CCs. The practice of identifying the CCs addressed in a particular class is maintained as courses are created, updated, modified, and submitted to the curriculum committee. CCs were assessed in fall 2013 (6.27).

Next, faculty identified course-level SLOs, created rubrics, and began assessing course SLOs in a three-year cycle. According to the ACCJC annual report 2013, 98 percent of courses had defined student outcomes and 85 percent of courses have ongoing assessments (6.28). Following assessments, results were discussed and plans were formulated for improvement. Staff and service areas on campus also dialoged and identified SLOs (see Standards IIA, IB, and IIB for additional information on SLO development).

During the 2011-2012 academic year, assessment at the program level began. Department faculty wrote program SLOs for certificates and degrees. Noninstructional areas wrote SAOs. According to the 2012 ACCJC annual report 98 percent of programs (certificates and degrees) had established program SLOs, but only 2 percent of program had been assessed. By fall 2013, the number of programs assessed had progressed to 20 percent (6.28). The campus responded to this in spring 2014 by engaging Dr. David Marshall of CSUSB, to conduct a series of workshops focusing on PLO assessment strategies (6.29).

Progress in SLO assessment slowed during negotiations between CTA and SBCCD regarding compensation for SLO assessment and the inclusion of SLOs in faculty evaluations. After two years of delay, an agreement was reached in fall 2013. The MOU included additional compensation for assessment and development of SLOs and incorporated consideration of faculty participation in SLO achievement into the faculty evaluation process (6.13).

Since the ratification of the MOU, considerable progress on SLOs has been made. A short-term procedure plan for SLO assessment was implemented in fall 2013 (6.30). The plan focuses on achieving ongoing assessment for all courses. CCs and PLOs have been or are in the process of being aligned with course SLOs. CCs were assessed based on alignment in fall 2013 (6.28). SLO and PLO alignment, under the direction of Dr. Marshall, will provide the foundation for ongoing assessment of programs. These actions on outcome assessment have generated healthy dialogue in the Academic Senate, division, and department meetings. The short-term plan will culminate with a semester-long discussion in spring 2015 to address changes to the current outcomes assessment model, best practices for ongoing assessment,

future role of the ASLO Committee, and the continuing need for faculty members to be reassigned to coordinate SLOs.

Additionally, concerns that arose from the CC assessment will be addressed. Campus progress on outcomes is illustrated in Table 27:

Table 27. *SBVC Progress on Outcomes*

Outcomes	Identified	Assessment	Progress fall 2013
Courses	98%	71%	85%
Programs (degrees & certificates)	98%	2.9%	20%
Institutional	100%	100%	Evaluated

Self-Evaluation

The institution meets the standard. The College has reached a level of sustainability for assessing course-level SLOs and SAOs. CCs have been assessed. Program assessment is being guided through a series of workshops. The ASLO Committee has formulated assessment plans and timelines that have been shared with the Instructional Cabinet, Academic Senate, faculty chairs, and other consultation committees and vested groups.

As previously stated, a MOU between the faculty bargaining unit and the SBCCD now requires faculty to include a description of their participation in the development and assessment of SLOs in their written self-evaluation. The supervisor may also engage the faculty member in a “voluntary” discussion of the SLO process and the manner in which it was used in improvement of instruction. Faculty participation in the SLO process is now considered to be part of their acceptance of responsibility (6.31).

Actionable Improvement Plan

1. Professional development will provide expanded training and opportunities to engage the campus in dialogs on SLOs, learning, and success.

III.A.1.d. The institution upholds a written code of professional ethics for all its personnel

Descriptive Summary

In addition to the SBVC mission statement, the campus has identified values that express its basic beliefs. These tenets are widely published in venues such as the annual College Catalog and apply to all employees at SBVC. In addition, each employee category has developed specific statements regarding the ethical behavior expected of their members (6.32).

Faculty. The ethics statement for the faculty of SBVC was revised by the Academic Senate in April 2013 and occupies a prominent position on the Academic Senate website. According to the information published there,

The faculty of San Bernardino Valley College strives to maintain the principles of ethics in our interactions with students, colleagues, the institution, and the community. The statement of faculty ethics is modeled on the Statement of Professional Ethics of the American Association of University Professors (AAUP), 1987, and the State Academic Senate’s paper “Faculty Ethics: Expanding the AAUP Ethics Statement,” 1994.

The faculty ethics statement identifies and describes specific responsibilities to the discipline taught by faculty members, responsibility to students, to colleagues, to the academic institution, and to the community at large (6.33). The faculty ethics statement concludes with a commitment “to abide by these ethical principles in the spirit of collegiality, professionalism, and responsibility. By adhering to these principles we aspire to meet our goals as an institution for educational excellence.”

Classified staff. There is no ethics statement applicable to all classified staff of SBVC; however, participants in the Classified Senate have adopted and adhere to an ethics statement that was incorporated into the constitution of that group in 2004. In conducting the business of the Senate, participants are to adhere to democratic principles, uphold the majority vote of the Senate, and work to develop an inclusive collegial consultation process (6.34).

Administrative/management employees. Administrative and managerial employees developed a management ethics statement approved by the management roundtable in 2005. The statement, based in part on the ethics statement published on the website of the Association of California Community College Administrators emphasizes the attributes of trustworthiness, respect, fairness, concern, and citizenship. The ethics statement for managers was reviewed in 2012 (6.35).

Board of Trustees. The ethical behavior expected of a member of the Board of Trustees of the SBCCD is specifically addressed by BP2010 (6.36), adopted in January 2001 and amended in September 2006. Specific expectations of members of the board include devotion of “time, thought, and study” to their duties as board members, a commitment to “work with . . . fellow Board Members in a spirit of harmony” and to “conduct . . . relationships with college staff, students and local citizenry” with a realization of responsibility to all. Actions to be taken against any Board of Trustees member found to have violated the Code of Ethics are described in Administrative Regulation 2010 (6.37) and may include public sanction by other members of the board, ethics training as described by AB1234 (6.38), or training on the Brown Act as deemed appropriate by fellow trustees.

Self-Evaluation

The institution meets the standard. Each employee category has discussed the issue of ethical behavior to some extent. Members of the Board of Trustees, managers, and faculty

have written ethics statements. The ethics statement for faculty is featured prominently on the website of the SBVC Academic Senate. The ethics statement for classified staff does not address ethical behavior in general and applies only to participants in their role as representatives in the Classified Senate; the statement is featured prominently on the website for the Classified Senate. The management ethics statement is not published.

Adherence to ethical principles is reinforced by a variety of policies and procedures intended to discourage unethical behavior. Such policies include BP3410 (Nondiscrimination), BP2260 (Conflict of Interest), BP3430 (Prohibition of Harassment), and BP7310 (Nepotism; 6.29). Additionally SBVC supplies an instrument for anonymous reporting of ethical infractions. The compliance hotline webpage states that SBVC “is committed to providing an ethical place to work and go to school.” Reports of suspected unethical behavior can be made anonymously by web or telephone.

Actionable Improvement Plan

None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

Descriptive Summary

As previously stated in the narrative regarding Standard III.A.1, recommendations for filling faculty positions and classified staffing needs are generated through the campus program review needs assessment process (6.40). Programs may request staffing and are expected to present data (such as calculation of faculty load and weekly contact hours) indicating need. The committee as a whole considers and ranks staffing requests. Recommendations generated by the Program Review Committee are forwarded to the campus president who, in consultation with other managers, makes final determinations regarding staffing. The 2010-2013 Long Range Staffing Plan that resulted from recommendations subsequent to a previous accreditation report failed to predict the financial crisis looming on the horizon and was never implemented. The *Human Resources Standard Operating Procedures [SOP] Manual* has been completed in draft form since 2010. Absent a permanent human resources director and vice chancellor and the current and existing priorities, the manual has been on hold. The Human Resources manual serves as the operating procedures and processing guidelines for the Human Resources staff.

For a significant period of time covered by this report, SBVC, in common with other California institutions, was affected by the economic crisis that gripped the state. Consequently, the Program Review Committee decided not to conduct needs assessment in 2009. In 2010, program review completed a full needs assessment process. In 2011, the

needs assessment was urgent for facilities, equipment, and technology needs (6.41). Since 2012, a full needs assessment process has been conducted each fall.

The crisis in educational funding in California had a profound effect on the number of employees at SBVC. In 2008, SBVC was served by 425 permanent employees. In 2010, SBCCD offered a retirement incentive program to its employees. On June 30, 2010, 35 employees left SBVC. A selective hiring “frost” left many positions vacant; by 2012, the number of permanent employees had fallen to 383. The number of administrators fell from 27 to 17. The number of full-time faculty positions was diminished from 171 to 148. Classified staff positions fell from 228 to 218 (6.14).

Efforts were made to mitigate the effect of employee attrition through the formation of an ad hoc committee and campus discussion of staffing needs. Additionally, the classified bargaining unit negotiated the redistribution of duties among classified personnel. Over the past year, some additional faculty have been hired as replacements or in areas that have experienced growth. For instance, the number of full-time tenure-track instructors increased in both anthropology and physics.

Attrition among management has been particularly high; the number of administrators has fallen by nearly 40 percent. SBVC has not had a permanent president since early in 2012. For a lengthy period of time, that office and those of all three vice presidents (VPSS, VPAS, and VPI) were simultaneously vacant. For a period of time, a single interim served as both the president of SBVC and as the VPSS.

Self-Evaluation

The institution meets the standard. The campus is served well by the current program review needs assessment model; the programs are successful in obtaining resources including faculty and classified staff positions. The committee makes a concentrated effort to set aside personal bias when participating in needs assessment prioritization and weighs the needs of the whole campus. When examining the top ten faculty prioritization rankings from the past three needs assessment cycles, approximately 66 percent of the top ten rankings were for faculty in academic departments with one or no full-time faculty. As 68 percent of the academic departments on campus have one or no full-time faculty, the Program Review Committee’s recommendations are aligned with SBVC. Similarly, when examining the top ten classified prioritization rankings from July 2008 through October 2011, 36.6 percent of the positions represented student services and instruction, 26.6 percent of the positions represented administrative services. Administrative services departments have not submitted requests for classified employees in the past two needs assessment cycles (6.42).

The number of faculty hired since fall 2009 does not align with the percentage of academic departments on campus that have one or no full-time faculty. Twenty-six replacement and growth faculty were hired for instructional positions from fall 2008 through spring 2014; of these 38 percent of those faculty were hired in departments with one or no faculty. Similarly, replacement and growth positions for classified staff did not reflect the needs assessment

prioritization with 46 percent administrative services, 41 percent instruction, and 59 percent student services.

It is difficult to tell which faculty and staff positions hired since the SERP retirements began are replacement positions or growth positions. Of the 26 faculty positions hired since fall 2009, 16 were on needs assessment prioritization lists and four faculty were hired to maintain the minimum faculty needed for accreditation (6.43).

The Program Review Committee's needs assessment process and prioritized recommendations lists are advisory to the president. Using the faculty example above, the committee can recommend to the president that 66 percent of the faculty hired should support departments with one or no full-time faculty. The use of these recommendations is subject to a number of factors: the number of faculty growth positions funded; urgent faculty needs not addressed by program review, for instance, hiring faculty to maintain accreditation of the nursing program; and the president has discretion over which positions to hire.

The unpredictable pattern of staffing by attrition has resulted in significant perceived gaps. Faculty dissatisfaction with staffing decisions resulted in two resolutions from the Academic Senate. The first, in spring 2012, expressed a desire for additional full-time faculty. The second Senate resolution approved by the Academic Senate in fall 2012 addressed an 80 percent reduction in the number of classified staff available for student support in the Library. That Senate resolution asserted that the resultant curtailment of services to students was likely to have a deleterious effect on student success (6.44).

SBVC has been unable to recruit and hire desirable candidates for administrative vacancies. The VPSS position has also been filled by interims since October 2011. For a significant period of time the offices of VPSS and the presidency of SBVC were filled by a single individual. Two presidential searches resulted in refusals from the top rated candidates. Lower salaries for administrative positions at SBVC in comparison with nearby college districts may explain the exodus of administrators from the campus (6.14).

The numbers and types of classified staff on campus have also not returned to the levels present prior to the SERP. In many cases, work previously performed by staff members is now done by substitutes or vendors. Salary levels also play a role in the ability of SBVC to attract and retain staff members. In some cases, lower salaries for classified positions at SBVC in comparison with nearby college districts may have contributed to the departure of confidential and technical staff from SBVC. In some cases, it has been necessary for the District and the bargaining unit to enter into memoranda to increase the salary for selected positions in order to be able to muster a pool of candidates from which to hire. SBCCD and CTA negotiating teams reached an agreement for salary increases in spring 2014 (6.45).

Actionable Improvement Plan

None.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

As described in the narrative for Section III.A.1, SBVC has written policies for hiring employees. There are additional written policies describing the procedures for evaluation of the performance of all employees. Additional procedures govern a wide variety of the aspects of the employee/employer relationship, such as overtime assignment, provision of substitutes, discipline, employee absences, and so forth.

Policies and procedures arise in a variety of settings. Some are established through negotiation with the exclusive bargaining units for faculty and staff. Other procedures arise in District Assembly, a collegial consultation body with representatives from SBVC, SBCCD, and CHC. Additional procedures originate in the Human Resources Department.

Human Resources Department program review documents are available online (6.46) and show that the department originally planned to review and update its policies and procedures and to produce a Human Resources SOP manual by fall 2011. In 2011, that goal had not been reached and was rescheduled for completion by spring 2012. In 2012, the achievement of the goal was pushed back another year with an anticipated completion date of 2013. The most recent version of the Human Resources program review document states that review of Human Resources policies and procedures is “planned, but not yet firmly scheduled.” Similarly, production of a *Human Resources SOP Manual* and *Employee Handbook* is “planned but not yet firmly scheduled.” The document goes on to state that during 2013–2014, there will be discussions of how to “create and implement” the work originally scheduled for completion in 2011.

Self-Evaluation

The institution meets the standard. Although, here is no handbook that gathers all policies and procedures in a single reference, policies and procedures are established. A high rate of turnover in Human Resources has resulted in some cases when policies and procedures are updated but managers are not informed of changes or forms are not updated to reflect the changes.

Climate surveys found that managers and administrators were most likely to agree that policies and procedures that affect employees are fair to all and uniformly applied. Significant numbers of classified staff respondents were unable to agree that policies are uniform or fair. Faculty, too, are less likely to agree that policies and procedures are consistently applied and equitably administered (6.47).

The Human Resources Department has intended since 2010 to review and update policies and procedures but has not done so. There is no current deadline for completion of the work nor any deadline for creation and distribution of employee handbooks, or a manual, describing human resources. The Human Resources SOP Manual has been completed in draft form since 2010. Absent a permanent human resources director and vice chancellor and the current and existing priorities, the manual has been on hold. The Human Resources manual serves as the operating procedures and processing guidelines for the Human Resources staff.

Actionable Improvement Plan

None.

III.A. 3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Personnel records are maintained at the District office under the supervision of the Human Resources Department. Faculty and classified staff are allowed access to their own personnel files by their respective bargaining agreements.

Article 16.2.2 of the contract between CSEA Chapter 291 and the SBCCD (6.6) allows staff members to examine the records “at a time when such person is not actually required to render service to the District.” An employee may also authorize access to a representative from the classified bargaining unit. A log is maintained within the file indicating the persons who have examined the file and the date of any such examination.

In similar fashion, Article 15 E of the CTA contract (6.15) allows faculty members to obtain copies of the information contained within their personnel files. The CTA contract also states that information contained in faculty personnel files “shall be considered as confidential.” Access shall be limited to those individuals authorized by SBCCD on a need-to-know basis.

Fewer details are available regarding personnel files for managers. AP7250 (6.4) requires that managers receive copies of any evaluations and allows evaluations to be expunged from managerial personnel files after four years at the request of the manager.

Self-Evaluation

The institution meets the standard. SBVC complies with requirements that faculty and staff members have the ability to access their personnel records. There is no indication that the confidentiality of the personnel records of faculty or staff members has been compromised. However, a one-time incident occurred at a Board of Trustees meeting in 2012. A confidential report concerning a required preemployment background check that included

sensitive information was distributed. Distribution of this information indicates a serious breach of security and confidentiality.

Actionable Improvement Plan

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

The SBVC Student Equity Plan (6.48) forms a foundation of information and goals that correlates with the Strategic Plan to improve access and student success. The Enrollment Management and Student Equity Committee promotes an appreciation of and support for diverse populations of students. The committee's charge is to serve "in an advisory capacity to the President's cabinet regarding enrollment." The committee is responsible for reviewing internal and external assessment trend data as they apply to enrollment planning, research, and review of successful models of recruitment and retention programs, projecting enrollment growth/decline, and planning academic and student support service needs based on enrollment trends. The committee makes recommendations regarding recruitment and retention strategies, in the annual update of the Enrollment Management Plan (6.49). Additionally, the committee reviews and regularly updates the Student Equity Plan. Both plans are forwarded to the College Council for review.



Self-Evaluation

The institution meets the standard.

Actionable Improvement Plan

None.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

SBVC's commitment to diversity is clearly voiced in its mission statement, which asserts that "San Bernardino Valley College provides quality education and services that support a diverse community of learners." Further evidence of the institutional commitment to diversity is found among the statements of values that support the mission statement (6.32). One such declaration is that "[we] believe that our strength as an institution is enhanced by the cultural diversity of our student population and staff."

SBVC demonstrates its commitment to supporting diversity in a variety of ways. For instance, a question about diversity is included in the interview of all potential employees (6.50). Additionally, the program review process (6.51) requires that each program analyze demographic data to ensure that its enrollment reflects the diversity of the campus. The importance of diversity is also honored by the establishment of organizations for faculty and staff, such as the Black Faculty and Staff Association and the Latino Faculty, Staff, and Administrators Association. These organizations maintain a strong presence on the College's website and sponsor events such as the Black History Month Film Festival in February, Indigenous Peoples Day, and an annual display of Dia de los Muertos traditional altar art pieces at the campus art gallery (6.52). Such events lend cultural vibrancy to the SBVC campus.

SBVC's diverse student population is supported by the establishment of services dedicated to diverse student populations, such as DSP&S, EOP&S, and the STAR Program. Additionally, SBVC offers programs to support specific populations, such as the Puente Program for Hispanics and the Tumaini Program for African American students (6.53). As stated above, the program review process asks departments to assess and evaluate the diversity of students in the program compared to the general student population.

Self-Evaluation

The institution meets the standard. SBVC's policies and practices in promoting understanding of equity and diversity issues are fairly effective. The College's mission statement defines an accepting and welcoming environment for all students. The effectiveness of such programs is assessed through the results of surveys and through an

analysis of the percentages of students, for example, who use the services compared to the category of students in the student population overall.

Actionable Improvement Plan

None.

III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary

The SBCCD tracks employee diversity and reports data regarding the ethnicity of college employees to the CCCCO as required by law. Statistics regarding staff diversity are displayed for public perusal on the College website. SBVC is situated in an area of great cultural and ethnic diversity and the staff and faculty of the College echo the diversity of the surrounding community. As previously explained, hiring pools are assessed to assure that SBVC has a diverse pool of qualified applicants from which to draw.

Based on data reported on the College website, the ethnicity of the 383 permanent employees in fall 2013 (6.54), including educational managers, tenure track faculty, and classified staff at SBVC for fall 2012 was African American, 17.2 percent; Asian, 8.1 percent, Hispanic, 30.3 percent; White, non-Hispanic, 42.8 percent; and Native American, 1.0 percent.

A comparison of data available at the CCCCO of the ethnic makeup of SBVC staff in 2008 with the 2012 data reveals an increase in the percentage of Hispanic permanent employees, a decrease in percentage of White non-Hispanic employees and a slight decrease in the percentage of African American employees, which is comparable to trends of student ethnicity (6.55).

Self-Evaluation

The institution meets the standard. However, the SBCCD Three-Year Staffing Plan 2014-2017 (6.14) notes that ethnicity comparisons show disparity between the percentage of Hispanic students and the percentage of Hispanic employees. After several years of limited hiring, SBVC is filling a number of vacancies. It is anticipated that ethnic ratios will rebalance.

Actionable Improvement Plan

1. The recommendations of SBCCD Three-Year Staffing Plan 2014-2017 will be reviewed in fall 2014 using collegial and transparent processes and will be implemented as appropriate.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The institution has policies and procedures in place to protect personnel and students' rights and to ensure that personnel and students are treated fairly. BP7100 addresses diversity and equal opportunity employment. BP3410 addresses nondiscrimination. BP3430 and AP3430 address harassment (6.39). CSEA (6.6) and CTA (6.15) contracts also protect personnel from discrimination.

Self-Evaluation

The institution meets the standard. Recent climate surveys (6.47) of representative groups included questions designed to elicit information regarding opinions of the equity of treatment meted out to campus administration, faculty, staff, and students. Managers agreed strongly that SBVC is free of bias due to gender or ethnicity, and that the campus embraces diversity in sexual orientation, culture, and religion. Additionally, 73 percent of managers agreed that "SBVC ensured fair employment practices for all personnel." A strong majority (75 percent) of faculty members agreed that diversity is valued at SBVC, but significant minorities expressed disagreement that hiring procedures are fair to all and are followed uniformly. A similar pattern held true for classified staff who reported that the campus is free of bias based on race, ethnicity, and sexual orientation. However, only 49 percent found the campus "free of gender bias," and nearly a third of respondents failed to agree that hiring procedures are fair to all and uniformly followed.

Actionable Improvement Plan

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Descriptive Summary

Faculty members are offered training on a wide variety of topics. For instance, faculty in STEM disciplines are offered training about effective practices for STEM students Professional development via the HACU/Walmart grant partnered with the Community College of Denver to explore and expand linked courses via learning communities and accelerated learning. The Community College of Denver also presented two workshops at SBVC demonstrating their Learning Community and FastTrack models, which include a strong counseling component (6.56). Other relevant training included electronic maintenance of student rosters, grades, and adding and dropping students, online course management systems such as Blackboard, teaching strategies, instructional skills, classroom assessment

techniques, and Microsoft applications. In 2010-2011, the professional development program featured “The Artist’s Way” workshops allowing faculty to tap into their creativity to improve instruction (6.57).

In the fall, new faculty participate in a series of new faculty orientation meetings during which they are introduced to campus policies and procedures. Each spring, new faculty orientation culminates in the Great Teachers Retreat. This is an overnight weekend retreat principally for newly hired faculty; however, all are welcome. Teaching strategies, best practices, and teaching challenges are shared. For adjunct faculty, there is orientation at the beginning of both fall and spring semester to provide campus updates from instruction, student services, and administrative services areas. In addition, items such as accreditation matters, SLO, and teaching-related topics are presented and discussed at times in small group format (6.58).

Professional development for managers has continued through various formats. When Dr. Daniels became the College president in fall 2007, she initiated a new format of professional development for managers, called the Program for the Advancement of Leadership for Managers (PALM). The first set of workshops was facilitated by a consultant and focused on strengths and management skills. Following the initial phase, managers met once a month with professional development facilitated by a team of colleagues. Examples of topics include enrollment management, accreditation, and leading from your strengths. Other meetings focused on campus business such as the rearrangement of divisions following the initial budget cuts (6.59).

Following the resignation of Dr. Daniels in February 2012, interim presidents returned to a management forum with some professional development and more dialog. In fall 2013, the format evolved with two meetings a month. One meeting concentrated on campus dialog. The second meeting provided professional development sessions that focused on topics suggested by the managers, such as contracts. SBCCD also provides opportunities for managers through webinars provided by a legal team, Liberty, Cassidy & Whitmore, such as a session called “Frequently Used Ed Code and Title 5 for Community College Districts” (6.60).

Classified staff are welcome at all professional development events. Flex days and professional development days offer specialized training for classified staff. The annual Classified Appreciation Week is a campus tradition. Professional development workshops are offered alongside lifestyle and exercise workshops (6.61).

State and federally mandated safety training such as chemical hygiene and hazardous materials communication as applicable to individual assignments is provided to all personnel. There are a variety of additional short generic online safety courses available to staff (6.62).

Self-Evaluation

The institution meets the standard. SBVC plans for and provides a variety of developmental training activities for personnel.

Actionable Improvement Plan

None.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

SBVC has a Professional and Organizational Development Department staffed with a program coordinator who plans organizes, promotes and executes events, workshops, and trainings for faculty, staff, and managers based on input from the Professional Development Committee and other campus constituencies. In fall 2011, due to the resignation of the program coordinator, the position was temporarily staffed by a faculty member on reassigned time. A new permanent program coordinator was hired during fall 2013.

Workshops on an assortment of topics are offered at varying times with varied formats (face to face and online) in order to meet the needs of faculty and staff. Some topics include technology training (Microsoft [MS] Office, library systems, student services systems, and other online resources). Training is regularly provided in preparation to teach online, included training in the use of Blackboard, the course management system currently used by the SBCCD. Workshops are also conducted on personal and professional enrichment, safety, and classroom assessment techniques (6.63).

Professional and Organizational Development also plans several events throughout the year; these events include four flex days throughout the year, Great Teachers Seminar (a two-day seminar for faculty to meet and discuss teaching ideas, successes and challenges), new faculty orientation (meetings with new faculty throughout the semester to help them get acquainted with the College) and Classified Staff Appreciation Week (a week filled with workshops and social events geared toward enriching classified staff). The program coordinator also helps plan a portion of trainings on opening day for the fall and spring semester and adjunct faculty orientation (6.58).

Many resources are offered online and are readily available to faculty and staff, such as @ONE trainings, webinars, and other California educational technology collaborative programs. SBVC's DE Department also conducts monthly webinars on topics such as Blackboard, accessibility, MS Office software, and general computer use; the department records each session and makes the session available online. The College has a license for Lynda.com, which offers tutorials on software, leadership, interpersonal skills, and so forth. Professional and Organizational Development at SBVC also works with SBCCD, through Keenan and Associates, to schedule trainings on campus and at the District office. Topics include safety, sexual harassment, work station ergonomics, and stress management. District campus police works with Professional and Organizational Development to provide training for dealing with irate people, active shooters, threats and behavioral indicators, and general safety. There is also environmental health and safety and emergency preparedness training

for SBVC employees that is coordinated through Professional and Organizational Development (6.64).

Funding through Professional and Organizational Development provides the opportunity for staff and faculty to attend outside conferences, workshops, and seminars related to teaching, their discipline, or general job duties. These requests come to the Professional Development Committee for review and approval. Criteria are in place to establish that each department receives a maximum amount of funding to ensure that all faculty and staff from a variety of departments have the opportunity to attend outside activities.

Self-Evaluation

The institution meets the standard.

Actionable Improvement Plan

None.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

At each event, the program coordinator collects a sign-in sheet, and for most activities, SBVC sends out a survey to the attendees for feedback. Once a year, SBVC also sends out a larger professional development survey campuswide to gain insight on planning for the upcoming year. The Professional and Organizational Development program coordinator also receives feedback at various campus committee meetings. Every spring, the Professional Development Committee holds a planning retreat to evaluate the feedback received during the academic year and uses this information to start planning for next year's activities (6.65).

The Professional Development Committee spends time at each meeting reviewing conference requests, discussing planned activities, and brainstorming upcoming events. The committee is composed of faculty, classified staff, and management. This brings several perspectives to the discussion when planning activities for each group that the Professional and Organizational Development Department works to serve. The committee also works together to review faculty flex hours and sabbatical applications. In May 2013, the vision of the Professional Development Committee was updated. And with the hiring of the new program coordinator, a one-year plan for the department was also created with guidance from the committee. This plan will be updated annually during the Professional Development Committee Planning Retreat (6.66).

Mission. The Professional Development Committee provides resources and leadership that actively engage all members of SBVC in continuous personal and professional growth.

Vision. The Professional Development Committee will prepare and promote opportunities to improve knowledge, instruction, performance, and services that support the success of SBVC's diverse community of learners for a changing educational environment. This was updated May 6, 2013, by committee vote.

Self-Evaluation

The institution meets the standard. The College surveys professional development needs and evaluates activities.

Actionable Improvement Plan

None.

III.A.6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

To determine the need for more classified staff or faculty, SBVC relies primarily on program review documents. The current model of program review has a separate needs assessment in which staffing needs of the programs, departments, and divisions are reported and evaluated. In the needs assessment document, data, such as program growth, faculty load, and WSCH, are required to substantiate the need for classified staff or faculty. The Program Review Committee evaluates the data and the arguments for personnel. The needs are ranked across the campus. If there are funds for a position, the ranking from this document is used. SBCCD works with the vice presidents and president to identify the number of positions that can be supported. Final decisions in regard to staffing are made by the president (6.40, 6.42).

During the recent budget crisis, a hiring "frost" was placed across the District and the program review needs assessment process was suspended for a period of time. Only essential positions were replaced as staff retired or resigned, such as a nursing faculty position. New positions, such as the District's health safety officer, were staffed due to safety considerations (6.43).

The decision to hire new managers is now most often a result of the Strategic Plan and is a decision made by the SBVC president in conjunction with the Chancellor's Cabinet at the district level. The College president can move managers into other areas as he or she deems best. Typically, the president of the College dialogs with the Academic Senate about whether the position should be a management or faculty position. A recent example is the creation of a new management position, converting the director of nursing from a faculty to an associate dean position (6.66). There has been limited collegial consultation with the Academic and Classified Senates concerning managerial positions, internal reorganization, and alignments in student services and administrative services.

The last examination of job duties for managers occurred in 2007-2008. A job analysis of management positions was conducted by an external source. Job descriptions were reviewed with the consultant in spring 2008. Managers were allowed input into the drafts they received in the summer of 2008. The outcome was dismissed by then-Chancellor Noelia Vela and managers were not informed of the consultant's conclusions. Reorganization of the managerial structure due to vacancies caused by retirements and other forms of attrition has led to an expansion of duties for many managers who now work outside their job descriptions.

Human Resources planning at the District level is rudimentary. The 2010-2013 Long Range Staffing Plan offered little in way of analysis, anticipated increased staffing rather than the decreased staffing that occurred due to budget cuts, and offered no mitigation for the problems that arose due to the unpredictable pattern of attrition that occurred as a consequence of the large SERP that took place in 2010. The intended 2011 was unavailable when requested by members of the campus accreditation committee. Further updates to the plan were to have occurred annually, but have not. The District contracted with the CBT to create the SBCCD Three-Year Staffing Plan 2014-2017. This plan was submitted to the board in March 2014 (6.14).

Self-Evaluation

The institution meets the standard. The program review process has had a meta-evaluation of its processes, and as a result, changes were implemented. For example, committee members are assigned as mentors to specific areas writing their program review (done every three years). These mentors provide a review and suggestions to the authors of the document before the document is evaluated by the committee. This process is more supportive and less threatening for programs that in the past had difficulties presenting and explaining their program. Another change in recent years has been the contribution of the Research Department. Every department receives updated information on enrollment and success, as seen in the EMP, thus eliminating the need for the authors to find the needed data. Finally, needs assessment separated from the former program review documents, so that every department with a need can define and support its need each fall semester. The program efficacy portion of program review is conducted every four years. In conclusion, the program review format is continually evaluated and updated so that program effectiveness and need are clearly defined.

As previously stated, the current staffing pattern at SBVC is less a result of design than a result of the loss of employees due to the 2010 SERP, other forms of attrition, and the hiring "frost" imposed due to budget constraints during the period of fiscal crisis in California.

The SBCCD Three-Year Staffing Plan 2014-2017 (6.24) reviews and makes recommendations on district hiring and recruitment processes, addresses failed recruitments and the number of interim managers. The SBCCD Three-Year Staffing Plan 2014-2017 proposes a simple decision-making model to determine if vacancies should be filled or if duties of the position can be redistributed (6.14).

Actionable Improvement Plan

1. The recommendations of SBCCD Three-Year Staffing Plan 2014-2017 will be reviewed in fall 2014 using collegial and transparent processes and will be implemented as appropriate.
2. The Hayes Group Salary Study will be reviewed using collegial processes and implemented as appropriate.

Evidence—Human Resources

- 6.1 AP7210
- 6.2 AP7230
- 6.3 AP7245
- 6.4 AP7250
- 6.5 District Request for Equivalency
- 6.6 California School Employees Association Contract
- 6.7 District Assembly Minutes March 2, 2010, pp. 2-3
- 6.8 Keenan Safe Colleges Website
- 6.9 E-mail from Human Resources
- 6.10 Representative Evidence: Memorandum of Understanding; 2010-2013 Long-Range Staffing Plan; California School Employees Association Contract Article 15
- 6.11 Senate Resolution SP08-06; E-mail Dated February 2, 2010
- 6.12 Representative Evidence—Tort, Letters, E-mail, Minutes
- 6.13 May 2010 Minutes of District Assembly
- 6.14 SBCCD Three-Year Staffing Plan 2014-2017
- 6.15 California Teachers Association Faculty Contract
- 6.16 SBCCD/California Teachers Association Memorandum of Understanding Regarding SLOs
- 6.17 Academic Senate Minutes
- 6.18 BP7251
- 6.19 AP7251
- 6.20 BP2175
- 6.21 AP2175
- 6.22 Representative Evidence: Board Minutes September 15, 2011; 2010-2013 Long-Range Staffing Plan; 2014-2017 Long-Range Staffing Plan
- 6.23 District Assembly Minutes spring 2013
- 6.24 BP3310
- 6.25 Minutes of Board of Trustees on September 24, 2009
- 6.26 Representative Agendas and Minutes: Board of Trustees, Academic Senate
- 6.27 Core Competency Assessment PPTs
- 6.28 ACCJC Annual Report 2013
- 6.29 Representative Samples—Dr. Marshall’s Training
- 6.30 Outcomes Processes
- 6.31 Faculty Evaluations
- 6.32 Mission and Values Statements
- 6.33 Faculty Ethics Statement
- 6.34 Statement and College Council Minutes
- 6.35 Representative Samples
- 6.36 BP2010
- 6.37 AP2010
- 6.38 AB1234
- 6.39 Policies and Procedures Page
- 6.40 Program Review Needs Assessment
- 6.41 Campuswide Needs Assessment E-mail September 9, 2011

- 6.42 Program Review Needs Assessment Prioritization Lists 2008-2013; Faculty Seniority List, 2013; President's Opening Day Presentation fall 2013, spring 2014
- 6.43 Opening Day PPTs with New Hires
- 6.44 Senate Resolutions
- 6.45 California Teachers Association Agreement
- 6.46 Human Resources Program Efficacy
- 6.47 Campus Climate Surveys
- 6.48 SBVC Student Equity Plan
- 6.49 SBVC Enrollment Plan
- 6.50 Sample Applications
- 6.51 Representative Samples—Program Efficacy
- 6.52 Representative Samples
- 6.53 Correct Student Services Page
- 6.54 SBVC Employee Gender and Ethnicity fall 2012
- 6.55 SBVC Ethnicity Trends
- 6.56 Representative Samples—Learning Community and FastTrack Workshops
- 6.57 Representative Samples—Artist's Way
- 6.58 Representative Samples—Professional
- 6.59 Representative Samples—Program for the Advancement of Leadership for Managers
- 6.60 Representative Samples—SBCCD Manager Training
- 6.61 Representative Samples—Classified Week
- 6.62 Representative Samples—Hazardous Materials Courses
- 6.63 Representative Samples—Professional Development Workshops
- 6.64 Representative Samples—Safety Training
- 6.65 Representative Samples—Professional Development Retreat
- 6.66 Minutes of Professional Development Committee

Standard III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

SBVC provides safe and sufficient physical resources that support and ensure the integrity and quality of its programs and services at all locations. The progress and accomplishment of the Measure P and M bond reconstruction programs over the previous ten years; the activities and accomplishments of the FSC and M&O programs in collaboration with the collegial consultation process at SBVC provide a standing testament to this.

SBVC originally consisted of 28 buildings on 87 acres. Construction began in 1926 with buildings being added over the next 51 years. Four years after the 1992 Landers and Big Bear earthquakes damaged the old library, SBVC began investigations to determine the vulnerability of the campus to future seismic activity. Geological studies revealed that the San Jacinto fault ran diagonally through the center of the campus. Additionally, a folding zone on the northern side of the fault was discovered that would cause uneven changes in elevation during a seismic event. It was determined that nine of the existing 28 buildings on campus would have to be demolished and replaced because of their locations straddling the fault and folding zones.

SBCCD passed a \$190 million general obligation bond (Measure P) for capital improvements and applied for FEMA funding to reconstruct the campus around the fault, and simultaneously plan and build to a new long-range FMP. All of the buildings on the fault were demolished and reconstructed to the new FMP (7.1).

SBVC participated in the planning of all projects through user groups and with core or key committees at the College. Planning extensively with FEMA officials, SBCCD and SBVC personnel helped to prepare and guide the campus through various transition periods while buildings were being constructed and offices relocated.

In 2008, Measure M, a \$500 million general obligation bond was passed for continued implementation of the FMP (7.1). SBVC has pursued continuous planning, design, and construction, as the Measure P program sunsets, and Measure M projects continue on with planned completion in 2016. With the decline in assessed valuation of the local property values (AV), \$242 million in bonds sales could not occur, so SBVC reprioritized projects to be completed. The priorities include the gymnasium sports complex, the auditorium, campuswide ADA renovations and signage, limited renovations on the CTE building and the central plant for air conditioning, among other smaller miscellaneous projects. Two

multilevel parking structures, and the reconstruction of the CTE facility were put on hold (7.2).

The \$500 million Measure M bond authorization from the voters remains in effect, and SBCCD, working with bond finance consultants, maintains a watchful eye on the AV for potential future sales and capital to complete the vision of the FMP (7.1).

These major reconstruction programs were undertaken both for safety, and to modernize the campus to ensure that the requirements of a robust and evolving educational program are met.

SBVC strives to provide a safe environment for students, faculty, staff, and the community, starting with planning and the initial construction, followed by quality ongoing M&O programs. First, the California Building Code, enforced through plan review and construction inspections by the California Division of the State Architect (DSA) ensures that the most stringent safety standards in the nation are met for new construction projects, lending special attention to seismic and fire safety. Once facilities are put into operation, safety criteria as assigned by the Occupational Safety and Health Administration (OSHA), National Fire Protection Agency (NFPA), California Environmental Protection Agency (CEPA), Department of Toxic Substance Control (DTSC), Department of Pesticide Regulation (DPR), Certified Unified Program Agency (CUPA), as well as numerous other regulatory agencies are maintained through board policies and administrative procedures. These are pursued and enforced through the vigilant attention, collaboration, and work of numerous committees, programs, and entities of SBVC and SBCCD including:

- SBVC Facilities and Safety Committee
- SBVC Administrative Services
- SBVC Maintenance and Operations Department
- SBCCD Office of Environmental Health and Safety
- SBCCD Office of Emergency Preparedness (District Police)
- SBCCD District Police Department
- SBCCD Safety Committee

The FSC (7.3) is a collegial consultation committee reporting to the College Council; it meets monthly. Membership is a cross-section of campus constituencies including School Police and Emergency Preparedness, DSP&S, EHS, faculty, staff, and students. The meetings are open for all to attend. Each year, the FSC (7.3) undertakes projects on campus that are identified by various input. Recent projects included purchase and installation of automatic external defibrillators across campus, review and installation of designated smoking areas, and purchase and installation of additional bicycle racks. Each month, urgent and/or emerging safety issues are heard by the committee as part of a standing agenda. These issues are followed up and progress or resolution is reported at subsequent meetings (7.4, 7.5, 7.6).

Administrative Services is the hub for campus operations and safety, and provides management and/or coordination of facilities and safety-related activities on campus, is

responsible for most regulatory compliance, and is a liaison to regulatory agencies governing the various aspects of facilities and safety on campus (7.7).

The M&O Department operating under the supervision of the VPAS, responds to immediate safety concerns by correcting the problem or making the area/condition safe until it can be corrected. Less urgent needs are processed and corrected using the *Maintenance Connection* work order software system. The system is an on-line program that lets M&O receive customer input/requests directly. M&O strives to maintain the facilities and grounds operational/functional, clean, safe, and sufficient for the delivery of educational programs. M&O comprises the Maintenance, Grounds, and Custodial programs (7.8, 7.9, 7.10).

Immediate safety concerns are not initially received by the work order system, but are received by telephone or campus VHF radio, and responded to immediately. Administrative Services dispatches the task to the appropriate program for correction.

The Custodial Department staff, literally in every space daily, report safety and/or maintenance-related issues via a new procedure implemented in 2013. Each custodian now carries “work order request” forms, and as each space is entered for cleaning, it is quickly inspected by the custodian and any issues, from burnt out light bulbs, broken electrical switch covers, water leaks, to slip or egress hazards, are reported and submitted to the custodial supervisor. The supervisor in turn assigns the tasks as appropriate to custodians, or enters into the work order system for assignment to Maintenance. The corrections are made and work orders are closed out as complete. The Maintenance and Grounds staff also carry these work order request forms and submit regularly as they spot safety or maintenance issues on campus. This procedure was introduced to bring the department into a proactive mode (vs. reactive, relying on the customer to report problems), especially where safety is concerned, and to use all resources available to proactively identify, document, and correct (7.11).

The District EHS (7.12) is responsible for development, oversight, and management of environmental health and safety programs that protect the environment, provide safe and healthy conditions for work and study, and provide compliance with applicable local, state, and federal regulations. EHS provides safety program development, educational programs, technical assistance, and health and safety services to the SBVC communities and SBCCD offices.

EHS also functions as a consultant to the chancellor, presidents, deans, directors, and heads of academic and administrative units in addition to staff members and students in all aspects of environmental health and safety. EHS provides health and safety investigations as necessary and is based out of the District office.

In collaboration with SBVC Administration, the following programs are regularly updated and implemented:

Illness and Injury Prevention Program (7.13)

Asbestos Operations and Maintenance Program (7.14)

Chemical Hygiene Program (7.15)

Confined Space Entry Program (7.16)
Transportation Safety Program (7.17)
Exposure Control Program for Blood borne Pathogens (7.18)
Fire and Life Safety (7.19)
Food and Sanitation Safety in development
Hazard Communications Plan (7.20)
Heat Illness Program (7.21)
Lockout/Tag out Program (7.22)
Hazardous Waste Management Program (7.23)
Respiratory Protection Program (7.24)
Spill Prevention Control and Countermeasure Program (7.25)
Safety Training Program (7.26)

EHS also manages the Keenan Safe Colleges on-line safety training program that SBCCD subscribes to on behalf of the colleges. Certain safety training is mandatory for all employees, and varies depending on the position and scope of responsibility (7.12).

EHS maintains a website and makes available for download, a tremendous resource of reports, regulatory agency contacts, regular newsletters that are distributed districtwide, safety committee agendas and minutes, as well as the current programs and plans enumerated above (7.27).

The newly created OEP is responsible for the emergency preparedness of both colleges as well as the SBCCD central offices. The office is staffed by an emergency preparedness manager, and operates under the supervision of the chief of District Police. Administrative Services coordinates earthquake and evacuation drills, evacuation maps, and emergency preparedness training, tools/equipment, and supply cache inventories with OEP. The OEP develops and maintains the Emergency Operations Plan for the SBCCD (7.27, 7.28, 7.29).

The District Police, in concert with the Board of Trustees, are committed to providing a safe and secure learning and working environment for all students and employees. This is accomplished through a cooperative and coordinated effort involving all departments and the SBCCD employees, law enforcement agencies, and the community (7.30)

It is a policy of the Board of Trustees for the SBCCD to protect members of the entire SBVC community and the property of the District. In accordance with this policy, the SBCCD maintains a police department 24 hours a day, seven days a week. The officers are sworn and duly commissioned police officers of the state of California as defined in Section 830.32 of the Penal Code and 72330 of the California Education Code, and authority extends to anywhere within the state.

The District Police Department provides training on request for numerous safety and security related topics including the following:

Dealing with Irate/Difficult People
Sexual Assault Awareness

Campus Safety Awareness
Active Shooter Training
New Student Safety Awareness Orientation

The department publishes and distributes a monthly report called *Police Beat*, which provides information on calls for service and disposition, as well as the annual campus security report. The District Police Department is located on the SBVC campus in the Campus Center Building, and coordinates closely with Administrative Services (7.31).

The SBCCD Safety Committee meets quarterly at the district office, and provides for communication, coordination, and consistency of safety programs, training, issues, and response on a districtwide basis. The committee comprises a contingent from each campus safety committee including the District Office and District Police.

SBCCD and SBVC are members of SWACC, a JPA pool for excess insurance coverage, and Keenan is the third-party administrator. Keenan conducts annual campuswide safety and insurance (risk management) inspections with follow-up reporting on corrections and compliance (7.32).

SBVC annually solicits and receives feedback regarding the sufficiency of facilities on campus and safety/security from students, faculty, and staff, and uses these data to make improvements. For example, safety concerns surfaced regarding the CTE building. SBVC responded by immediately hiring a consultant team (LPA Architects) to review the concerns and expand the study to any other code and safety issues that could be identified. The results of this study were followed by an engineering study to develop scope of work and costs so the most significant concerns could be addressed by the Measure M bond program. This project is in design and plan development as of this writing, and has been added as an urgent project to the Measure M program (7.33, 7.34, 7.35).

Self-Evaluation

SBVC provides sufficient physical resources as demonstrated by the two consecutive building and reconstruction programs and the process used for master planning and design. While addressing seismic safety concerns, SBVC removed facilities built in the 1930s through the 1960s, and designed and constructed new facilities that meet the demanding programmatic requirements of a 21st century institution of higher education. Although state of the art, upon move in and as use of the new buildings began, concerns about sound mitigation, ventilation, HVAC, and leaks were identified and documented. These matters were addressed by the contractors, vendors, or SBVC staff (7.36).

As demonstrated by the numerous committees and programs in operation that are committed to safety, both at the SBCCD and SBVC level, SBVC does provide safe and sufficient physical resources and meets this goal. Additional regulation by governing agencies, and acted upon by the committees and programs charged with safety, however, continues to increasingly encroach on the general fund budget and productivity of the management and staff. Few positions are *dedicated* to safety, and there is increasing demand on management

in general—significantly affecting management’s ability to complete its mission. A first step to improve was creating EHS and hiring a manager to perform the duties previously discussed. As regulation increased and/or SBCCD realized emergency preparedness was not sufficient, an emergency preparedness manager was hired. While these positions provide coordination and oversight, they are not the *doers* of safety. The responsibility of implementing the many plans and programs resides with the SBVC management and staff. In recent years of budget cuts, many positions have been lost and with “safety first,” there are fewer to share the tremendous safety workload that continues to grow. A slow hiring process exacerbated by an understaffed Human Resources Department allows for vacancies to remain unfilled for unreasonable timeframes. An improvement in this process will undoubtedly improve SBVC’s ability to keep safety first.

In the SBVC Campus Climate Survey 2011, Question 4n, 74.6 percent of students *agreed* or *strongly agreed* that they felt safe and secure on the SBVC campus. In 2012, this increased to 78.1 percent, but in 2013 this dropped to 52.2 percent. During this year, there was a spree of robberies and assaults off campus in the surrounding community, some of these against students. SBVC responded immediately with contracting additional security to provide a police presence at the perimeter of the campus, as well as bolstering District Police staffing on the campus. The SBVC president held a security forum for the campus community in the auditorium during this difficult time, with speakers from San Bernardino Police Department, District Police, and SBVC Administration. There was a lengthy Q&A session regarding how the SBCCD and SBVC were responding to the surrounding crime. College follow-up on concerns include the addition of perimeter lighting along Esperanza and K Streets, select interior campus locations, and the CTE transportation building across Grant Street; addition of security cameras in key areas across campus; and a communication system for deaf staff, faculty, and students to contact District police (7.37).

Actionable Improvement Plan

1. SBVC will review and modify as required the safety components and responsibilities of various position descriptions.
2. SBVC will implement a more efficient and effective process for filling vacant positions.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The majority of facilities on campus have been constructed within the recent 10 years. All were constructed to California Building Code, and were reviewed and inspected by the DSA.

Sufficiency of the new facilities to meet the needs of SBVC programs is accomplished through the planning process for each building, which includes input from “user groups,” representative of constituencies and programs using the facility. The facilities are then designed and constructed to specifications set forth in these user group meetings. For example, meeting minutes of auditorium, gymnasium, and CTE user groups indicate that these facilities were designed with input from faculty, management, and staff using the facility as well as M&O personnel and District Police. This results in a facility that, to the greatest extent possible satisfies the programmatic requirements within code, master plan, schedule, and budgetary constraints. M&O personnel review the materials and spaces for long-lasting and maintainable components and systems, the potential to maintain a safe and effective facility, as well as low operational and lifecycle costs. District Police review the facility from a perspective of maintaining safety and security, reviewing spaces and areas, lighting, and physical and electronic security systems (7.38, 7.39, 7.40).

All of the newly constructed facilities went through the CCCCCO review and approval process to ensure that the facilities and their educational and noneducational spaces meet CCCCCO requirements.

The SBCCD Board of Trustees maintains board policies and administrative procedures 6500 through 6930, which cover safety, construction, and maintenance of districtwide facilities (7.41).

On the operations side, the FSC (7.3) holds monthly open meetings representing a cross-section of constituencies across campus. The FSC (7.3) hears issues regarding safety and sufficiency of facilities (7.42).

The Program Review Committee hears and reviews program needs assessment requests (7.43) related to facilities, and forwards this list to the FSC (7.3) annually for prioritization and potential funding and implementation. A new process to fund urgent and emerging needs was started in 2014 and provides a procedure for constituencies to present requests for facilities modifications to the College Council for funding. The criteria used for prioritization of facilities requests are (1) urgent safety; (2) urgent facilities deterioration, urgent program impact, or lessor safety; (3) lessor facilities deterioration or program impact; and (d) program or facilities improvement (7.44, 7.45).

SBVC maintains a scheduled maintenance plan with the CCCCCO. Work may be deferred depending upon urgency and funding available (7.46).

Self-Evaluation

The institution meets the standard. During much of the Measure P and the beginning of the Measure M bond program, while faculty and staff user groups were consulted, M&O and District Police were not a significant part of the planning and design process, resulting in some inadequate, unmaintainable systems. SBVC has since included these important constituencies charged with maintenance, care, and safety/security of the facility in the planning and design process.

General design standards, which addressed such things as campus preferences for architectural style and paint, ADA requirements, sustainability standards, efficiency measures and acoustics, were not in place for building systems during Measure P and the beginning of the Measure M building program. Working with the SBCCD general design standards were established for SBVC in 2012; these standards are incorporated in the designs of the gymnasium, auditorium, and CTE projects (7.47).

More efficient use of campus facilities accomplished with less staff time is a goal that may be facilitated with the deployment of Resource 25 facilities scheduling software. Many classes, especially on weekends when use of the entire campus is not required, can be consolidated into a single or several buildings, thereby saving significant utility costs and custodial resources.

Actionable Improvement Plan

None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The M&O is a prime mover where the clean, safe, comfortable, and maintained educational environment is concerned. This department repairs and maintains facility systems and responds to work orders submitted online.

Contracted services are arranged through Administrative Services and are typically managed by M&O. The Custodial Department is responsible for maintaining a clean, sanitary, and aesthetically pleasing environment. SBVC is cleaned nightly by a crew of 18 custodians including three lead custodians. The day shift is staffed by three custodians who have some building cleaning assignments, but their primary duties involve setups for special events, callouts for special cleanups or assistance, and a continuous route of maintaining restrooms in a well-stocked and clean state.

The Grounds Department maintains the campus grounds, including daily trash and litter collection; maintenance of grass, shrubbery, and trees; irrigation control and maintenance, as well as assistance to the Athletics Department in maintaining competition-level sports fields.

With *customer service* as a prime focus for the 2013-2014 school year, a new procedure was implemented to improve the communications between M&O and Grounds and the customer. A concern voiced repeatedly from campus constituencies is that once work orders are input and submitted to the system, the customer usually has little or no contact with the M&O and Grounds Departments as to if or when the work order might be completed or the status. All M&O and Grounds employees now have personal calling cards to inform the customer

(person who is indicated as the contact on the work order) of the disposition of the job or repair. The supervisor or assigned technician now contacts the customer directly within 48 hours of receiving the work order, clarifies the issue, provides an estimated timeline for accomplishment, provides ongoing status updates if the job is prolonged, and checks with the customer when the job is complete to determine satisfaction and agreement prior to the job being closed out. The supervisor also contacts customers on a random spot check to ensure satisfaction of service. Many times the customer is not available when the technician arrives, so the calling card is left with job status and contact information. This process connects the maintenance technician to the job and the customer, and facilitates pride of ownership of the job and accountability to the customer (7.48).

Off-site facilities such as the Big Bear High School District and the SBCS Devore Facility are maintained through contracts with these entities. The school district facilities are subject to the same stringent codes and regulations that SBVC campus is subject to. The SBCS and school district are responsible for maintenance and upkeep of their facilities (7.49).

College facilities are scheduled each semester with highest priority given to the instructional programs. This scheduling is accomplished in the office of the VPI. This schedule is then loaded into the facility scheduling software, and Administrative Services schedules all other facilities use via the facilities use application process for both in-house and community use applications. Community applications are processed pursuant to BP6700 and the California Civic Center Act. The SBVC campus is running a pilot program with Resource 25 facility scheduling software capable of increasing efficiency of facility use and scheduling (7.50, 7.51).

Self-Evaluation

The institution meets the standard. The work order process is being used only to track open work orders. It is not being used as a maintenance management system. SBVC needs to move in this direction to effectively manage human and financial resources. While budgets were not in place for equipment replacement during the last five years, the Budget Committee and the College Council are now releasing one-time funds with the president's approval, for the replacement of equipment (7.52). This is according to the program review needs prioritization process (7.43), or the urgent and emerging needs process (7.53). As of April 2014, \$1.6 million had been released (7.54). Funds are now being budgeted in the developmental budget process for ongoing and routine replacement of instructional and operational equipment.

Contractual agreements between SBVC and host institutions, such as Big Bear High School, William McKinley Elementary, Redlands USD, and Stater Bros., ensure that host facilities are maintained according to state and federal standards. All students have access to campus services, for instance, online counseling, online tutoring, electronic library resources, chat reference, and online writing lab. Counseling and assessment are provided on regularly schedule at Big Bear High School (7.49).

Actionable Improvement Plan

None.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plan supports institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Discussions regarding the needs of programs and services occur at all levels on the campus. In the collegewide program review process (7.43), the prioritized equipment needs from each division are considered, evaluated, and prioritized with reference to each other. The Technology Committee receives a list of needs through the program review process, and prioritizes the list before forwarding it to the College Council for consideration. The committee also relies on its planning processes and multiyear technology plan to guide the prioritization process and support state-of-the art technology on the campus (7.55). Likewise the facilities submitted through needs assessment are pooled into an unranked aggregate and submitted to the FSC (7.3) for prioritization (7.56).

The final list of prioritized needs is sent to the College Council. The council reviews the priorities in all of the program review categories, including equipment and facilities requests in concert with the budget and funding information provided by the Budget Committee and makes a recommendation for the president's approval. The president conveys the information to other collegial consultation committees such as the Academic Senate (7.44, 7.45).

User groups connected to the new buildings have had considerable voice in making sure the new classrooms and/or labs are conducive to student learning. With wide participation on committees and dialogue, groups generally reach consensus on key issues. Due to the escalation of costs since the reconstruction of the greater part of the campus, needs often outstrip resources, which results in difficult decisions and accordingly SBVC has become vigilant regarding recommended materials and products based on performance, life-cycle costs, energy use, and minimizing inventory.

A first step was the development of SBVC standards for materials and building systems in 2012. There was a joint effort of the SBCCD Facilities Department, the Measure M program management firm, Kitchell Brj, and SBVC's Administrative Services and M&O. This effort resulted in College-approved standards that were published and incorporated into projects that were in design, including the gymnasium, auditorium, and CTE renovation projects. The effect will be standardized installations, less inventory required for multiple types of equipment, and increased consistency of equipment and systems across the campus.

Maintenance staff can become more knowledgeable on a limited variety of equipment and systems, and less reliable/maintainable equipment and building systems can be excluded from the facility construction (7.47).

Efficient use of facilities space is an area of facilities management currently under review. A pilot program with Resource 25 facilities scheduling software is underway. The software is used to evaluate the use of SBVC facilities, providing reports of underutilized spaces, highest use spaces, and recommendations for class consolidation to mitigate utility and operational costs.

“Total cost of ownership” was first addressed through comprehensive lifecycle cost studies for buildings in design. This was undertaken late in the program and is currently underway. ARUP Engineering was commissioned to provide the study and report on total cost of ownership for all new buildings being constructed as well as the business building renovation, and the central plant project, both completed in 2013 (7.57).

A building and facility systems commissioning process was introduced to the construction program in 2012. While DSA field inspectors reviewed the installations for compliance with plans and specifications, little was known about the full cycle operation of these systems until SBVC had used them for a period of time, often discovering operational problems long after the contractor warranty or guarantee had expired. A third-party engineering firm (ARUP) was hired for this program to review and test systems with the full participation and cooperation of the design and construction team. The commissioning process calls for an engineering firm to run the various systems through the full operational spectrum to ensure it is operating as intended, observing such factors as energy use, reliability of correct operation, noise and vibration, automatic operation and control programming, performance of mechanisms, safety, and many other factors. Heating ventilation and air conditioning systems are a prime target for this commissioning. The intended result is proactive and early identification of system problems is brought on by errors in design by the design architect or engineer or contractor fabrication and installation problems. SBVC can then enforce correction of these errors prior to final payment to the professional design team or contractor (7.58, 7.59).

Another area where cost of ownership became important is landscaping. The “glade” is the area running generally north to south in the middle of campus that represents the fault line. Buildings have been replaced by acres of grass. While the upfront costs are relatively inexpensive, the total cost of ownership is tremendous due to the following factors:

- High maintenance requirements including continual mowing, demanding high use of grounds labor, fertilizer, and equipment maintenance costs.
- High water use.

The board approved a districtwide sustainability policy and plan in January of 2012 that addresses, among other factors, a minimum of a Silver rating in the LEED sustainable building rating system. The installation of sustainable landscape is a key component of the LEED Silver rating. Accordingly, new construction is embracing low-water, drought-

tolerant landscape designs and installation. The Business building landscape was modified from a grass design during construction. The gymnasium landscape project is in the process of “re-design” as of this writing. The project is following guiding principles developed by the design team: drought tolerant/low water, low maintenance, diversity in plant life—local species, attractive to birds and local wildlife, attractive to the campus and local community, interactive/interpretive for the campus and local community, provide for outdoor classroom activities, provide water features and art. The Biology and Art Departments were folded into the design team to recreate the landscape design for this project, which will result in significantly reduced water usage and fewer labor and equipment hours per acre as compared with a grass installation. It will bring some *country* and solace into this very urban community college campus for all to enjoy, as well as enhance the educational program by providing outdoor lab and teaching/learning areas (7.60, 7.61).

Self-Evaluation

The institution meets the standard. SBVC does plan and evaluate the use of its physical resources for effectiveness, and has long-range plans to meet improvement goals that consider total cost of ownership. This is accomplished by the various committees and facilities user groups as described. Funding the program, however, has been impeded by the economy—not being able to sell all of the bonds authorized by the voters for construction, and not being able to implement short-term goals due to severely reduced revenues from the state.

Many critical components were not put into place until the Measure M bond program was well underway, such as total cost of ownership evaluations, commissioning, SBVC standards, and the sustainability program.

Actionable Improvement Plan

1. SBVC will utilize information and enhanced data from cost analyses, reports, and new software for more effective use of resources and for long-range planning, staffing, and budget forecasting.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Given the extent and magnitude of the reconstruction program, replacing nearly every building on campus, an FMP (7.1) was necessary to guide the program. Steinberg Architects was commissioned to facilitate the process and develop the plan. The FMP (7.1) was developed in coordination with and informed by the SBVC Strategic Plan. Building upon the College’s mission statement, SBVC defined an overall guiding principle and six strategic planning themes to address the institutional goals. To support these, five planning principles

were developed through a series of workshops with the master plan core committee and an expanded core committee. The planning principles are the physical embodiment of the Strategic Plan goals and serve as a guide to the evolution of the FMP (7.1, 7.62, 7.63).

The first volume of the FMP (7.1) describes the comprehensive plan developed to address the maximum build-out of the campus on its 87 acres. The plan reconciles SBVC's facility needs with the San Jacinto fault that dominates the physical future of the campus. Volume 2 addresses the master program, building locations and phasing, and campus infrastructure. Volume 3 provides guidelines for the future implementation of the master plan. Volume 4 documents the existing conditions and provides a baseline for the building and infrastructure condition. The FMP (7.1) was updated in 2012 and is available on the SBCCD website.

SBVC's FMP (7.1) assesses the College's physical resource use (via space utilization and space inventory information) and places it within the context of anticipated future student demographic growth. The mission statement of SBVC and the strategic initiatives (7.68) are integrated into the future planning identified in the FMP (7.1).

Although these documents illustrate the path SBVC will take in the future, the current state of SBVC is informed by the reports received through the Program Review Committee and the FSC activities. These committees serve as the primary conduits of information on the current state of SBVC's physical resources. The Program Review Committee serves as the vehicle to identify instructional needs of SBVC relative to its physical resources. The FSC serves to receive more general information about SBVC's physical resources through representation from DSP&S, District Police, Student Services, Counseling, M&O, and various staff, faculty, and students. Physical resource issues that require short-term action are received by this committee, as are physical resource items that fall under the umbrella of long-term planning through program review processes.

Self-Evaluation

The institution meets the standard. The FMP (7.1) document and process articulates long-range planning and SBVC improvement goals over several "planning horizons" as indicated in the document. Much has been constructed as of this writing; however, securing additional funding through local and state bonds in the current economy is a substantial hindrance in moving the plan through to fruition. Replacement of buildings constructed in the 1960s, as well as providing desperately needed additional parking for SBVC is dependent on additional bond sales.

SBVC maintains a solid, successful, and well-documented process for determining short-term facilities and equipment needs, allowing for input and shared decision making among all constituencies. As stated elsewhere in this document, the state budget woes since 2008 have severely restricted SBVC's ability to implement these priorities. Accordingly, SBVC has significant unmet physical resource needs, as only the most urgent needs have been considered. If the economy continues to grow and SBVC captures additional revenue to meet the demand, the backlog of need can be reduced. This will be accomplished through the program review, FSC, and College Council processes.

Actionable Improvement Plan

1. SBVC will utilize information and enhanced data from cost analyses, reports, and new software for more effective use of resources and for long-range planning, staffing, and budget forecasting.



Evidence—Physical Resources

- 7.1 Facilities Master Plan
- 7.2 Measure M Prioritization (Look for PPT Also)
- 7.3 Facilities and Safety Committee
- 7.4 Facilities and Safety Committee Charge and Membership
- 7.5 Automated External Defibrillator Information and Locations—SBVC
- 7.6 Evacuation Automated External Defibrillator and Smoking 2013-2014
- 7.7 Organizational Chart Administrative Services
- 7.8 Maintenance Connection Work Order System
- 7.9 Maintenance Connection Input Form Screen
- 7.10 Maintenance Connection Website
- 7.11 Representative Samples—Work Order Requests
- 7.12 Environmental Health and Safety Website
- 7.13 Illness and Injury Prevention Program
- 7.14 Asbestos Operations and Maintenance Program
- 7.15 Chemical Hygiene Program
- 7.16 Confined Space Entry Program
- 7.17 Transportation Safety Program
- 7.18 Exposure Control Program for Blood Borne Pathogens
- 7.19 Fire and Life Safety
- 7.20 Hazard Communications Plan
- 7.21 Heat Illness Program
- 7.22 Lockout/Tag Out Program
- 7.23 Hazardous Waste Management Program
- 7.24 Respiratory Protection Program
- 7.25 Spill Prevention Control and Countermeasure Program
- 7.26 Safety Training Program
- 7.27 SBCCD Office of Emergency Preparedness
- 7.28 Emergency Operations Plan
- 7.29 Great Shake Out and Evacuation Planning
- 7.30 District Police Website
- 7.31 Police Beat
- 7.32 Statewide Association of Community Colleges Inspection Sample
- 7.33 LPA Career Technology Education Building Assessment
- 7.34 HMC P2S Career Technology Education Project Engineering Document
- 7.35 HMC P2S Career Technology Education Project Planning Document
- 7.36 Representative Samples—Construction Repair
- 7.37 Campus Climate Survey: Students
- 7.38 Auditorium User Group Meeting
- 7.39 Career Technology Education User Group Meeting
- 7.40 Gym User Group Sample
- 7.41 Board Policies and Administrative Procedures
- 7.42 Facilities and Safety Committee Meeting Minutes
- 7.43 Program Review Website
- 7.44 Program Review Needs Assessment Prioritization List
- 7.45 Needs Assessment Funding College Council

- 7.46 Scheduled Maintenance Plan
- 7.47 General Design Standards
- 7.48 Customer Service Calling Cards
- 7.49 Memoranda of Understanding with Host Sites
- 7.50 Resource 25 Sample
- 7.51 SP Utilization
- 7.52 Representative Samples
- 7.53 Request for Funding
- 7.54 SBVC Fund Balance Report April 16, 2014
- 7.55 Representative Samples
- 7.56 Representative Samples
- 7.57 Total Cost of Ownership Sample Report
- 7.58 Commissioning Sample Business Building
- 7.59 Lifecycle Cost Planning
- 7.60 Gym Landscape Development Presentation
- 7.61 Sustainability Plan
- 7.62 Educational Facilities Master Plan Core Committees and Participation
- 7.63 Educational Facilities Master Plan Goals and Planning Process

Standard III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Summary

SBVC has made great strides in supporting and encouraging the use of technology to fulfill its learning mission. The most important advances in technology on campus have been the centralization of CTS and a focused administrator for technology.

In 2007, the Technology Committee had found a voice on campus. Technology was institutionalized into the campus culture as a part of Strategic Initiative 1.0 (8.1). In fulfillment of the Technology Strategic Plan of 2007-2010 (8.2), the CTS Department was created in 2010. The department has centralized campus technology support services, centralized copier/printing services, and has implemented a five-year computer rotation for faculty, staff, classroom, and laboratory computers in order to maintain hardware and software currency. The department works in partnership with the Technology Committee (8.3). The Technology Committee and CTS developed the SBVC Technology Strategic Plan for 2010-2013 (8.4) and SBVC Technology Strategic Plan 2013-2016 (8.5).

The Technology Strategic Plan is reviewed and approved by College Council and informs the SBCCD Technology Strategic Plan. Technology remains an important part of the campus strategic initiatives. Initiatives from the Campus Technology Committee are integrated into campus planning processes. The director of CTS sits on the College Council, TESS Executive Committee, District Technical Services Committee, and Web Standards Committee participating in the development of all campus and SBCCD technology planning documents. The Technology Committee is represented on the SBVC Planning Model (8.6) and is linked directly with program review needs assessment and prioritization.

Since the last accreditation, the position for a director of CTS was developed and filled. This director is responsible for managing the CTS department and co-chairing the Technology Committee. The director manages the departmental budget, technology equipment rotation budget, and the support and maintenance of campus technology. The director supervises support staff, technology purchases, and computer rotation. This position has been the leading force in unifying the various technology resources across campus into a functional whole.

The last accreditation visit saw the campus poised for significant technology growth. SBVC has utilized Title V, Measure M and P Bond issue, Perkins, HSI-STEM grant, HACU/Walmart grant, instructional block grants, and SBVC and SBCCD funds to lay a solid foundation for leveraging technology across campus.

Technology is an integral part of the campus culture. Electronic forms of communication are heavily used. Hardware, software, and web resources are available across campus for

learning activities. Registration and many advising services are available on the campus website. All office and administrative functions are handled electronically. CMS and support for online instruction are all available and supported for both instructors and students. There are 24-hour help desk services for the entire campus.

E-mail and voicemail systems on campus are heavily used. Employees now use e-mail to distribute flyers and announcements across campus (8.7). Many forms and documents are also available electronically and plans are in place to move all of the SBCCD information systems into one cohesive system that allows for electronic approval and documentation. In 2010, student e-mail was moved to Google Mail after campus forums and surveys to students and faculty (8.8). The previous student e-mail system was underutilized and oversubscribed. Now students can keep their e-mail accounts indefinitely and the campus can maintain a lifelong connection to the students. In 2013, TESS began to implement Microsoft Office 365 cloud service. This will allow employees to access e-mail from the Web as if they were using Outlook on their desktop. It will also provide Sharepoint, Lync, and Skydrive services. Migration of e-mail accounts began in the summer of 2014 and will be completed in the fall of 2014.

Computer hardware is upgraded on a five-year rotation. Faculty, administrators, and staff have been issued a desktop or laptop computer to support their work and to promote effective communication with others on campus. Desktop computers are available to adjunct faculty in departmental and divisional workspaces. Employees in areas of food services, maintenance, grounds, custodial work, and childcare do not have personal computers assigned to them, but they do have access to computers when their job requires it. Campus computer labs and individual classroom computers are also upgraded every five years (8.9).

New campus buildings have been designed to maximize technology. As new buildings are designed, CTS works with campus master planners, including architects and technology consultants to design more advanced technology standards for classrooms in the future. This will ensure that buildings will have the infrastructure necessary to accommodate future instructional technology needs. Classrooms in all new buildings have been equipped with smart classroom technology, consisting of computers (or connections for computers), network connectivity, LCD projectors, document cameras, and DVD/VHS media players. Smart classrooms have also been installed in existing buildings. The recent renovation of the Business building featured six modern computer labs. Mobile technology resources are available in many departments. Several departments have rolling carts with laptop computers that can be utilized in learning activities. CTS also offers a mobile iPad lab that can be moved from classroom to classroom

Student applications for admission to college, campus orientation, and class registration have been moved online. Admission is completed using the California Community College online resource, CCCApply, which was implemented in 2009 (8.10). Student registration was moved from the Campus Central software platform to WebAdvisor in 2011 (8.11). WebAdvisor contains the SBVC College Catalog and the class schedule with real-time updates. The student enrollment, maintenance of student rosters, grades, and adding and dropping students are done electronically using WebAdvisor. In 2013, the campus deployed

a wait-list system to allow students a “place in line” up until the first day of class. Additionally, the wait list allows the college to capture students that may have been lost when a class is overenrolled and students did not show on the first day (8.12). Faculty can easily take students in a priority order from the wait list. Students are able to review their financial aid documents and view financial aid award letters on WebAdvisor. CTS and District TESS support administrative functions using WebAdvisor. SBVC uses SARS·TRAK, a student self-serve check-in/check-out system for measuring students’ use of SBVC’s face-to-face and online services including counseling, use of the Writing Lab, and tutoring(8.13).

In 2009, the campus hired Mind Over Media to develop and assist in deploying a new campus website. It was launched in 2010. The site has been a huge improvement for the entire campus community. The site won an award from Community College Public Relations Organization (CCCPRO) for the largest before-and-after marketing change in April of 2011 (8.14). Submissions for this award came from all California community colleges.

The campus actively uses a CMS to facilitate instruction both for on-campus classes as well as online courses. Blackboard, the chosen CMS at SBVC, is capable of synchronous and asynchronous support of learning (8.15). Blackboard is very useful in supporting DE initiatives. DE is available at SBVC in DE modalities including hybrid and ITV courses (8.16). Since the spring of 2007, it has been possible to obtain an associate’s degree through online and hybrid courses at SBVC. This is a considerable achievement, since the first online course was offered in 1996. At present, 160 online and hybrid courses are offered. Blackboard is hosted in the cloud by Blackboard itself and has a guaranteed uptime of 99.9 percent. Faculty and students also have the benefit of 24/7 technical support for all SBCCD systems, including Blackboard. In addition to Blackboard, DE students have online access to the writing lab, tutoring, and counseling. Library services to DE students include online full-text access to magazine articles, journal articles, and e-books that support SBVC’s curriculum. Students have 24/7 access to an academic librarian to assist with research needs using the Library’s Chat Reference service.

SBVC has a unique history in the development of online learning. As such, the “management structure” is also unique. There is no distinct director or dean of DE at SBVC. The SBCCD has an associate vice chancellor of TESS. That position provides the support for the infrastructure for online learning. That is, Internet connectivity, learning management systems, and software licenses are handled at the District level. Furthermore, the instructional technology support specialists, also District positions, provide extensive professional development and software support at both SBVC and CHC. There are two campus Blackboard network administrators at SBVC (the administrative and faculty co-chairs of the Online Program Committee) to assist with software-related issues and training (8.17). Management support at the campus level is in the office of the VPAS (8.18). Managerial oversight and clerical support services are provided through that office. The Technology Committee (8.3) and the Online Program Committee (8.19) both provide the collegial support for the management and staff. The faculty and administrative co-chairs of the Online Program Committee are key in communicating to the VPI and the Academic Senate, concerns and issues regarding online learning. And the coordinator of professional and organizational

development provides for extensive training opportunities for faculty interested in teaching online.

All members of the SBVC community have immediate access to help with technology challenges and problems. The SBCCD has centralized help-desk services, offered 24/7 and contracted through Blackboard, to support faculty, staff, and students with Blackboard, WebAdvisor, e-mail, and other technological needs (8.20). Access to online services has improved. WebAdvisor and e-mail logins now are now linked so students and employees do not have to remember multiple usernames and passwords. Plans are in place to unify logins of as many web services as possible. Information services for administrating SBVC are handled through Datatel, Educational Information Systems, and Financial 2000. These support the work of management and staff.

The campus uses technological means to assess campus climate, attitudes, effectiveness, and the use of services. The preferred method used to capture information is electronic survey; it is quick and responsive with more readily available analysis. Electronic surveys are also used for voting. As a result, SBVC has a rich survey environment where it uses the data for improvement. SNAP software has been used since the fall of 2008 for all manager evaluations, campus climate surveys, and other surveys as needed. Other software, like Nvivo, is used by the Research, Planning and Institutional Effectiveness Department in order to provide text analysis of qualitative information. eLumen, when fully implemented, will help to monitor, store, and more effectively communicate SLO assessments and improvement.

Students, staff, faculty, and administration benefit from the rich technology resources available across campus for learning. The mission of the college is enhanced and broadened by the resources available to the learning process and support for the SBVC community.

Financial Aid, Counseling, and Admissions and Records use Image Now software and high-speed scanners to capture and digitize student forms and records.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Decisions require assessment, planning, and evaluation of outcomes. Decisions are made in a variety of time frames. SBVC must not only plan for future needs, but it must also have structures in place to respond to more urgent needs or opportunities. Technology needs are integrated with the Strategic Plan, EMP and program review, and all other campus plans into a workable campuswide planning structure.

The Campus Technology Committee and the CTS Department work cooperatively to plan for long-term needs through the development of the Technology Strategic Plan (8.4, 8.5). This document provides guidance for the use of technology across campus on a three-year time frame. The development of this document requires current assessment of the state-of-the-college technology resources and developing principles and objectives that will guide the implementation process for three years. Urgent needs that arise from students, faculty, and staff are evaluated based on the guiding principles of this document.

The College Council approves each Technology Strategic Plan (8.1) developed for the three-year cycles. The Technology Strategic Plan includes the technology mission, vision, challenges and opportunities, goals and strategies, which are reviewed and updated with each successive plan. Each plan addresses the question of how well SBVC is meeting the technology needs of students, staff, faculty, and managers/administrators.

The 2013-2016 Technology Strategic Plan (8.3) notes that SBVC is facing challenges in funding, competition, changing demographics, escalating constituent expectations, underprepared students, and a growing demand for access to online educational services. The Technology Committee identified six goals for success that are aligned with the District Planning Imperatives and the Campus Strategic Plan.

Goal 1. Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.

Goal 2. Support the Online Program Committee's plans and goals.

Goal 3. Encourage partnerships and promote awareness with businesses, other organizations, and the surrounding community.

Goal 4. Collaborate with the District on projects that are beneficial to all.

Goal 5. Work cooperatively through the Office of Professional and Organizational Development to provide appropriate technology training.

Goal 6. Identify and meet accessibility standards set by Section 508.

Ongoing technology needs are assessed in a variety of ways to ensure that needs are met most efficiently. Faculty, staff, and students are surveyed. Technical support is available through a 24/7 help desk. Information gathered about user problems is very helpful in directing resources to focus needs. Follow-up surveys are conducted after all requests for assistance have been completed. Technology needs often arise from closely listening to users and their concerns and problems. SARS is used to collect data on student use in multiple departments around campus.

Self-Evaluation

SBVC institution meets the standard.

The campus climate surveys are conducted on a regular basis. These surveys are used to assess the perceptions of students, faculty, staff, and managers of CTS. The most recent surveys (2012-2013) show that 79 percent of students are satisfied with campus technology, 78 percent of classified staff and 87 percent of faculty feel they have the appropriate

technology to do their job, and 72 percent of managers feel that computers, media, and software on campus are sufficient for teaching and learning.

Identification of technology needs also arise from requests for technology from departments and services that are made through the program review needs assessment process. Programs can identify and request technology not addressed by the Technology Strategic Plan through program review (8.21). The Program Review Committee collects technology requests during the needs assessment process. Program review forwards these requests to the Campus Technology Committee for review. The Technology Committee is made up of representatives from across SBVC and SBCCD. The Technology Committee then prioritizes these requests based on information sent from the program review process integrated with the principles in the Technology Strategic Plan. The Campus Technology Committee approves and prioritizes requests on a case-by-case basis. Minutes of the meetings of the Technology Committee document the decisions made by the committee (8.22). The prioritized requests are forwarded to the president’s office and College Council for possible funding (8.23).

See Figure 27, the SBVC Planning Model, for a graphical representation of this process.

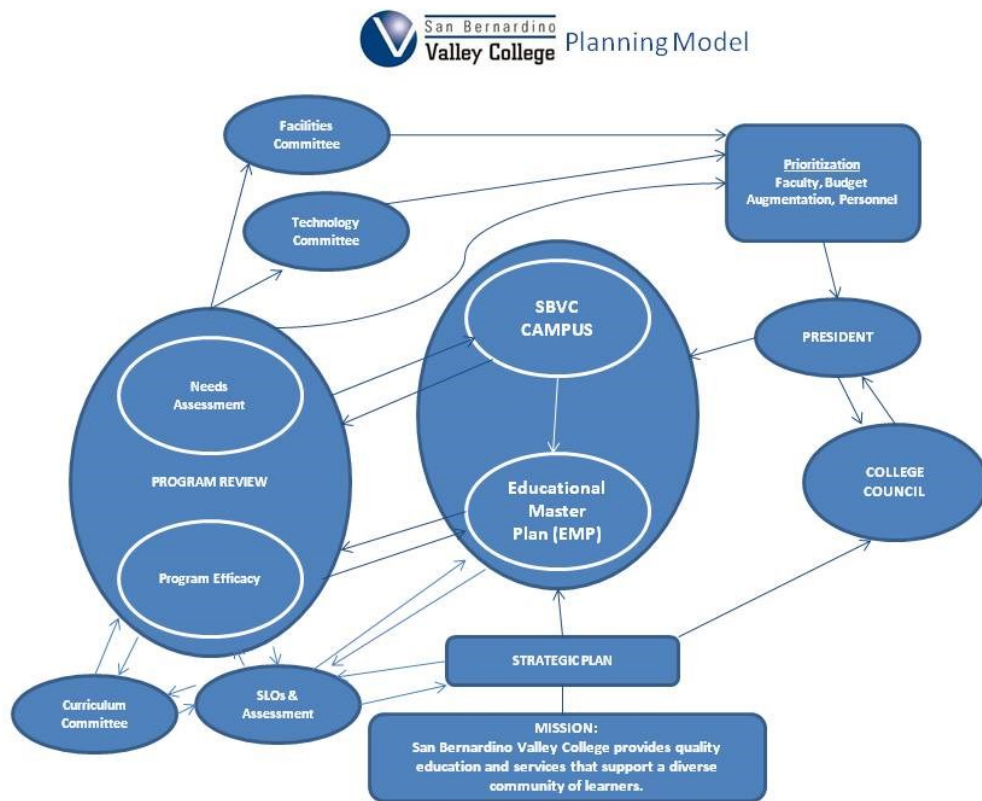


Figure 27. SBVC planning model.

Programs and members of the campus community are typically the best judge of technology needs to enhance their services. Committees or areas with specific and/or emerging

technology needs will work with CTS and the Technology Committee to evaluate available hardware and software for purchase. The ASLO Committee evaluated and recommended software for the storing and reporting of SLOs (8.23). Administrative and Student Services worked with CTS and the Technology Committee on the purchase of call center software and online student orientation software (8.24). The purchase requests were taken to College Council for approval. The Technology Committee chair and the Program Review Committee chair and members of the ad hoc Budget Committee sit on the College Council and have equal input into the purchase of technology to fulfill urgent and emerging needs (8.25).

CTS is subject to program review. The department completes a program efficacy study every three years and participates in the needs assessment process (8.26). The Campus Technology Committee established measureable objectives for the Technology Strategic Plan in fall 2013 to internally evaluate CTS and the Technology Committee's effectiveness in meeting SBVC's technology needs.

Attendance at various educational technology seminars, at times, results in the exposure of SBVC to new technological resources brought back by the attending faculty. The exposure to this type of state-of-the-art technology is made available through the Professional and Organizational Development Committee. It provides funding for conference attendance. This allows for faculty and staff to bring back ideas on how to improve technology and learning at SBVC.

Technology is funded throughout the campus through a variety of means. CTS has some discretionary budget. Departments have discretionary budget. The director of CTS manages the rotation budget from district with oversight provided by the associate vice-chancellor of TESS. Bond, categorical, and grant funds are leveraged as allowed.

Centralization of CTS has allowed SBVC to purchase hardware in larger quantities, thus lowering the price. The installation of copier/printers in major offices has lowered the cost of printing. In the past, there has been an issue with SBVC being able to support technologies purchased by grants and categorical programs. This has been addressed at SBVC and SBCCD by requiring all technology purchases to receive approval of the director of technology services. The acquisition of additional computers and/or software can be addressed by individual departments during the needs assessment portion of program review.

Decision making for technology standards and procedures takes place through collaboration between SBVC, district technology services, and the collegial consultation process. CTS and TESS (8.27) work together with SBVC and SBCCD technology committees to provide hardware and software to support campus facilities, services, and instruction.

Several levels of planning are aligned to ensure that the technology needs for SBVC's DE courses are met. At the District level, there is a Technology Strategic Plan (8.28). That plan includes the needs for "Distributed Education" at both SBVC and CHC. The DECC (8.29) has input into the District Technology Strategic Plan. The DECC is composed of representatives from the respective committees of the two colleges charged with oversight of

DE. Thus, the colleges are represented at the district level to ensure that the technology is in place for DE.

Since the decision for a Learning Management System is a SBCCD decision, SBVC is represented at the District DECC. The faculty co-chair and the administrative co-chair of the SBVC's Online Program Committee are standing members of the DECC. The technology solutions appropriate for SBVC's DE program have to be compatible with the solutions appropriate for CHC. The DECC is the place where the needs of both campuses are considered (8.29).

At SBVC, the Technology Committee and Online Program Committee are the voices for the technology needs for DE classes. As a part of this Technology Strategic Plan, the Online Program Committee aligns its Online Learning Plan (8.30) so that all the needs for DE courses, including the technology need, are addressed.

When a need is identified, the need is addressed at the appropriate level. The SBCCD oversees the contract for Blackboard services. The Technology Committee can commit monies for refreshing computers on campus that students use to take online courses. And the Online Program Committee can contribute to the program review process on behalf of individual divisions or departments.

Each of the plans mentioned above includes an element of evaluation. For example, the Online Learning Program annually evaluates the technology needs of online and hybrid classes (8.31). In addition, the regularly scheduled meetings of the Technology Committee, the Online Program Committee, and the District's DECC provide occasions to evaluate whether the programs are progressing smoothly or there are needs to be addressed (8.32). All SBVC and SBCCD collegial consultation committees have webpages dedicated for posting agendas, minutes, and documents for public, campus, and committee use.

Blackboard is the learning management system used by most of the DE classes, and it is used to supplement many traditional (face-to-face) courses. There are some departments that use discipline-specific software, such as the Real Estate Department, but the vast majority of online and hybrid classes use Blackboard as the learning management system. The licenses for Blackboard are funded at the District level. While SBCCD did provide and support the hardware for the Blackboard software, a decision was made to move this off-site and have the Blackboard Company handle the support and maintenance of SBVC's Blackboard resources. That means that the hardware as well as the software is the responsibility of Blackboard. As a part of that contract, Blackboard is guaranteed to be available 99.9 percent of the time. Prior to this arrangement, the Blackboard system was offline for unacceptable periods of time. There have been very limited downtime issues (8.33) since the contract with Blackboard was implemented. Blackboard creates redundancy in its servers and therefore has provisions for data recovery. The system is password protected to ensure privacy and security of both faculty and students. SBVC has an enormous commitment to online instruction. Almost 20 percent of FTES is generated in online courses (8.34). SBVC and SBCCD now have in place reliable, secure, and available resources to support DE at SBVC.

Actionable Improvement Plan

1. SBVC will move all of the District information systems into one cohesive system that allows for electronic approval and documentation.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

SBVC assesses the need for information technology training for students and personnel in a variety of ways. Technology changes are one trigger for new training. SBVC CTS and the Campus Technology Committee track the addition of new hardware and software being used on campus by students and personnel and significant software upgrades that would require additional training. The coordinator of professional and organizational development sits on the Technology Committee so that needs for training can be identified with the adoption of new equipment or software. Following are some specific examples of technology triggering training are (8.35):

- When the campus hired Mind Over Media to design and develop a new website in 2011-2012, multiple trainings were provided for administrators, faculty, and staff.
- The campus migrated from Campus Central to WebAdvisor for student registration and services in 2011. The campus provided training aides for students using sample registration screens and links to instructional video. The training aides sent via student e-mail and links to the training aides were on the campus website and in WebAdvisor. Similar materials and handouts were prepared when the campus migrated to Gmail for student e-mail accounts.
- Blackboard (and its upgrades) requires regular, ongoing training. This is offered via SBVC's Professional and Organizational Development program, and through SBCCD via online webinars and tutorials.

Other methods used to identify training needs are Twitter and Facebook comments, campus climate surveys, the professional development survey and analysis of help desk tickets.

At the conclusion of each professional development activity sponsored by the campus Professional and Organizational Development Office, there is an evaluation provided to each participant. These evaluations are collected and used to determine whether the activity met the needs of the participants. There is an open-ended question on these evaluations asking for ideas for future professional development activities (8.36). In addition, the Online Program Committee's Online Learning Plan (8.30) includes the responsibility to evaluate the effectiveness of all the training provided to faculty, staff, and students regarding the DE offerings of the campus.

Formal student technology training is provided through classes in the Computer Science Department and the Computer Information Technology Department, which offer classes that

range from keyboarding to programing (3.37). Faculty teaching DE courses often have the first meeting on campus to demonstrate the use of Blackboard. There is an orientation to online learning, "Learn to Learn Online," available via the campus website to teach students how to navigate Blackboard and to develop strategies to be successful online students (8.38). The Library offers a series of half-hour workshops open to anyone on a variety of topics, such as how to search the Internet, how to evaluate Internet sources, and advanced online searching. Alternatively, faculty can schedule training with faculty librarians for their entire class in a 32-seat classroom used for library instruction (8.38). The DSP&S office trains students on specialized software used in the DSP&S Computer Lab and on computers across campus (3.39).

Informally, students learn technology in the classroom and through interaction with staff on campus. Students' need for technology training is often assessed and brief instruction is given at the point of need. The Library Computer Lab is staffed by two library computer technicians who provide on-the-spot instruction for students using hardware, software, and the Internet in the Computer Lab as well as assisting students with photocopiers. Library faculty teach students how to access online resources. The help desk is available for students who are having difficulty with the campus registration system (8.20). The SSC provides workshops and tutoring on a variety of computer-based classes (8.40).

SBVC uses instructional handouts to inform students on technology. These materials are distributed at the Library and at the two information booths on campus. Information and instructions about new technology are provided on the website and via e-mail. Handouts have been available detailing where to find technical support, using the print stations, wireless printing, and using student e-mail (8.41).

Self-Evaluation

The institution meets the standard. Employees from across SBCCD can receive training on Microsoft Office Suite, Sitecore, Blackboard, Adobe, CurricUNET, Datatel, Financial 2000, SARS, and other SBCCD and SBVC programs. The CTS and Campus Technology Committee collaborate with professional development to sponsor a number of training sessions each semester for campus personnel. Training takes place in workshops during the course of the year or on days set aside for professional development, such as in-service days, flex days, and classified employee week. Following are specific examples of technology training (8.42):

- Sessions on Sitecore and Blackboard during the April 2012, September 2013, and April 2014 flex days
- Open CurricUNET Lab during the April 2012 and September 2013 flex days
- New faculty training program each semester
- Spring 2014 Classified Connections Week during the 2014 Spring Break

Employees are also served at the point of need via the help desk or one on one with CTS staff (8.20).

The quality and effectiveness of professional development training on campus is evaluated by surveys completed by attendees after workshops. Student and faculty surveys on library workshops and instructions are gathered and used to assess library SLOs. Questions on the campus climate surveys of students, staff, faculty, and administrators address technology training. In 2013, 70 percent of faculty agreed that campus technology support was adequate (8.43). CTS evaluate services, support, and training through program review processes.

There are three levels of support for training for faculty. The District Office of Distributed Education includes a technical support staff person. A part of that person's job description is to provide training and professional development for faculty at SBVC. In addition to the SBCCD support, SBVC has an Office of Professional and Organizational Development. That office provides training opportunities for staff, including licenses to Lynda.com and access to the archives of the @One project at the staff level (8.44). A relatively recent opportunity has come about by a regional professional development organization for DE serving the Inland Empire and Desert regions near Palm Springs.

For students, there is a "Learn to Learn Online" self-paced Blackboard shell available (8.37). In addition, the technical support person from SBCCD also provides on-campus training for students interested in the DE modality. For faculty, there is an "Online Teaching Prep" shell in Blackboard (8.45). And of course the Office of Professional and Organizational Development provides regular and frequent opportunities for training.

Actionable Improvement Plan

None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Since the last accreditation, significant progress has been made with CTS, which were previously decentralized. Divisions and departments had to fend for themselves to acquire necessary technologies. Administration and staff were dependent on a third-party District contractor for services. Technology needs were processed through program review, like other requests. Faculty and staff computers were typically supplied only when a senior administrator deemed that there were sufficient funds to purchase a new set of faculty computers. Since then, services, resources, purchasing, and equipment acquisition have been centralized with planning and upgrades as regular events.

Previously, the number of technology support staff were limited and dedicated to a single division that had demonstrated tech needs. The Science, Art, Business, and the Library and Learning Resources Departments each had their own technology support staff. The remainder of the campus was left to beg for support from these divisions or district personnel. District technology services (primarily a contracted vendor) supported the staff

but not the faculty. All support was localized to these few divisions. Acquisition of equipment was through program review and/or through departments that had control of departmental technology budgets to fund the purchases.

In 2010, CTS was created with the goal of centralizing the purchasing and support of technology resources for the whole campus (8.46). A director was hired and the technology support staff from divisions across the campus were moved to the new department, centralizing their services and making them available to the entire campus. One information technology (IT) member from the district and the two staff members from Audio Visual Services were reassigned to CTS. This created a department with one manager and seven staff members to support all of the technology on the SBVC campus. CTS systematically acquires, maintains, and upgrades infrastructure and equipment equitably for faculty, staff, and administrators. Additionally, CTS has oversight of all technology purchases.

Technology Services at SBCCD was also reorganized in 2010. This reorganization included the dissolution of a long-standing support contract with Sungard (previously Collegis). All of these changes came about after an evaluation of SBCCD's IT systems conducted by PlanNet (8.47). The TESS group was created (8.27). This provided a central group to review, prioritize, and collaborate on technology needs for SBCCD as a whole. The following groups were created: TESS Executive Committee, TESS Managers, TESS User Group, TESS Web Standards, TESS Technical, and TESS Administrative Apps. These groups work to develop the SBCCD technology plan, create policies, procedures, and facilitate interdistrict relations around technology.

In 2010, technology directors at SBCCD, SBVC, and CHC contracted with P2S Engineering to establish districtwide standards for technology infrastructure. These standards include building cabling, data closet specifications, data termination, and classroom technology (8.48). These standards are upgraded regularly in SBCCD consultation with the CHC and SBVC campuses through the TESS committees. CTS at SBVC implements these upgrades and maintains the standards throughout the campus.

In 2013, MCHS moved to its new campus across the street from SBVC. In the process, the high school vacated seven portable buildings. The campus purchased those portables and CTS moved into five of the portables in the late fall of 2013. This was the final step in creating a cohesive department. Previously, the staff in CTS were spread throughout the campus; this did not facilitate coordination and team building. Since moving into the new location, the director of CTS has seen a noticeable increase in technology staff interaction and problem solving.

The original campus website was developed without much thought about organization or design. The Technology Strategic Plan referenced this fact and goals were developed to hire a designer to develop and maintain the website. A Title V grant proposal was written with one of its goals focused on hiring a web developer. The grant was acquired, but the developer was never hired. After many discussions on campus, the decision was made to use those funds to hire a contractor to develop a complete new website. Mind Over Media won the contract and took SBVC through the complete design and development process.

Guidance through the process was coordinated by the campus director of marketing, the District web developer, and the campus director of CTS. The goal was to build a new website that was easy to navigate, and maintain and was updateable by the individual departments, staff and faculty on the campus. Training was conducted and the site went live with great fanfare and praise from the SBVC community. The website is now kept up to date by both the web developer at the district and all the various entities at the campus that have content on the website.

Student e-mail was moved to Gmail in 2011 (8.8). This was done after meetings with students, faculty, and staff. Moving the e-mail offsite provided several advantages.

- Savings from elimination of servers and their ongoing licensing and maintenance.
- More services to students.
- The ability for students to keep their e-mail addresses indefinitely.
- Finally the ability to use those e-mails to reach out to students long after they graduate.

Wifi network services were deployed on campus starting in 2005 as part of the Title V grant. Not long after the system was deployed, it was outdated and overwhelmed by traffic as students, faculty, and staff brought their own mobile devices to the campus. From 2011 to 2014, CTS used rotation and infrastructure funds to update the wifi system to the latest standards.

SBCCD's TESS has always managed the e-mail services for SBVC and SBCCD as a whole. In 2012, the opportunity came available to move to Office 365, which included e-mail hosting along with other value-added services. Through collegial consultation, discussions, and planning within SBCCD and SBVC CTS, the decision was made to move to Office 365 (8.49). This has been an ongoing process to move e-mail services to Microsoft servers and is slated to be complete in spring of 2015. Many of the same advantages that were realized by moving student e-mail to Gmail are expected to come to fruition by this move to Office365.

Self-Evaluation

The institution meets the standard. Starting with the fiscal year 2011-2012, SBCCD, in consultation with both SBVC and CHC, established a five-year pilot plan to provide an annual budget to facilitate for the rotational replacement of computers and instructional technology for classrooms. SBVC receives \$577,741 annually to replace a segment of the computers on campus and to upgrade and maintain instruction technology in the classrooms and offices. Since the establishment of the budget, all computers have been updated within the five-year rotation (8.9).

Also in 2011, SBVC, CHC, and SBCCD were facing dire budgetary constraints. Through SBVC and SBCCD discussions, the decision was made to centralize copier and printing support and services. A contract was entered into with Konica-Minolta to provide copiers for each department and printer maintenance and supplies. The contract is managed by the director of CTS. After the first year, CTS evaluated the cost versus benefit of paying Konica

Minolta for printer support and maintenance and the decision was made to not renew the printer contract. The copier contract remains in effect. Now all printer cartridges are purchased by CTS and departments are invoiced for the cartridges. Maintenance and replacement of printers is through the CTS budget. This has reduced toner waste and stock piling of supplies (8.50).

In the fiscal year 2012-2013 approximately \$1 million was dedicated to upgrading its aging network infrastructure to the latest switching gear from Extreme Networks. This allows for 10-gigabit connections between buildings. SBVC was the first community college in California to install a 10-gigabit Internet connection in 2012.

District Technology Services maintains and backs up the core infrastructure. This includes the student information system, e-mail, storage area networks, SARS, campus and district websites, firewalls, and data redundancy between storage at SBVC, SBCCD, and CHC locations. Backup uninterruptible power systems and generators are installed and maintained in each of the data centers.

Actionable Improvement Plan

None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The Campus Strategic Plan (8.51) and the Campus Technology Strategic Plan (8.5) take into consideration the needs of all programs and services throughout SBVC. Goals and objectives of the Campus Technology Strategic Plan are written with campus needs in mind. All systems have been designed with hardware and software security in mind. SSL security has been implemented on all student and employee information systems. Policies exist and are enforced for password requirements.

Distributed Education courses contribute a large portion of SBVC's curriculum. SBCCD as a whole takes DE very seriously. Blackboard is treated as a core system, with the appropriate storage and backup supplied by Blackboard.

The SBCCD Mission specifically addresses preparing students to work in a technological society.

The mission of the San Bernardino Community College District (SBCCD) is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world. (8.52)

The District Information Technology Plan 2010-2013 and the current District Technology Plan (8.28) aligns with the SBVC and SBCCD goals to support, develop, and maintain technology.

Self-Evaluation

The institution meets the standard. CTS participates in program review evaluation and needs assessment and has developed measureable SAOs. The TESS and CTS personnel and committees regularly evaluate current systems and take appropriate measures to deploy new or replace existing systems as needed.

Actionable Improvement Plan

None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

The Technology Committee is a collegial consultation committee responsible for creating and implementing the Technology Strategic Plan. The College Council is responsible for creating and managing the EMP and strategic planning (8.53). The Technology Committee chair sits on the College Council and ensures that technology is integrated into all SBVC campus planning and processes. The CTS works with the Technology Committee, which is composed of all constituent groups to develop the Technology Strategic Plan. There is a strong relationship between the Technology Strategic Plan to other key planning documents, processes, the SBVC mission, and the Strategic Plan. The SBVC Planning Model demonstrates that the Technology Committee directly connects to program review needs assessment processes and prioritization of campus technology needs. In 2013-2014 as the Strategic Plan was being developed, the Technology Committee worked with the Office of Research, Planning and Institutional Development to identify how the SBVC Technology Strategic Plan aligns with the Strategic Plan. The technology planning objectives were developed so that they aligned with both plans. The Technology Strategic Plan is approved by the College Council (8.54).

The CTS Department is evaluated by program review and has created SAOs and an EMP one-sheet summary. The TESS Committee participates in the SBCCD's program review processes (4.55). The Research Department recently developed one-page summaries for each program and department. Annually each program/department is provided data specific to its area. The program/department updates this document with area goals and statistics. This document is linked to the EMP and program review.

Self-Evaluation

The institution meets the standard. CTS and professional development assess their areas by collecting feedback on training sessions offered and solicit additional ideas for training. CTS tracks service requests, looking for commonalities that could be better addressed by group training. Technology services and the central help desk are included in the SBVC climate survey that is sent to students, faculty, staff, and administration. The Library Computer Lab uses a One-Minute Survey to solicit feedback from students. All survey results and feedback are reviewed by their departments; the data are used in program review and measurement of SLOs.

The director and staff of CTS evaluate existing computer systems and replace them as part of the rotation plan. Departments and personnel submit technology requests as part of their needs assessment process and those requests travel through the prioritization process laid out by the campus. The SBVC Technology Committee is always looking for new ways to improve technology on the campus and collaborating with the SBCCD TESS Committee to develop and evaluate a mobile app for the campus. Needs are met as funds become available.

Actionable Improvement Plan

1. SBVC will implement mobile application selected by SBCCD.

Evidence—Technology Resources

- 8.1 Strategic Initiatives
- 8.2 Technology Strategic Plan 2007-2010
- 8.3 Technology Committee
- 8.4 Technology Strategic Plan 2010-2013
- 8.5 Technology Strategic Plan 2013-2016
- 8.6 SBVC Planning Model
- 8.7 Representative Examples
- 8.8 Student E-mail
- 8.9 Five-Year Computer Upgrade Rotation
- 8.10 CCC Apply
- 8.11 WebAdvisor
- 8.12 Minutes from Academic Senate/Core Competency/Technology Committee Regarding Waitlist
- 8.13 Link to SARS Reservations
- 8.14 Copy of Award
- 8.15 Link to Blackboard
- 8.16 Link to Interactive Television
- 8.17 SBCCD Organization Chart
- 8.18 SBVC Organization Chart
- 8.19 Online Program Committee
- 8.20 SBCCD Technical Assistance Center Help Desk
- 8.21 Program Review
- 8.22 Technology Committee Minutes
- 8.23 Accreditation and Student Learning Outcomes Committee and Academic Senate Minutes
- 8.24 Minutes
- 8.25 Emerging and Emergency Needs Forms
- 8.26 Campus Technology Services Program Efficacy
- 8.27 Link to Technology and Educational Support Services
- 8.28 District Technology Strategic Plan
- 8.29 Distributed Education Coordinating Council
- 8.30 Online Learning Plan
- 8.31 Representative Samples—Online Learning Committee Evaluations
- 8.32 Representative Samples—Distributed Education Coordinating Council Evaluations
- 8.33 Representative Samples—Blackboard Downtime
- 8.34 Representative Samples—Distance Education Full-Time Equivalent Students
- 8.35 Representative Samples—Technology Training
- 8.36 Representative Samples—Professional Development Evaluations
- 8.37 Learn to Learn Online
- 8.38 Workshop Flyers/Orientation Requests
- 8.39 Disabled Students Programs and Services Training
- 8.40 Tutoring Flyer
- 8.41 Strategic Initiative and Benchmarks Report
- 8.42 Representative Samples Evidence—Collaborative Technology Training
- 8.43 Campus Climate Surveys

- 8.44 Links—Professional Development Online Training
- 8.45 Online Teaching Preparation
- 8.46 Campus Technology Services
- 8.47 PlanNet Study
- 8.48 Technology Standards
- 8.49 Minutes—Office 365
- 8.50 Representative Samples—Printer Savings
- 8.51 Strategic Plans
- 8.52 SBCCD Mission
- 8.53 AP2225
- 8.54 College Council Minutes
- 8.55 District Program Review

Standard III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

Summary

SBCCD's annual budget process begins with the release of the governor's preliminary budget in January of each year and follows a budget calendar approved by the SBCCD Board of Trustees. The budget is developed in accordance with Title 5, California Community Colleges Budget and Accounting Manual (BAM), the best practices of the Government Finance Office Association GFOA, and the fiscal policies set forth by the board. The SBCCD has received the GOFA Distinguished Budget Presentation Award for fiscal year 2011 and 2012 (9.1, 9.7).

SBVC receives unrestricted general funds via the SBCCD Resource Allocation Model RAM, which distributes funding to two colleges and central support programs. The 2013-2014 allocation model distributed funding at a 70:30 ratio to SBVC and CHC respectively, after an assessment was made to cover the expenses of programs that were considered districtwide, including Fiscal Services, Human Resources, Chancellor's Office, School Police, Central Computing services, and other programs including KVCR television and radio, and the Employment Development Training Center (EDTC). The SBVC Fiscal Year 2013-2014 Unrestricted General Fund budget totaled \$39,516,761 (9.2, 9.72).

SBCCD has been in financial decline in recent years due to the state budget cuts. This has severely impeded improvements across all programs. Accordingly, caps in FTES have declined, and expenses have been adjusted to match revenues, resulting in cuts in most areas. The board's adopted directives have guided the development of a strategic budget that carefully balances the need to provide access to educational resources for SBVC communities and provide academic excellence in SBVC classrooms. It has also preserved SBVC's commitment to faculty and staff (i.e., SBVC has not had any layoffs of full-time contract employees, furloughs, or other salary reductions due to deficit spending from a healthy fund balance). The board has set the fund balance minimum at 15 percent of general fund expenditures, while the state has a 5 percent minimum requirement. This strategy, along with selective hiring (priorities set at the college level but approval to fill determined at the Chancellor's Cabinet), reductions in subsidies to KVCR, and active management of past and future liability for Other Post-Employment Benefits OPEB, allows SBVC and SBCCD to weather the budget challenges of recent years (9.3, 9.4).

SBVC has built a substantial fund balance in addition to the SBCCD fund balance. This has allowed SBVC to deficit spend during recent years of state budget shortfall. While the

SBVC fund balance is a resource that has been relied upon to some extent, it is the conservative and prudent cost control measures that have mitigated SBVC's reliance on the same. These measures include collaboration with SBCCD via the Chancellor's Cabinet regarding selective filling of vacant positions and using these savings to maintain as much access as possible by minimizing cut sections, as well as holding where possible, supply and contract costs to previous the previous year's budget amount (9.2, 9.72).

The SBVC Budget Committee serves in an advisory capacity to the College Council in all aspects of budget development and management to protect the financial well-being of SBVC and to operate successfully within the budget. The Budget Committee makes data-driven recommendations that align resource allocations with resource planning, utilizing the college mission, institutional planning documents, and program review recommendations (9.5).

The Budget Committee serves in all three areas of the College Council's primary functions including planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. The Budget Committee reviews and makes recommendations for resolution of emerging budget issues and creates processes for better budget development and management. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions (9.6).

III.D.1. The institution's mission and goals are the foundation for financial planning.

Descriptive Summary

The SBVC developmental budget begins with the distribution of the annual developmental budget worksheets in March. The timeline for the developmental budget process is driven by the board-adopted budget calendar and ultimately state requirements. Internally, SBVC has its own method of creating the developmental budget to meet the deadlines (9.7, 9.8).

VPIs and division deans review SBVC's mission and goals as identified in the Strategic Plan, and incorporate them into the developmental budget. The following strategic initiatives of the plan are used by departments and divisions to guide preparation of the developmental budget:

1. Access
2. Student Success
3. Communication, Culture, and Campus Climate
4. Leadership and Professional Development
5. Effective Evaluation and Accountability
6. Facilities

Details and objectives to these goals can be found in the SBVC Strategic Plan, which was updated in 2013-2014, pending final approval (9.9).

The SBVC Planning Model integrates the campus mission, EMP, Strategic Plan, and associated goals with the program review process as a means of setting priorities for funding institutional improvements. Program review aligns with the campus mission by using the goals of the Strategic Plan each year to determine priorities for both ongoing funding (i.e., growth positions and budget augmentation, as well as one-time needs for equipment and technology or facilities improvements (9.9, 9.10, 9.11, 9.37).

The SBVC mission and Strategic Plan goals are the foundation for all funding decisions. In 2013-2014, the SBVC Budget Committee, which serves in an advisory capacity to the College Council, instituted a new process for funding urgent or emerging needs requests including a campus funding process flowchart and application forms, both of which include specific and mandatory ties to the SBVC mission and strategic planning goals.

Self-Evaluation

The institution meets the standard. Budget development is a task that increases management's workload during the months of March-April. As such, managers may lose sight of the big picture (i.e., the institution's mission and goals). The process can be improved during budget development by making the mission and goals more visible.

In recent years of budget decline, difficult decisions were made relative to cuts: when, where, how much. This occurred during budget development as well as planning for midyear cuts if they became necessary. The SBVC goals and Strategic Plan were considered when planning for diminishing revenue. Likewise, during this new period of potential growth, the mission and goals are considered and used to guide the planning for increased revenue. The six goals are not prioritized in any way; all are significant and important to the success of the institution, from "access" to "facilities." If any goal becomes significantly out of balance for too long in terms of funding and attention, SBVC suffers.

Actionable Improvement Plan

1. SBVC will print the mission and goals on financial planning documents so they are visible, up front and center. SBVC will include the mission and goals in the developmental budget instructions to management with direction to consider these as the budget is developed.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The Program Review Committee conducts needs assessment every fall to identify campus needs for growth in the areas of faculty, classified staff, budget, equipment technology, and

facilities. The needs assessment process is linked to the campus mission, EMP, Strategic Plan, and goals. All campus programs with a program efficacy status of “Continuation” may participate in needs assessment. Needs requests for faculty, classified staff, budget, and equipment are approved and prioritized by the Program Review Committee. Needs requests for technology and facilities are forwarded to the Technology Committee and FSC who utilize their own prioritization processes. Needs assessment prioritization lists are forwarded to the president.

The new multiyear budgeting process, which takes input from the SBVC Budget Committee, is also tied to the strategic goals of the campus. Annual and long-term budget requests are based on the evaluation of goals in program review. The Program Review Committee analyzes campus program and service needs and provides a prioritized list. Program efficacy review is also used as a factor in making budgeting decisions (9.69, 9.70, 9.71).

Campus plans (strategic, educational, enrollment management, student equity, professional development, SSSP, facilities, and technology) provide a framework for the SBVC campus financial planning process. The committees or departments that oversee these plans become the natural responsibility centers to monitor progress, manage the communication, and incorporate financial planning (9.9, 9.34, 9.37, 9.61, 9.73, 9.74, 9.75).

The College Council comprises representatives from all other committees on campus and provides an excellent forum for integrated planning among all constituencies, campus plans, and committees. The College Council is regularly apprised of budget and financial status of SBVC, especially prior to funding decisions (9.12).

Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community within the guidelines of campus planning documents. Budget Committee activities include training, promoting budget awareness, and maintaining the transparency of budget decisions.

The SBVC financial planning is integrated with district planning as well, as it is a prime component of the district financial picture. During budget development, and increasingly during multiyear planning, numerous meetings are held between the DBC, SBVC administration, SBCCD Fiscal Services, and the chancellor to establish short- and long-term goals for the SBVC and SBCCD, and the associated financial strategy (9.13).

Self-Evaluation

The institution meets the standard. Financial planning is integrated into institutional and district planning. Financial planning supports institutional planning by identifying funding for resources identified through program review needs assessment process and urgent and emerging needs funding process, both of which are linked to strategic planning.

The SBVC Planning Model visibly demonstrates how campus mission, planning documents, processes, and committees have interacted to support SBVC. The reemergence of the Budget Committee as an independent collegial consultation committee in 2013-2014 and the

development of the urgent and emerging needs funding process is not reflected in the SBVC Planning Model. In May 2014, the College Council decided to revise the SBVC Planning Model to more accurately reflect how campus funding processes are integrated with campus planning. The dean of research, planning and institutional effectiveness was charged with developing drafts for the SBVC Planning Model over the summer 2014 to be presented to College Council and collegial consultation groups for review and feedback in fall 2014.

Actionable Improvement Plan

1. SBVC will review and update the SBVC Planning Model.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The SBVC community in general, as well as institutional planners, receive regular updates and information regarding college financial health and planning. The president provides budget updates and information at each semester opening day address, and at other opportunities throughout the year, including open college forums. The budget forecast, including budget assumptions, is also presented at open meetings of the board (9.15, 9.16, 9.17).

The DBC reviews timely revenue forecasts and budget information each month, and uses this information to make realistic and meaningful budget recommendations to the chancellor. While this occurs throughout the year, there is focused effort during the budget development cycle to establish budget assumptions and goals, including FTES targets for the year (9.20).

The SBVC Budget Committee is updated monthly by the vice-president of administrative services VPAS and other members of the DBC (9.14). College Council is provided a monthly update of fund balance prior to hearing requests for funding and making recommendations of funding these requests from the fund balance. These committees have representation from all constituent groups, and the budget/financial information is disseminated further by these individuals (9.21).

The budget as well as monthly expenditure reports are presented at open meetings of the board and posted on the SBCCD website (9.22, 9.23, 9.24, 9.25).

The budget development worksheets are sent to the departments and divisions along with a budget memo that includes instructions and parameters that have been set by the DBC, the Chancellor's Office, as well as the SBVC Budget Committee and VPAS. These instructions and parameters take into consideration realistic financial resource information combined with SBCCD and SBVC goals for the year (9.8).

In 2009, the Chancellor's Cabinet approved the "Summary of Budget Allocation Model 2008-09," which clarified the methods used for 2008-2009 allocations to SBCCD operations and the colleges. This document represented the first written description of such allocations ever done in the District. It thus represented a major advance in transparency and communication for SBCCD and its colleges. The Cabinet made the decision to develop a model based on best practices that would meet current and future needs (9.26).

To address the issue, SBCCD convened a RAC. Beginning in October 2009, RAC members examined the characteristics of the existing allocation model in detail, considered best practices in the field and eight budget models from other multicampus districts, formulated guiding principles for the SBCCD model, and sought input from colleagues at the campuses.

Following rounds of review and feedback from the RAC and SBCCD community, the chancellor presented the revised model to the RAC on May 17, 2010. After making further revisions based upon feedback from the RAC and responses from the District community survey, the RAC then approved the model unanimously, as amended. The chancellor shared the adopted model with all SBCCD employees in June 2010.

The approved model has been used in determining allocations to the colleges for fiscal years 2010-2011, 2011-2012, 2012-2013, and 2013-2014. The model has been used each year to communicate budget scenarios (based upon the statewide budget condition) to SBVC. It was also incorporated into the SBCCD Strategic Plan. In accord with the guiding principles; it has been reviewed annually by the DBC representing all district constituents.

SBCCD engaged a third party, the CBT, to do a review of the internal RAM established in 2010. The purpose was to determine if there were inherent weaknesses in the model that had an adverse impact and if there were ways the model could be made better. Further, the scope of the engagement included a review of how the resources were being utilized at the colleges and to see if CBT might have recommendations to improve upon that (9.27, 9.28).

To that end the following questions were to be addressed:

- Is the allocation model reasonable or is there a disadvantage to one or the other college?
- Can the allocation model be adjusted to be fairer and what are the implications of doing so?
- Is the model causing the deficit spending?
- Are the colleges inefficient in spending?
- What operational changes might the colleges make to ensure a balanced budget?

The study resulted in a number of recommendations to the SBCCD and both colleges, which are documented along with responses from Chancellor's Cabinet and the DBC (9.27, 9.28, 9.29, 9.30).

Recommendations significant to SBVC include the following:

1. Look at combining some resources/services between both colleges.
2. Pay down OPEB vs. making annual payments to this liability.
3. Potentially allow greater growth at CHC without harming SBVC.
4. Develop multiyear budgeting.
5. Improve the Position Control System for accuracy, currency, and strong ties to the financial control system.
6. Reduce or eliminate assessments for KVCR TV-Radio.
7. More transparency and accountability for assessments.
8. Improve the efficiency at SBVC.

This information was presented in an open meeting of the board, at various campus committee meetings, e-mailed to the campus, and made available on the SBCCD website.

Self-Evaluation

The institution meets the standard. Institutional planning does reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The SBCCD and SBVC endeavor to ensure this, as evidenced by the development of a RAM in 2010, and revisiting this in 2014 with the CBT study, and wide involvement of SBCCD and SBVC committees. The DBC minutes and recommendations to the Chancellor's Cabinet indicate the intent to employ most recommendations.

Actionable Improvement Plan

1. SBVC and SBCCD will implement the recommendations of the DBC to the Chancellor's Cabinet.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary

SBVC considers long-range plans, including revenue, growth, expenditure, and fund balance forecasts when making short-term financial plans to ensure the fiscal stability of SBVC.

The College Council considers the budget forecast when making decisions to fund one-time needs and ongoing commitments. For example, the Budget Committee reviewed the budget forecast and "what-if" scenarios prior to making a recommendation to the College Council to spend \$1 million from the general fund balance for the fiscal year 2014 one-time needs requests of program review and to not recommend any ongoing commitments for the upcoming fiscal year. Likewise, the College Council was apprised of short- and long-term financial information prior to approving and recommending the expenditure to the president (9.31, 9.32).

Each year the SBCCD adopts a budget, which includes a list of outstanding obligations. Funds are set aside to cover the SBCCD's long-term liabilities and obligations, including debt service payments, insurance, and health benefits for both current staff and retirees. All liabilities and future obligations are reviewed by the external auditor for compliance with governmental accounting standards. When purchases or contracts are issued, they create the immediate liability. The purchase order or contract cannot be issued or encumbered unless cash funds are available to cover the liability. The fund is encumbered for the contract amount. When the purchase is complete, the payment is released.

The SBCCD maintains a healthy fund balance to help provide a safety net for future obligations. This fund balance is well in excess of the 5 percent minimum for the last eight years. These reserves have been established to help SBVC weather shortfalls in state funding. This has allowed stabilization of educational programs and services. A FMP was developed in 2008 and updated in 2012 to guide the allocation and timing of capital resources.

According to the CBT Report,

The district has a very solid reserve position, limited and manageable long term debt and a board of trustees committed to maintaining a stable operation as evidenced by the board action of March 2013 when the board directives for the 2013-14 budget were approved. This circumstance provides a wider range of options as the district considers how best to manage the operating results of the colleges, evaluate and underwrite any changes to the allocation model it deems necessary. (9.27, p. 14)

Beginning in the developmental budget for fiscal year 2014-2015, at the recommendation of the CBT, SBVC began multiyear forecasting. The DBC, Chancellor's Cabinet, and SBVC Budget Committee considered long-term priorities when developing recommendations regarding long-term retirement liability, subsidy to KVCR radio and television, and setting FTES targets with the long-range goal of increasing SBVC's state-funded FTES.

Long-range maintenance and scheduled maintenance and special repair (SMSR) plans to the state are updated annually, and will incorporate improved financial planning through a new long-range planning tool being developed this year with the Facilities Office at SBCCD (9.33).

Self-Evaluation

The institution meets the standard. SBVC does consider long-range financial priorities when establishing short-term financial plans to ensure both SBCCD and SBVC financial stability. The SBVC administration, in collaboration with SBCCD Fiscal Services and the chancellor, runs numerous "what if" scenarios by changing key variables that show how current budget decisions will play out in the long term relative to financial stability, fund balance, and ability to achieve institutional goals.

In developing the 2014-2015 budget plan, recommendations of the CBT and DBC were also considered and included in the planning, as these recommendations have considerable long-term ramifications on SBVC and the SBCCD as a whole (9.20, 9.29, 9.30).

Long-range planning for facilities has primarily been accomplished through the FMP as required by the bond Measures P and M. Most buildings have been online for some time now, and the remaining will enter service by the end of 2016. Accordingly, cost-loaded long-range maintenance and repair/replacement plans will need more attention, sophistication, and granularity in detail. This must be incorporated into the SBVC financial plan, as these costs can be significant (9.34, 9.35).

Educational and operational equipment replacement has been absent from long-term planning. It has been dealt with on a case-by-case basis in recent years of budget decline. SBVC is beginning to see the result, and while significant replacement was funded in 2013-2014 through processes described above, replacement must be included in long-range financial planning, even if it must be deferred in the year of replacement.

Actionable Improvement Plan

1. SBVC will develop the long-range SMSR planning tool and include it in the long-range financial plans for the College.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The College Council approved a planning model in spring 2008. The model is based on past practice and uses the mission statement as the foundation for the model followed by the Strategic Plan. The SBVC Planning Model traces decision making from the Strategic Plan to both needs assessment and program efficacy in program review. The planning model was updated in 2013-2014. A flowchart is used for planning purposes to illustrate how requests are funneled from program review to the College Council for review and potential funding. The Budget Committee reviews the college fund balance, budget, as well as revenue and expenditure forecasts, and makes recommendations for fund source and amounts. With available funds identified by the Budget Committee, one-time and ongoing funding for faculty, staffing, budget augmentation and equipment are reviewed in College Council, and funding recommendations are forwarded to the president for approval (9.10, 9.37).

Each spring the college follows a prescribed procedure for budget development. Budget worksheets are provided to each responsibility manager to allocate rollover funds based on area discussions and collaboration to address program needs. Once a budget is developed, budget recording occurs in two areas. First, it is recorded in the county system; and second, it is recorded in the Financial 2000 system, which can be accessed by designated staff. Board

policies and administrative procedures as well as the San Bernardino County Office of Education provide clear guidelines for processing of contracts, purchase requisitions, vendors, and so forth.



The state financial-planning guidelines, processes, and accounting are available on the chancellor's website. The institution follows the CCCCO BAM procedures for all transactions and recordings.

SBVC and SBCCD follow established board policies and administrative procedures on financial planning, budget development, and financial management. These procedures (6000 series) are published and available on the SBCCD website (9.38).

The processes are also made known and published in the annual budget book, including the budget calendar, budget process, budget assumptions, and influencing factors, such as revenue projections and inflation, regulatory and economic. This information is presented in open meetings of the board, and is also available on the SBCCD website. Other processes are developed within SBVC committees, published and disseminated through college forums, presentations, and via committee members reporting to their constituencies (9.39).

Mechanisms to participate include open meetings of the SBCCD Board of Trustees, DBC, SBVC Budget Committee, College Council, Program Review Committee, Classified Senate, Academic Senate, open college forums, President's Hour, and the many other open and participatory committees on the SBVC campus (9.40).

Self-Evaluation

The institution meets the standard. The 2013-2014 budget year began an increased effort to communicate budget information and improve budgetary shared decision making. A budget committee was reestablished after several years in hiatus.

In January 2013, the College Council agreed that the SBVC Budget Committee should be reestablished as a collegial consultation committee reporting to the College Council. Several years earlier, the committee was abandoned and the basic functions were ostensibly consolidated into the College Council. While some budgetary decisions were made in this body, this model was not optimum in terms of transparent financial planning and budgeting, opportunities for a broader group to participate in the financial planning of the college, and communication/ dissemination of information.

After consultation with the Academic and Classified Senates, the Budget Committee was approved by the College Council on February 27, 2013, and is operating according to its charge. The committee is moving through the District Assembly process for inclusion in the board policies and administrative procedures (9.5). The SBVC Planning Model will be updated to include the Budget Committee.

Encouragement and new emphasis is being placed on members to “share” the information gained in these meetings with their constituencies and to solicit feedback.

Actionable Improvement Plan

None.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Descriptive Summary

SBCCD has several measures in place to maintain the financial integrity of the SBVC. Both county and district software systems are in place to prevent the overexpenditure and encumbrance above the approved budget in the account series. Monthly negative balance reports are distributed to departments, programs, and divisions to help correct over expenditures within line-item budgets. Financial 2000 does not allow a purchase requisition be converted into a purchase order without the proper fund balance available to fund the request.

All changes to the budget, as in transfers between accounts, and budget adjustments, follow a designated approval process that ultimately includes review and recording by the Campus Business Office (CBO), and finally approval by Fiscal Services and the Board of Trustees. These changes are all open for review and scrutiny at the board meeting, and are available on the SBCCD website (9.42, 9.43, 9.44).

The software (Financial 2000) also requires that requests for expenditures must go through several approval layers before being processed, which results in payments to the service provider. Periodic audits occur by SBCCD and the county to make sure the proposed expenditure conforms to governmental accounting standards for both the accounting object and program-funding source.

SBCCD also provides the campus with timelines for fiscal operations, including when funds become available, when accounts must be spent, and what date is the last on which to incur expenses for the fiscal year to allow for an orderly closeout of accounts.

Funds are allocated as shown in the budget. Budget reductions in recent years have made it difficult to realistically achieve SBVC's goals. The budget assumptions and narrative in the published budget book describe these difficulties, the sacrifice, and the logic behind decisions for budget cuts.

The institutional budget is an accurate reflection of institutional spending. The SBVC budgeting process changed in 2013 in an effort to become more transparent, and interactive, with regular reporting to constituencies (9.41).

SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews any transactions for irregularities and provides his findings and recommendations for corrective action.

SBCCD annual independent audits reflect the appropriate allocation and use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. Findings are provided to SBVC and appropriate action is taken to correct the finding immediately. Measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices.

The audit findings are reported at the public meeting of the board. While these findings are posted on the SBCCD website, beginning in 2013-2014, the audit findings are reported to the Budget Committee and College Council for posting and dissemination to constituencies (9.45, 9.46, 9.47).

Self-Evaluation

The institution meets the standard. Budgeting and monitoring expenditures is a shared process with SBCCD. Expenditures are prioritized to ensure that they go directly to instruction, support programs, and services for students.

The internal control processes are highly scrutinized at multiple levels within the control structure of SBVC and SBCCD Fiscal Services, including ongoing oversight by the District internal auditor to ensure regulatory compliance and best practices. Any discrepancy or issues that get through the campus control and CBO, are brought to SBVC's attention and resolved in collaboration with Fiscal Services and the internal auditor. An external auditor reviews internal controls, management practices, and financial documents annually and reports to the Board. SBCCD responds in a timely manner to any audit exceptions or recommendations (9.45, 9.46, 9.47).

SBVC has a computer network drive dedicated to "campus forms and information," and it is updated regularly by the SBVC administrative assistants and secretaries. This drive is a consolidation of internal process and procedures including financial.

Actionable Improvement Plan

None.

III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

An external audit is conducted annually and reported to the board at an open meeting. The audit findings are posted on the SBCCD website, are communicated at the DBC, and beginning in 2013-2014, are communicated to the SBVC Budget Committee.

The external audit is conducted in the fall of each year, and submitted to the CCCCCO by December 31. The last audit findings were in fiscal year 2011. Management responded immediately to the findings with corrections and implemented the correction plan prior to preparation of the final audit report. The District had no audit findings in fiscal year 2012 or fiscal year 2013 (9.45, 9.46, 9.47).

Self-Evaluation

The institution meets the standard. Pages 62 and 63 of the 2012 audit report contain a review of the findings from fiscal year 2011 and report the status as "Implemented."

In previous years, the audit report may have been completed just prior to submission to the CCCCCO, following with a report to the SBCCD board in January. Beginning this year, the SBCCD internal auditor and vice chancellor of fiscal services have advanced the audit completion requirement to October, with the report to the SBCCD Board in November, and subsequent submission to the CCCCCO.

Actionable Improvement Plan

None.

III.D.2.c. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Budget and information about fiscal conditions is presented regularly at campuswide presentations, open forums, and in numerous committees represented by the constituencies. If an individual chooses not to attend any of these meetings, committees, or forums, much information is available on the SBCCD website including the annual budget, monthly expenditures, purchase orders, cash flow, budget presentations, and audit reports (9.15, 9.16, 9.17, 9.18, 9.19, 9.20, 9.21, 9.22., 9.23, 9.24, 9.44, 9.55).

The SBVC budget and funding process depends on this information. The Budget Committee charge includes

regular and timely dissemination of budget and financial information to the campus. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions.

Self-Evaluation

The institution meets the standard. SBVC is provided information about budget and the fiscal condition of both SBVC and SBCCD, and about recommendations for financial plans to be implemented. The information provided to the campus is sufficient in content and timing to develop and maintain a budget that will support institutional goals.

Campuswide constituencies are informed of college budget and finance information multiple times each year through opening day presentations and open campus forums facilitated by the president, and through reports from representatives of the DBC, Budget Committee, College Council, Academic Senate, and Classified Senate.

Actionable Improvement Plan

None.

III.D.2.d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Descriptive Summary

There is an annual assessment to the SBVC for debt repayment obligations. SBCCD and SBVC employ prudent debt management practices. In 2002, voters authorized the sale of general obligation bonds totaling \$190 million (Measure P), and in 2008 the voters again approved the sale of additional general obligation bonds in the amount of \$500 million for capital improvements to both colleges in the SBCCD. Attending to SBVC's debt service and management, in 2005 the SBCCD issued bonds to advance a refund of \$52 million in outstanding 2002 bonds. The net proceeds were used to purchase U.S. Government securities, which were deposited in an irrevocable trust with an escrow agent to provide for future debt service payments on 2002 Series A and B bonds.

Series A, B, and C of the Measure M authorization have been sold in the amount of \$258 million. SBCCD does not plan to issue any additional debt in fiscal year 2014 for construction; however, the SBCCD is keeping a watchful eye on the assessment value of property within SBCCD boundaries to determine the appropriate timing for additional bond sales in future years.

In a continuing effort to maintain solid debt management practices, in December 2012, the SBCCD adopted a resolution to refinance all of the outstanding 2002 Series C bonds, 2005 refunding bonds, and the 2008 Series A bonds to reduce the total debt service on those bonds. SBCCD receives no additional funds from the refinancing, and all of the benefits are given to the local taxpayers. The term of the bonds being refinanced will not be extended, thus the refinancing will not change the number of years the SBCCD's bonds will be outstanding. The Citizen's Oversight Committee, responsible for oversight of bond expenditures to ensure compliance with bond language and Prop 39 requirements, has reported annually to the board and community that all expenditures are in compliance and funds are used appropriately (9.48).

The SBCCD has offered three SERP since 2003. The plans all offered monetary incentives, and health insurance benefits ending when the individuals reach the age of 65. The debt for the monetary benefits of the first and second SERP has been retired, and the third will be retired in June of 2014. The medical benefits end as each individual reaches the age of 65 and will be retired in 2020. The SBCCD has assessed the colleges for these past liabilities and continues to assess for SBVC's future OPEB liability per annual required contribution (ARC) in accordance with Governmental Accounting Standards Board (GASB) Statement 45 (9.72).

Resources are allocated as per the SBCCD allocation model, which assesses the SBVC for these liabilities prior to the allocation of resources to ensure financial stability (9.2).

Processes are established to ensure that the integrity of purchase requests match the intended allocation. An example of this is the one-time special allocation to programs campuswide in the spring of 2014. The recommendation for funding was generated from the Budget Committee, and then the College Council developed and approved a process for program requests for the funding, allocation amounts, and approval process (9.59, 9.60, 9.61).

Student clubs have their expenses approved by club membership and by student leadership and SBVC staff to ensure that expenditures are consistent with the mission and the goals of the institution. Expenditures support student access to the institution and success in completion of educational requirements.

Both internal and external audits of the CBO, which handles the financial transactions of clubs and organizations, are performed annually. Managers or advisors are notified by the supervisor of CBO each year as to the status and funds of each club (9.45, 9.46, 9.47).

Grants, such as Title V, furnish an annual performance review (APR) to the federal government to remain in compliance with the objectives of the grant. All grants received by the institution are managed by an assigned grant manager and reviewed by the SBVC director of grants, for fiscal and performance accountability. Grant and other special fund expenditure requests are also reviewed by SBCCD Fiscal Services prior to approval of the expense.

Most fundraising activities are conducted or processed through the SBVC Foundation. The activities are approved by its foundation board working closely with the SBVC administration to ensure that activities are appropriate and in keeping with the missions of both the foundation and SBVC. The executive board (9.49) includes the president of the college (secretary) and the director of Fiscal Services (treasurer; 9.50).

Self-Evaluation

The institution meets the standard. External audits conform to governmental accounting standards; the audits demonstrate the financial integrity of the institution.

Actionable Improvement Plan

None.

III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary

SBVC's internal control systems are audited annually by the SBCCD external auditor. No exceptions have been noted in two consecutive years. The audit findings are reported to the

board each year, and posted on the SBCCD website. Any findings are immediately met with an acceptable solution that is implemented and reviewed at the next audit.

Financial management processes are reviewed after each audit to identify any areas where improvement can be implemented. The audits include financial statements, and discuss the financial management of SBVC in the area being audited. The reports make recommendations about internal controls that could strengthen and improve SBVC's financial processes and accountability. SBCCD offices also provide direction on improving the effectiveness of fiscal planning, implementation, and operation (9.45, 9.46, 9.47).

Additionally, the SBCCD offices and management of SBVC are members of various statewide committees and professional organizations and attend meetings to obtain information about areas of operation that may need to be addressed at the institutional level.

The SBCCD implemented Financial 2000, a financial program that gives managers easier access to financial data. This was in response to SBVC's request for a financial management tool that would provide a higher level of fiscal oversight.

In response to a need at SBVC for improved budgeting tools for planning, development, and management, SBVC, in collaboration with SBCCD Fiscal Services, is reviewing more advanced budgeting software for deployment and training prior to the fiscal year 2015-2016 budget development cycle.

Self-Evaluation

The institution meets the standard. SBVC and SBCCD have shown continued improvement in this area, and as indicated, are continuing to press forward for increased oversight and fiscal management capability.

Actionable Improvement Plan

1. SBVC and SBCCD will implement the recommendations of the DBC to the Chancellor's Cabinet.

III.D.3. The institution has policies and procedures to insure sound financial practices and financial stability.

III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

SBVC has fiscal policies and procedures to ensure sound financial practices and financial stability. BP/AP6200, Budget Preparation; BP/AP6250, Budget Management; BP/AP6300,

Fiscal Management; BP/AP6320, Investments; BP/AP6330, Purchasing; BP/AP6340, Contracts; and BP/AP6400, Audits, are maintained and employed by SBCCD Fiscal Services and tested for compliance annually by the outside auditor.

There have been no audit exceptions in the past two consecutive fiscal years. In fiscal year 2013-2014, SBVC and SBCCD are reviewing and modifying these board policies and administrative procedures Chapter 6 for improvement, update, and consistency with governmental budgeting and accounting standards and CCCCO guidelines (9.38).

SBVC has built a healthy fund balance in recent years and has relied on this to minimize the negative impact of the state budget crisis and diminishing revenues to the College. Recent ending balances: fiscal year 2010-2011, \$5.06 million; fiscal year 2011-2012, \$3.7 million; fiscal year 2012-2013, \$2.6 million.

The reserves indicated above were available for the fiscal emergency and resultant deficit spending of more than \$1 million annually. This was sufficient when used in combination with prudent fiscal control on spending and growth during this period (9.39).

The SBVC fiscal reserve equals its fund balance. As the CCCS appears to begin a period of growth again, the SBVC Budget Committee and College Council in accordance with SBVC procedure have released some of the fund balance for the one-time purchase of emerging and urgent needs as well as program review priorities. The projected fund balance at the end of fiscal year 2013-2014 is \$5.48 million (9.21).

In fiscal year 2013-2014, after a recommendation from the CBT, SBCCD, SBVC, and CHC began a biweekly fiscal meeting to review and discuss fiscal issues, budget, policy and administrative procedures, and all topics relative to the fiscal health of the colleges and SBCCD. The meeting is attended by the vice chancellor of fiscal services, director of fiscal services, and both college presidents and CBOs. The meeting also provides the opportunity to establish/ review long- and short-term goals, run “what-if” scenarios for multiple options and determine how to achieve these goals as a team.

SBCCD and SBVC are covered by the SWACC, which is a joint powers authority (JPA). It was formed for the purpose of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for liability and property damage claims against public agencies. In addition, it also provides a forum for discussion, study, development, and implementation of recommendations of mutual interest with other joint programs. The third-party administrator for SWACC is Keenan and Associates. The board of this co-op has determined that the amount of coverage for SBCCD is sufficient to meet the needs of each college.

The large financial emergencies and unforeseen occurrences are addressed by the SBCCD reserve. SBCCD has various risk-management programs covering property and liability impacts, workers compensation programs, and so forth, that provide coverage for any catastrophic event(s) impacting SBVC. SBCCD has several processes in place to provide appropriate risk-management strategies, including mandated cash reserves, additional reserve

balances, and spreading the risk by membership in SWACC. Membership costs for participating districts in the SWACC are determined on actuarial studies. Sufficient funds exist to cover significant incidents.

SWACC administers the SAFER program for excess property and liability insurance coverage. SAFER has numerous layers of excess protection for SBCCD. The SBCCD deductible for liability is \$50,000, and \$5,000 for property. The current premium for this coverage is \$456,000 annually, and is assessed from the colleges prior to their allocation (9.52).

Risk management is also improved through the efforts of the newly created office of Environmental Health and Safety, which provides training, safety and emergency plans, and hazard management (9.53).

SBCCD depends on the state apportionment for funding its budgets. Delays (deferrals) in the distribution of funds have required SBCCD to engage in annual short-term borrowing from the county treasury in the form of an interest-free tax revenue anticipation note (TRANS) or similar instrument. This has allowed SBCCD to make payroll and other expenses at the end of the fiscal year, while waiting for deferred revenues. In fiscal year 2013-2014, SBCCD will not need to borrow from the county treasury, and if state deferrals continue to reduce, this may not be necessary in the future. The board may approve interfund transfers/ borrowing if cash-flow issues arise.

Self-Evaluation

The institution meets the standard. Established policies and procedures, SBCCD and SBVC's effort to review and update these policies and procedures, and the outstanding audit findings are all testament to SBVC's sound fiscal standing and stability (9.55, 9.56, 9.57).

SBCCD and SBVC have sufficient financial reserves and strategies to maintain financial stability, as has been proven in the recent five years of state budget decline. Healthy financial reserves have allowed SBVC to deficit spend during this period. While the SBVC fund balance is a resource that has been relied upon to some extent, it is the conservative and prudent risk management and cost control measures that have mitigated SBVC's reliance on the same. These measures include collaboration with the SBCCD via the Chancellor's Cabinet regarding selective filling of vacant positions and using these savings to maintain as much access as possible by minimizing cut sections, as well as holding, where possible, supply and contract costs to previous budget amounts (9.58).

Actionable Improvement Plan

1. SBVC will complete a review of board policies and administrative procedures according to a designated cycle, in coordination with the District.

III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

SBCCD manages all institutional investments and capital assets. Foundations are organized as nonprofit organizations (separate 501c3), and constitute entities separate from the institution, with Foundation boards. The SBVC Foundation conducts business in alignment with its established bylaws. Changes to these bylaws through the years are in keeping with the mission of SBVC and the organization. The Foundation is staffed by full-time employees. Officers of the SBVC Foundation Board include a president, vice president, secretary, and treasurer. The SBVC president serves as the secretary and the SBCCD director of Fiscal Services serves as the treasurer. The treasurer provides direct financial support to the Foundation working with the staff, auditors, and investment firms on all financial matters (9.50, 9.51).

The SBCCD, CBO, and the appropriate department (Financial Aid, EOP&S, and CalWORKS) oversee and process payments on accounts. Because of the need for so many signatures through the approval path, an ongoing review of the request occurs through each level of approval. If spending is out of the category or beyond the budget for the area, the process is interrupted and corrected.

External funding agencies (federal, state, county, local) require SBVC to provide backup documentation for all payments. Federal regulations require that a certain number of students go through a verification process. An annual report, FISAP is provided to the federal government each September, and reports all the grants, loans, and work-study awards and payments. Financial Aid must also report, but it does so into a different system—the Common Origination and Disbursement system (COE) of the USDE. An audit is performed by the external auditors each July to ensure compliance. Training is provided by the California Student Aid Commission and the USDE, along with conferences, workshops, and webinars to help staff keep apprised of program requirement.

EOP&S provides bus passes, gas cards, parking permits, book vouchers, and book loans. They also provide school supplies to help students. This is funded by categorical funds. Students in the program are required to (a) have a BOG waiver (A/B), (b) be on full-time status, (c) be a first-generation college student, and (d) be in good standing. A program plan is submitted to the state of how funds will be spent. The department submits midyear and year-end reports to the state. These cover all financial transactions in the program. The audits of this department are performed by the external auditor.

SBVC supports special programs and reports to their respective external agencies, for example,

- The STAR program provides supplemental grant aid awards to students who receive Pell grants. Students provide documentation, which is reviewed by staff against

Datatel records. The federal government requires an annual progress report. Audits are performed at the district level. When payments are made, the information is approved at the department level, and submitted to Financial Aid and to the District for further processing.

- CalWORKS provides funding to people receiving welfare to help them obtain an education leading to self-sufficiency. This categorical funding is provided by the state. The student provides documentation of eligibility, verified by staff against the county welfare system. CalWORKS provides book vouchers, childcare, and transportation (bus pass and parking permits). The CCCCO performs an annual audit of the budget to ensure conformance to the program plan and state guidelines. This audit is also reviewed by the District's internal and external auditors and staff. Students are audited for attendance, class load, job verification (and performance) in order to receive continued CalWORKS services.

Annual audit reports are provided to the funding agencies. Electronic reports are also entered into the external funding agencies' electronic programs. These reports and data are audited both by the external agency as well as by external and internal auditors. The external agencies provide audit and compliance reports that ensure the institutional compliance with program and accounting regulations. There were no material findings in the last audit report presented to the Board by SBCCD's external auditor.



SBCCD provides workshops on the procedures for purchasing and contracting. The individual grant managers provide immediate management of the grants, SBVC's director of grant development provides the next level of oversight, followed by SBCCD Fiscal Services.

Self-Evaluation

The institution meets the standard. SBVC practices effective oversight of finances. The annual external audit, and continued procurement and ongoing maintenance of grants and entitlement funding from external agencies, including federal government programs are testament to this (9.45, 9.46, 9.47, 9.50).

Actionable Improvement Plan

None.

III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

III.D.3.d. The actual plan to determine Other Post-Employment Benefits is prepared as required by appropriate accounting standards.

Descriptive Summary

SBCCD has offered three SERP since 2003. The plans all offered monetary incentives and health insurance benefits ending when the individuals reach the age of 65. The debt for the monetary benefits of the first and second SERP has been retired, and the third will be retired in June of 2014. The medical benefits end as each individual reaches the age of 65.

SBCCD has assessed the colleges for these past liabilities, and continues to assess for SBVC's past and future OPEB liability per the College's ARC in accordance with GASB Statement 45. The assessment is part of the RAM, and the annual amount is assessed prior to the college allocation (9.72).

Self-Evaluation

The institution meets the standard. SBVC both plans for and allocates sufficient resources to cover short- and long-term liability for OPEB and other employee-related obligations.

Actionable Improvement Plan

None.

III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

SBVC annually assesses and allocates resources for the repayment of locally incurred debt. Debt is managed by SBCCD. Locally incurred debt includes the following:

1. TRAN short-term borrowing from the county treasury for cash-flow difficulty brought about by state payment deferrals,
2. SERP, and
3. OPEB (GASB Statement 45 requirements).

SBCCD borrowed from the county treasury in fiscal year 2012-2013 and paid the debt back the following fiscal year, when deferred payments from the state were received.

SBCCD has offered three SERP since 2003. The plans all offered monetary incentives, and health insurance benefits ending when the individuals reach the age of 65. The debt for the monetary benefits of the first and second SERP has been retired, and the third will be retired in June of 2014. The medical benefits end as each individual reaches the age of 65.

SBCCD continues to assess for SBVC's past and future OPEB liability per the ARC in accordance with GASB Statement 45. The ARC is \$666,319, and the SBCCD deposit into the OPEB reserve/trust in fiscal year 2012-2013 was \$750,000. This represented 1.15 percent of the \$65,124,168 unrestricted expenditure and is not an adverse impact on the SBCCD or SBVC financial stability (9.72).

Self-Evaluation

The institution meets the standard. There is no debt concerning the TRAN, and the SERP is well managed to soon eliminate the liability.

There is a recommendation moving forward for the District, in fiscal year 2013-2014, to deposit \$7,482,000 into the OPEB trust account, bringing SBCCD current for past OPEB liabilities. The SBVC portion equates to \$5,177,613 and will be drawn from the college fund balance. While this will reduce the fund balance, it will pay down the liability and more accurately reflect the college financial condition: stable without an inflated balance.

The District has performed outstandingly in managing all locally incurred debt and meets this goal.

Actionable Improvement Plan

None.

III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Descriptive Summary

SBVC participates in state and federal financial aid programs, and monitors student loan default rates. The College participates in the state Cal Grant and BOG waiver, in addition to federal grant programs including the Pell grant, Federal Work-Study program, and the Supplemental Educational Opportunity Grant (SEOG).

SBVC participates in private Sallie Mae student loans by providing information to the prospective lenders regarding the student's attendance and course load, and "total cost of attendance," certifying the maximum loan amount for the student. SBVC does not monitor the default rate of these loans, as they are private and the applicants must have a credit check and/or co-signer for the loan. The funds, however, are dispersed to the students through the institutional Financial Aid Office and CBO for security and accountability.

SBVC administered the now sunset federal FFEL program. SBCCD had a combined default rate of 24.77 percent in 2010, and 21.3 percent in 2009. SBVC's default rate for this program was 24 percent for the last cohort year 2009-2010, just below the federal guideline of 25 percent.

SBVC currently administers the federal Perkins loan program. While the College Financial Aid Office processes the applications, the program is administered by Fiscal Services and managed by Affiliated Computer Services Inc. (ACS), a contracted loan servicing company. ACS services the loans, monitors defaults, and sends defaults to collections and to the CCCCCO's Tax Offset Program, which garnishes state tax returns, for potential collection.

Funds have not been added to the program in recent years, so the fund balance available for loans has been diminishing. Federal guidelines for maximum default in a three-year aggregate is 50 percent. The SBVC default rate for this loan program follows: 2013, 27.27 percent; 2012, 40.91 percent; 2011, 56.25 percent (9.62).

Self-Evaluation

The institution meets the standard. The loan program is being administered pursuant to federal requirements, and the default rates are being monitored and individual cases reported for potential capture of some of the lost funds. The current balance available in this diminishing fund is approximately \$19,000. The defaults have no effect on the stability of college finances.

Actionable Improvement Plan

None.

III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

SBVC has agreements that are processed through the SBCCD Fiscal Services Business Office and submitted to the board for approval. These agreements allow SBVC to provide services to students and to help with the institutional mission and goals. BP/AP6340 governs this process.

Each manager who initiates a contract is responsible for the oversight and performance of the contract. Termination clauses in the agreements can be invoked when a contract is not meeting the scope and standards of the agreement. The office of the vice chancellor of fiscal services provides oversight in the contracting process with the campus. Guidelines and timelines are established and distributed yearly to SBVC.

Architectural, program-management, and construction-management contracts/ services are contracted by SBCCD, and managed by SBCCD's Facilities and Planning Department in coordination with SBVC. These services provide institutional support with ongoing maintenance, new-construction, and reconstruction projects. These projects are outlined in the FMP and the five-year Scheduled Maintenance Plan. Any material changes in the plan, such as projects added to the Measure M bond project list, are in collaboration with SBVC. The Measure M program management procedures, developed in collaboration with SBVC, and updated in 2013, govern internal controls for contracting, invoicing, payments, contract changes/amendments, and so forth. All internal contracting procedures are governed by and fit within the legal parameters of the California Public Contract Code. Bond-related contract issues are resolved in coordination and consult with SBCCD bond and/or construction attorneys. The bond program controls and processes, including financial, are included in the program implementation plan, reviewed and updated annually (9.63).

SBVC uses vendors to provide outside services by contract, such as maintenance agreements with companies that help maintain the plant operations of the institution, including service of boilers, alarms, elevator, fire extinguishers; rodent/pest control, tree trimming, water treatment of water towers, supply of parts, parking lot cleaning, and water purification for science labs. There are also contracts for services that enhance campus operations and/or classroom environments: security (e.g., Brinks Security), maintenance of copy machines and mailing machines, and hazardous waste removal (9.64).

In the Athletics Department, there are numerous annual contracts, which include transportation, game management, and equipment repairs. SBVC also contracts with local K-12 institutions, which provide services to high school students who are dual-enrolled in both their high school and SBVC. There is also an agreement with the SBCS, allowing students in the academy classes to receive credits and certification of program completion.

Self-Evaluation

The institution meets the standard. There are numerous (nonpublic works) contracts, both annual and one-time, to support the college educational programs and operations. These contracts total over \$500,000 of the unrestricted general fund in fiscal year 2014-2015, and are all effectively governed by California Public Contract Code, and BP/AP6340. SBCCD Business Services provides oversight to all College and District contracts to ensure legal compliance, and has a process to submit contracts for review. The President's Cabinet and Chancellor's Cabinet also review all contracts to ensure and maintain the integrity of the institution prior to Board of Trustees' review and approval (9.38, 9.65, 9.66, 9.67).

Actionable Improvement Plan

None.

III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

SBVC has an external auditor contracted by SBCCD Fiscal Services. Audits are conducted annually. SBVC has no audit exceptions since FY 2011. SBCCD immediately resolved and implemented new procedures from those audit exceptions, as indicated in the following year's audit report:

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

Summary Schedule of Prior Audit Findings

Year Ended June 30, 2012

FINDING

Condition and Criteria: The California Code of Regulations (CCR) Title 5, Sections 58003.1, 58004, 58005, and 58051 mandate that each district shall claim for apportionment purposes only the attendance of students actively enrolled in a course section as of the census date (if census procedures are used to record attendance on the course section). During the audit we reviewed documentation supporting FTES claimed for 60 class sections. We noted that 4 students listed as either no-shows or inactives were dropped by the certificated faculty on the date of census, rather than the day immediately preceding the census date. The inclusion of these inactive students on the 320 report appears to have overstated FTES.

Effect: The District over-reported students served and apportionment may be affected.

Cause: Procedures are not being followed to drop students on the day immediately preceding the census date.

RECOMMENDATION

We recommend that the District strengthen its control process to help ensure that the number of FTES per the 320 report is accurate and complete. Additionally, the District should strengthen controls to ensure that inactive students were properly excluded from the final census count.

CURRENT STATUS

Implemented

FINDING

Condition and Criteria: The California Code of Regulations, Title 5, Section 58003.1 requires each district to base the computation of attendance for full-time equivalent students (FTES) on the “class hour” (also referred to as contact hours). It was noted during our testing of 20 daily and weekly courses that 12 courses used the incorrect contact hour in the calculation of FTES. In 12 of 20 courses sampled the net impact to FTES was an understatement of 3.84.

Effect: The District underreported students served and apportionment may be affected.

Cause: The incorrect contact hour was used in the calculation of FTES.

RECOMMENDATION

We recommend that the District perform an in depth analysis of the impact on FTES from the correction in the contact hours and develop a control to ensure that the future discrepancies do not occur.

CURRENT STATUS

Implemented.

Self-Evaluation

The institution meets the standard. The College’s financial management practices are continually monitored by Fiscal Services and the internal auditor to maintain compliance. Internal processes are reviewed ongoing, and changes are made to resolve issues that arise. One example is a change in the budget transfer process fiscal year 2013-2014. SBVC developed a hybrid electronic form and procedure midyear, collaborated with Fiscal Services and CHC to ensure consistency and approval districtwide, and then implemented the change (9.45, 9.46, 9.47).

Actionable Improvement Plan

None.

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.

Descriptive Summary

SBVC integrates resource and institutional planning through a process that is illustrated on the SBVC Needs Funding Process document. It is accomplished through the committees, Program Review, FSC, Technology, Budget, and the College Council, with communications and interaction between these committees and other entities of the SBVC College community according to the Needs Funding Process flow and the College communications chart (9.10, 9.11, 9.37).

SBVC establishes funding priorities among competing needs through program review, which is integrated into the SBVC Planning Model. Priority is given to safety first, followed by items that would impart significant negative impact to the program or facility if not funded. Items for growth and improvement are discussed within the committees for merit, followed by a vote among the members for priority. Membership represents a cross-section of the campus community constituencies. Decisions are attendant aligned with the college mission and strategic planning goals (9.69, 9.70).

A review of meeting minutes from the committees involved reveals how decisions are reached, priorities established, and funding is recommended and executed based on program review and the service needs of the College (9.31, 9.40, 9.71).

In recent budget years, a significant portion of program and service needs have not been met due to severe constraints on expenditures in all areas. A review of faculty and classified priority hires, as well as equipment and non-bond-funded capital improvement priorities reveals minimum expenditures in order for SBVC and SBCCD to weather the reduced revenues and increasing state deferrals.

Given the hiatus in spending, healthy fund balance, and the apparent growth the state is experiencing, in fiscal year 2013-2014 the SBVC Budget Committee and College Council are beginning to fill these past-due requests. As of this writing, approximately \$1.6 million has been released toward one-time program review and/or urgent and emerging needs requests for funding. Future revenue growth is still uncertain, along with collective bargaining proceedings underway, so there is caution/constraint on the approval of ongoing financial commitments to the general fund at this time. Priorities however, are identified and in place. SBVC continues the effort to fill vacancies (9.21, 9.31, 9.69, 9.70, 9.71).

Self-Evaluation

The institution meets the standard. While program and service needs have not been effectively met due to the state budget, the institution has assessed and successfully implemented prudent and effective use of financial resources and continues to do so.

Actionable Improvement Plan

None.



Evidence—Financial Resources

- 9.1 Government Finance Officers Association Award
- 9.2 Allocation Model 2013-2014 Final Budget Book
- 9.3 Board Directives 2013-2014
- 9.4 Board Directives for the 2014-2015 Budget
- 9.5 SBVC Budget Committee Request for District Assembly Approval August 29, 2013
- 9.6 Budget Committee Charge and Membership March 12, 2014
- 9.7 Budget Calendar
- 9.8 Developmental Budget Instruction Memo Revised March 4, 2014
- 9.9 Strategic Plan April 17, 2014 Draft
- 9.10 Campus Needs Funding Process—College Council Revised December 11, 2013
- 9.11 College Council Minutes December 11, 2013, Needs Funding Process Approval
- 9.12 AP2225
- 9.13 District Budget Committee
- 9.14 District Budget Committee Membership
- 9.15 Fiscal Year 2014 Final Budget Board Presentation—Final September 6, 2013
- 9.16 Open Forum March 25, 2014 Final
- 9.17 Opening Day spring President’s Address 2014 Final
- 9.18 Chancellor’s Chat Sample with Budget Information
- 9.19 Sample E-mail Distribution with Budget Information
- 9.20 District Budget Committee Minutes May 5, 2008
- 9.21 Representative Samples—Fund Balance Report
- 9.22 Board of Trustees Meeting Minutes May 8, 2014
- 9.23 General Fund Cash-Flow Analysis
- 9.24 Quarterly Investment and Deposit Report
- 9.25 Representative Minutes—Board of Trustees
- 9.26 Resource Allocation Model Guiding Principles from 2010 Development
- 9.27 College Brain Trust—SBCCD Resource Allocation and Utilization Review
- 9.28 College Brain Trust—SBCCD PowerPoint February 13, 2014
- 9.29 District Budget Committee March 6, 2014 Minutes
- 9.30 District Budget Committee Response to the College Brain Trust Recommendations
- 9.31 SBVC Budget Committee Minutes March 26, 2014
- 9.32 College Council Minutes April 3, 2014
- 9.33 Scheduled Maintenance Plan
- 9.34 Facilities Master Plan
- 9.35 Measure M Prioritization 2013
- 9.36 Request for Funding Form
- 9.37 SBVC Planning Model
- 9.38 Board Policies and Administrative Procedures Chapter 6
- 9.39 2013-2014 Final Budget Book
- 9.40 Representative Minutes—Campus Committees
- 9.41 SBVC Budget Committee Minutes Sample 2013-2014
- 9.42 Budget Transfer Approval Sample
- 9.43 Budget Adjustment Sample
- 9.44 Representative Samples—Budget Adjustment
- 9.45 2012-2013 Audit Report—SBCCD

- 9.46 2011-2012 Independent Audit Report
- 9.47 SBCCD Audit Report 2011
- 9.48 2012-2013 Citizens Bond Oversight Committee Annual Report
- 9.49 SBVC Foundation Executive Board
- 9.50 SBVC Foundation Audit Report
- 9.51 SBVC Foundation Website
- 9.52 Statewide Association of Community Colleges Insurance Program and Coverage Threshold
- 9.53 Environmental Health and Safety
- 9.54 Office of Emergency Preparedness
- 9.55 Minutes of District Assembly May 6, 2014
- 9.56 Representative Minutes Reflecting Need for Update of Policy
- 9.57 Minutes of Chancellor's Cabinet April 30, 2014
- 9.58 Chancellor's Letter to Board of Trustees Regarding 2013-2014 Budget
- 9.59 One-Time Special Funding Allocation Chart 2014
- 9.60 Funding Request Form for Special One-Time Allocation spring 2014
- 9.61 Enrollment Plan
- 9.62 Student Default Rates, Perkins Loan Program
- 9.63 November 14, 2013 Measure M Program Implementation Plan
- 9.64 Elevator Service Agreement Sample
- 9.65 Contract Cover Sheet Online Submittal
- 9.66 Contracts Process for Submission Handbook
- 9.67 Board of Trustees Agenda Item Approval of Routine Contracts Sample
- 9.68 Board of Trustees Meeting May 8, 2014—Approval of Contract Sample
- 9.69 Program Review Needs Prioritized December 2013
- 9.70 Program Review Needs College Council Approved April 16, 2014
- 9.71 College Council April 16, 2014 Minutes Review and Approval of Review Needs
- 9.72 ACCJC Annual Fiscal Report—SBVC
- 9.73 Educational Master Plan 2010
- 9.74 SBVC Campus Technology Strategic Plan 2013-2016
- 9.75 Professional Development Plan



STANDARD IV

Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A. Decision-Making Process

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Summary

SBVC established the College Council as the united voice of campus constituencies in 2003 as a part of the recognition of collegial consultation stated in California Education Code Title 5. The SBCCD's BP2225 and AP2225 (also known as Collegial Consultation) describe the details of these functions. The composition of the Council includes leaders from the different standing committees; the college president; VPI, VPSS, VPAS; the director of research, planning, and institutional effectiveness; the Academic Senate president; the Classified Senate president; the ASG president/designee; and the CSEA president. The specific campus constituencies/collegial consultation committees represented by the College Council include the ASLO Committee, Curriculum Committee, Enrollment Management and Student Equity Committee, FSC, SSSP Committee (formerly Matriculation), Program Review Committee, Professional Development Committee, and the Technology Committee (10.1).

The main functions of the College Council include participation in the development and approval of SBVC's Strategic Plan, which provides a common communication venue for all college entities and a centralized location for issues or project allocation. The meeting details, such as agenda, dates, and times of the College Council, can be found on SBVC's website under "Campus Committees" (10.2), providing transparent access for all. SBVC continuously collects quantitative and qualitative data including gathering committee feedback and using campuswide surveys. This allows all constituents of the campus community an opportunity to contribute to the development and evaluation of campus resources. The primary function of the data collected is to establish a system for continual improvement of service delivery, facilities management, and customer service that aligns with the campus mission and values. The Academic Senate organizes a two-year cycle for its faculty to serve on a standing committee. Information about committees is provided to all new faculty during new employee orientation through Professional and Organizational Development Program activities. Classified staff can request committee service through the CSEA president and Classified Senate president, the designated committee chair, or through their supervisors, according to the Classified Senate Delineation of Duties statement (10.3). There is a select group of classified employees whose job responsibilities include committee assignments pertaining to their job duties, and they do not serve on additional committees. Managers may request service on particular committees, but in some cases their job duties specify the committees upon which they will serve, in accordance with AP2225. Committee lists are available on the campus website under "Campus Committees" (10.4).

Decision making is intended to be a collective process where ideas and information are funneled from different campus committees to the College Council, the chancellor, and the board for discussion and final approval. Managers frequently attend Academic Senate meetings to listen to ideas and concerns voiced by faculty. AB1725 (10.5) requires the BOG

to develop policies and procedures concerning the Academic Senate, and standards regarding the role of students in governance. These policies and procedures are found in BP2225 (10.6) and AP2225 (10.1)

As of 2012, the membership of the SBCCD Board of Trustees changed. SBCCD welcomed four newly elected and appointed members, and SBVC continues to seek collegial consultation opportunities with the Board of Trustees (10.7).

The mission statement of the college is, “San Bernardino Valley College provides quality education and services that support a diverse community of learners.” This statement was formally adopted in 2007. SBVC’s tenets describe its philosophy and values including, but not limited to, the promotion of self-expression, creativity, critical thinking, and communication skills; commitment to lifelong learning practices; data-driven decision-making processes with the best interests of the students and community in mind; college organization that must openly engage in sharing ideas and suggestions to develop innovative ways to improve its programs and services; provide relevant and challenging curriculum to its students; and hold itself and its students to the highest ethical and intellectual standards. The mission statement, the vision statement, and SBVC’s educational philosophy statements are published in the College Catalog and on the website under “Mission and Values” (10.8).

The EMP, developed by a team of faculty, classified staff, managers and a student representative, was designed to “incorporate emerging educational trends and the evolving needs of the students and communities we serve” (10.11)

Each year, faculty and staff are updated with demographic and student success data, which become part of the College’s five-year EMP (10.12). The nature of an EMP is to provide an outline or direction for SBVC, but it is not designed to be a rigid script with little deviation. Rather, the reviews and updates each year will incorporate input from faculty and staff based on economic realities, preparedness of students, and assessment of academic progress (10.11).

SBVC Strategic Plan 2008-2013 and the draft SBVC Strategic Plan 2014-2019 (10.13) strategic initiatives (10.14) contain target goals, specific activities to measure and achieve goals, and assigned responsibility areas.

The EMP (10.11) and the Strategic Plans (10.13) are available on the president’s website under “Campus Planning Documents” and on the Office of Research, Planning and Institutional Effectiveness website. These plans were developed collegially. The EMP is updated annually to incorporate input from faculty and staff based on economic realities, preparedness of students, and assessment of progress on planning goals. Progress on the Strategic Plan was regularly reviewed to evaluate progress on the strategic initiatives (10.14). During the development process, drafts of the plans were sent to all campus constituents. The EMP and the Strategic Plan are reviewed in the College Council and other collegial consultation groups. Progress reports on planning goals are compiled every year, posted on the websites, and distributed throughout the campus.

Scorecard performance data can be accessed from the SBVC website. Scorecard reports, and Scorecard predecessor (the ARCC report), are developed collegially between Academic Senate and the Office of Research, Planning and Institutional Effectiveness. Student success data are contained in the EMP and used during program review processes. College-specific data are readily available on the Office of Research, Planning and Institutional Effectiveness website (10.15).

For regular programmatic assessment on campus, the Program Review Committee, under the authority of the Academic Senate, examines and evaluates the resource needs and effectiveness of all instructional and service areas on a four-year cycle (10.16). The program review process is conducted by authorization of the SBVC Academic Senate, and according to the guidelines from the SBCCD administrative procedures (10.1). Through the needs assessment process, programs can demonstrate their basis for planning, request funding or further financial assistance, consolidate resources, and allow the institution to reexamine programmatic needs based on data collected. The Program Review Committee membership comprises the VPI, VPSS, VPAS, or their designees, six managers, 17 faculty members, eight classified staff members, and two students.

Program efficacy self-studies are available on the “Program Review” webpage of the SBVC website (10.16).

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

SBVC has a long history of empowering faculty and staff to be actively involved in making recommendations to senior administration and participating in shared decision making. Regardless of the changes in leadership, open lines of communication have been maintained between the leadership of Academic and Classified Senates and the president’s office.

The SBVC communication flowchart (10.24) is a visual representation of a campus that fosters an environment of collegial dialogue initiated by any constituency, which leads to evaluation and improvement of campus practices, programs, and services.

Innovative ideas are brought forward through the collegial processes to the vice presidents and president who support development of these projects when they are aligned with the campus mission and plans, supported by research and resources. The senior management team helps to troubleshoot, problem solve, and assist faculty and staff in implementing creative and innovative strategies.

The College Council serves as an integral part of collegial consultation; bimonthly meetings are held. The College Council is responsible for directing the flow of information from the committees to the offices of the president or vice presidents to ensure that information is disseminated throughout the campus. The members of the College Council are charged with the responsibility of recommending and providing feedback concerning the president's decisions on SBVC activities. Membership consists of the chairs of various committees, presidents of Senates, CSEA, CTA, and President's Cabinet constituencies. The main charge of the College Council is to plan, manage issues, and provide communications (10.2). In terms of planning, the EMP (10.11) is integrated with the Strategic Plans (10.13), and is based on information funneled from the annual program review needs assessment prioritization (10.17), the Technology Strategic Plan (10.18), the Five-Year Construction and Facilities Plan (10.19), the Enrollment Management Plan (10.20), Basic Skills (10.21), and the Professional Development Plan (10.22). When issues arise within various functions of SBVC, these issues are taken to the College Council and referred to the appropriate SBVC committee for consideration, review, and possible solutions brought back as recommendations or resolutions for the president. For example, every five years during the strategic planning cycle, Classified Senate and Academic Senate are asked to discuss and review the College's mission and values statements (10.23).

The Academic Senate routinely examines new or revised board policies pertaining to any academic and professional matters. It is customary for the legislative policy subcommittee of the Academic Senate to study the impact of these policies and compare them to other community colleges. If warranted, revisions and concerns are discussed by the entire body of the Academic Senate and recommendations thereby forwarded to the board. At the beginning of the 2013 academic year, SBVC's Academic Senate brought forth discussions among faculty members, College Council members, and District Assembly members about changes that need to be made on the details about some of the collegial consultation committees. These changes will be made in the BP/AP2225 as a result. For example, the charge and the compositions of members for the SBVC Budget committee were discussed (10.88).

Regular board policy reviews are also performed by the Classified Senate; the information on new or revised policy is disseminated to all of the classified staff, and discussions are held at the regular monthly meetings. If warranted, questions or concerns are brought to the appropriate governing body. For example, the SBCCD's proposal to increase campus parking fees was discussed; questions and concerns were then brought forth to District Assembly meeting (10.89).

During 2009-2010, committees were consolidated and their charges changed accordingly. AP2225 was opened in fall 2013 by the College Council and Academic Senate to establish Budget as a collegial consultation committee and update committee charges. The committee's responsibilities are outlined by the College Council through the collegial consultation process. Each standing committee meets as needed, varying its meeting frequencies from once or twice a week to once every month. Depending on the charge of the committee, for example, the Scholarship Committee may not need to meet during fall

semesters, but will convene during the spring semesters regularly. Information on the SBVC's standing committees can be found on the "Campus Committee" website (10.4).

Administration works collaboratively and closely with the Academic Senate and campuswide committees to reach agreement on decisions regarding academic policies and procedures. The 2013 Campus Climate Survey results show that 59 percent of faculty respondents agreed that they have been given the opportunity to participate in the planning process for their division based on responses from Question 1a, and 59 percent were satisfied with the role that the Academic Senate plays in the governance of SBVC based on responses from Question 1e (10.15). Seventy-six percent of managers responding to the 2013 Campus Climate Survey agreed that the faculty/staff exercise a substantial voice in matters related to planning and developing educational programs (10.15).

Regular board policy reviews are also performed by the Classified Senate; the information on new or revised policy is disseminated to all of the classified staff, and discussions are held at the regular monthly meetings. If warranted, questions or concerns are brought to the appropriate governing body. For example, the SBCCD's proposal to increase campus parking fees was discussed; questions and concerns were then brought forth to District Assembly meeting (10.89).

Examples of collegial dialogue that provide pathways for individuals or groups to move ideas forward include a number of regularly scheduled meetings where information and ideas are exchanged. These meetings include the President's Cabinet, college president meeting with the managerial staff of the college; the Vice President's Cabinet, division and department meetings, vice presidents' administrative assistants or vice presidents' office staff meetings, and the College Council meetings. The agenda items and other documentation are stored in the president's office's nonpublic share-drive. During the President's Cabinet meetings, campus operations and logistics are discussed on a weekly basis. On a bimonthly basis during the individual vice presidents' meetings, upcoming deadlines, previous and current issues, upcoming events, projects, and topics of interest are reviewed and discussed. Also held on a bimonthly basis are the managers' meetings, where SBVC managers, such as directors, deans, or vice presidents, would review and discuss items submitted to the College Council, receive trainings on human resources, safety, or energy conservation, or discuss general or specific topics. During the bimonthly direct report meetings, each direct report manager meets with the president to discuss relevant issues and provide updates for their area to the president as appropriate. For the monthly vice presidents' administrative assistants or vice presidents' office staff meetings, collaborations on various special projects can surface, such as website updates on the SBVC organizational chart and the standing committee list every fall and spring term, concerns or issues such as professional development training requests may be addressed, and procedures regarding miscellaneous issues, such as human resources, payroll, purchasing, printing, maintenance and safety, can be established. Attendance at these meetings includes administrative assistants or office staff from the offices of the vice presidents. Training sessions on payroll, contracts, or software used such as Financial 2000, can be included for part of these meetings (10.25).

In the Administrative Services area, which includes the CBO, mailroom, maintenance, grounds, custodial, cafeteria, bookstore, and capital facilities, an open-door policy is maintained, which encourages employees to communicate with supervisors at any given time. While the process of establishing new departmental standards and goals is in progress, interactive workshops or study sessions are held to provide opportunities for discussion and input from staff. During these meetings, reviews and evaluations of program policy and procedures are performed. New ideas or recommendations are shared to improve performance, effectiveness, and efficiency on current processes. Formal and informal discussions between staff and the VPAS are frequent. Long-range and implementation planning, improvement ideas, issues on existing processes, as well as work environments or job responsibilities, can be among the topics of discussion. The VPAS continues to communicate and work with employees to better understand their responsibilities as well as provide solutions to their problems. This facilitates a comfortable environment for staff to perform their tasks.

In the instructional area, a weekly scheduled Deans' Cabinet meeting is held with the VPI to revise, review, and discuss planning upcoming events or deadlines, and current or past issues that apply to all instructional divisions. Each dean meets with the VPI on a monthly basis to discuss any issues pertaining to their job responsibilities, and topics of interest usually are reviewed and discussed with the expectation that the deans will follow up with the various issues. The VPI also meets with all faculty chairs on a monthly basis, where a variety of current campus information is distributed and disseminated. This information can include campus safety, SLOs, administrative or records updates, program review assessments, efficacy overviews, program discontinuance policy or process, or recent legislative updates. The VPI is the administrative co-chair of the Curriculum Committee, which meets on a weekly basis to review new or modified courses, certificates, and/or degrees that have been proposed by discipline faculty members through established processes. All relevant information is distributed through e-mail to division deans, faculty chairs, faculty members, administrative secretaries, and all interested parties; while records of minutes, Curriculum Committee calendar, resources, Curriculum board-related materials are stored in the Instruction Office as well as the SBVC Instruction Office Website (10.26). All information regarding COR, degrees, and certificates are stored and maintained at the SBVC CurricUNET website (10.27).

In the Student Services area, the Deans' Cabinet meetings are held on a monthly basis among division deans and the VPSS, where reviews and discussions on upcoming events or event deadlines, current or past issues are done. The VPSS meets with division deans individually on a monthly or biweekly basis to discuss and share important information regarding student services areas. All relevant items pertaining to these meetings, such as agendas and meeting minutes, are stored within the Student Services nonpublic share drive (10.28).

A joint Deans' Cabinet meeting is held on a monthly basis; members include instructional and student service divisions deans, the VPI and the VPSS to review and discuss relevant issues.

To provide a framework for student learning in SBVC, standing committees, such as the Curriculum Committee, meet weekly to confirm that the courses and programs offered at SBVC are consistent with the mission of the community colleges as established by the legislature in California Education Code Section 66010.4. Curriculum is an academic matter and, therefore, the Curriculum Committee is authorized by the Academic Senate to make recommendations about the curriculum of SBVC, including approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, review of degree and certificate requirements, approval of prerequisites and corequisites, and assessment of curriculum as needed (10.29). Innovative pedagogies are brought forward through the curriculum. For instance, Math 962 is a new course that combines Math 942 and Math 952 pre-algebra and Read 951 combines Reading I and II. These courses are designed to improve student success and reduce the number of semesters it takes for a student to advance to college-level classes. SBVC faculty have gone above and beyond the requirements for Transfer Model Curricula (TMC) degrees. Faculty have created TMCs for anthropology, communication studies, English, political science, psychology, and sociology that have been approved by the Curriculum Committee and are approved by the state (10.90).

In accordance with Title 5, Section 55003, prerequisites and corequisites are reviewed and/or established through SBVC's process of content review at least once every six years, except for CTE courses or programs, which must be reviewed every two years. The Curriculum Committee membership comprises the VPI and one other manager, a curriculum faculty chair appointed by the Academic Senate, the articulation officer, faculty members from each division as recommended by the Academic Senate, and two Instruction Office staff members appointed by the VPI (in collaboration with CSEA) to serve as resources to the committee. The Curriculum Committee works diligently together with discipline faculty, making it a collaborative effort to ensure that the courses and programs offered at SBVC support its campus mission, "providing quality education and services that support a diverse community of learners."

In general, feedback opportunities are provided and feedback comments are solicited before any institutional changes are acted upon per requirements of AB1725. Board policies and administrative procedures have been continuously undergoing rigorous reviews and revisions over the years to reach general consensus and to assign the appropriate responsibilities to the appropriate groups (10.6).

Professional development of SBVC offers faculty, staff, and administrators the opportunity to participate in improving student learning practices, programs, and services by attending trainings and workshops held at SBVC. The Professional Development Committee coordinator facilitates ongoing training that stems from a combination of requests and dialogue from administration, faculty, and staff; the coordinator is a member of College Council. Current educational trends and student needs in the community also contribute to bringing the most relevant topics to the entire campus community. The 2013 Campus Climate Survey indicates that 81 percent of faculty have attended seminars, workshops, or conferences for professional development in the past two years (10.15).

Self-Evaluation

The institution meets the standard. The structure exists for constituents to engage in dialogue that results in institutional improvements. For example, the ASG representative to College Council brought forward a resolution from the students to improve the enforcement of smoking policy and reduce the number of designated smoking areas on campus. College Council worked with ASG and the FSC to revise the smoking policy and accompanying (BP/AP3570) and determine the best campus locations for designated smoking areas. Through this revision, a more appropriate location for designated smoking areas around campus were identified. The recommendation of College Council was taken to District Assembly and subsequently approved by District Assembly and the Board of Trustees (10.92).

Student performance measures, demographics, graduation data, and survey data are updated regularly and made available online via the Office of Research, Planning and Institutional Effectiveness website (10.31). Collegial consultation, committee structure, and policymaking bodies coexist in a collegial environment at SBVC; all stakeholders of the campus, including students, faculty, staff, and administrators, continue to work collectively and collaboratively on different campus issues. The College Council is an avenue by which collaborative decisions are made and put into action. For example, the dean of Research, Planning and Institutional Effectiveness proposed the possible need to combine the data sections of enrollment management and student equity plans to reduce data duplication. During this meeting, consensus was reached to analyze the data collected further, and any outstanding overlaps will be noted and addressed at independent meetings with the Enrollment Management and Student Equity Committee for further discussions (10.32).

The dean of research, planning and institutional effectiveness reviewed a model of the process of converting collected data from stakeholders (students, staff, faculty, and community members) into goals, objectives, and initiatives for the strategic planning document via the SWOT survey and focus groups (10.14). This plan will be written in a manner that will be incorporated into and coordinate with other campus planning documents; it will serve as the master plan for achieving the mission of SBVC. The document will also be a basis to identify weaknesses, address them, and continue to build on strengths. The College Council arrived at consensus that the data would be used to develop decisions about goals, objectives, and timetables, and converted into a coherent Strategic Plan (10.33).

The dean of research, planning and institutional effectiveness held a workshop during Flex Day in April of 2013 to update the Flex Day participants on the data collected from all constituencies regarding the character and image, strategic direction, and mission and values of the campus. He collected data from this group regarding their interpretation of the finding, and used the input to assist in the creation of a new Strategic Plan (10.34). The draft Strategic Plan 2014-2019 was created during fall 2013. The plan was reviewed and edited spring 2014 by all constituencies. The Strategic Plan is slated to be approved in early fall 2014.

Campus climate surveys are used to measure employees' perceptions of campus communication and their role in campus decision-making processes. Campus climate surveys are sent to students and faculty in spring and managers and classified staff in summer. The results are compiled and reported to the campus in fall. Thus, the 2011 Campus Climate Survey results represent how students, staff, faculty, and managers responded at the end of the 2010-2011 academic year (see Table 28).

Table 28. *Campus Climate Surveys* (10.15)

Percentage of employees who agreed with the following statements	2011	2012	2013
Regular information about major campus issues or events is communicated	92% Classified		80% Classified
Suggestions regarding improvement on institutional effectiveness were valued	32% Classified		26% Classified
Made a contribution to college policy making	21% Classified		35% Classified
Aware of their role in SBVC's planning process	61% Classified		53% Classified
District and the college established and utilized effective methods of communication	62% Classified		49% Classified
Receiving information from the district in a timely manner	71% Faculty		64% Faculty
Senior administrators encourage good communication among the administration, staff, faculty, and student populations	46% Faculty		53% Faculty
Senior administrators at the college provide effective leadership to define goals, develop plans, and establish priorities for the institution	38% Faculty		30% Faculty
Employees are encouraged to share knowledge and work collaboratively	67% Managers		
SBVC provides a positive climate for informal open discussion of issues <i>and</i> free to express divergent/differing views on topics of discussion	60% Managers		
College leaders encourage all members of the college communities to take initiative in improving institutional effectiveness		50% Managers	63% Managers
Faculty/staff exercise a substantial voice in matters related to the development of institutional policies		50% Managers	50% Managers
Agree that staff involvement on committees assures that they have a voice in college policymaking		57% Managers	63% Managers
Representatives from all employee groups are involved in the planning process	48% Classified		

The difference in campus climate survey results between 2011 and 2013 concerning the development of institutional policies and policymaking processes and effectiveness of communications and leadership may be related to the overall reduction in the number of

campus employees, the reduced number of campus administrators and the frequent turnover of managers since 2008 (see Table 29).

Table 29. *SBVC Employee Levels*

Reporting year	2008	2011	2013
Educational administrators	27	18	15
Tenured/tenure track faculty	170	151	150
Academic temporary	371	310	344
Classified administrators	6	19	12
Classified professional	7	16	16
Classified support	215	184	171
Total	796	698	708

Source. CCCCCO MIS Database.

These turnovers include positions such as college president, VPI, VPSS, and VPAS. In 2012-2013, five permanent managers were released from their contracts, and most of those positions were eliminated. New managerial positions were created at a lower responsibility level to oversee those areas. Those positions were remained vacant for the majority of 2013-2014. The campus is continuously working on filling the vacant management positions. Currently SBVC has had a permanent, a VPI and VPAS since fall 2013, and a VPSS since spring 2014.

SBCCD has experienced turnover in a number of positions including the chancellor, vice chancellor of human resources, vice chancellor of fiscal services, and director of human resources. A permanent chancellor has been in place since 2011; other positions are filled by interim appointees and consultants.

SBVC will continue to use self-study surveys, referred to as the campus climate surveys, to obtain longitudinal data. Campus climate data are compiled by the Office of Research, Planning and Institutional Development as disseminated across campus and to specific groups. The data gathered support campus planning and decision-making processes and SBVC mission, vision, and values statements. The College Council makes decisions by gathering recommendations from appropriate constituents on campus, followed by discussions regarding appropriate actions to be taken. SBVC will continue to operate in a collegial environment with the District office, and the administration, faculty, staff and student population in SBVC (10.35, 10.36).

Actionable Improvement Plan

1. College Council will develop plans to improve trends in campus climate and Committee Self-Evaluation surveys.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

In accordance with District BP2225 (10.6), AP2225 (10.1), Assembly Bill (AB) 1725 (10.5), CCR Title 5; CTA (10.39), and CSEA (10.40) collective bargaining agreements, governance roles are designed to facilitate decisions that support student learning, existing programs and services, and continue to improve institutional effectiveness. While acknowledging the designated responsibilities of the governing board and the chief administrator under the SBCCD's board policy on Collegial Governance, SBVC also included its campus collegial governance philosophy within this document. In that section, SBVC identifies the importance of working collectively and collaboratively. Institutional policies are generally reviewed at both the district level, through District Assembly, and at various meetings such as the College Council and the Academic Senate. Generally, those entities impacted by a policy change provide input on the policy (10.41).

SBVC is organized into three areas: Office of Instruction, Office of Student Services, and Office of Administrative Services. These areas work closely with the District Office and Academic and Classified Senates to ensure that effective discussions, efficient planning, and proper implementation occur (10.42).

Compositions of SBVC's various offices include the following:

1. The Office of the President includes the president and two administrative assistants, Levels II & III. Three vice presidents (VPI, VPSS, and VPAS) report directly to the president, along with the dean of research, planning and institutional effectiveness, and the director of marketing and public relations; Community Relations, Resource Development/Foundation; Technology Services; and the Police Academy department, while the director of grant development and management reports directly to the dean of research, planning and institutional effectiveness.
2. The Office of Instruction includes the VPI, one administrative curriculum coordinator, one schedule/catalog data specialist, one Secretary II and one Secretary I. There are five academic deans covering the areas of arts and humanities; applied technology, transportation, and culinary arts; mathematics, business, and computer technology; science; and social sciences, human development, and physical education.

3. The Office of Student Services includes the VPSS; with directors in the areas of Admissions and Records, Financial Aid, Library and Learning Support Services, DSP&S, an interim director of EOP&S/CARE, director of student life, and dean of counseling and matriculation.
4. The Office of Administrative Services Includes the VPAS, an administrative coordinator, and an Administrative Assistant I. The director of the bookstore, M&O coordinator, switchboard operators, mail clerk, CBO account clerks, and the cafeteria and snack bar manager all report directly to the vice president.
5. Technology Services includes a director, four technology support specialists, a computer technician, and two multimedia specialists.
6. TESS includes a widely distributed group of personnel from the District Office as well as staff, administrators, and faculty from both colleges.

SBVC collegial consultation committee memberships are largely composed of students, faculty, administrators, and classified staff.

Faculty. Faculty are assigned or selected to attend standing committees through coordination with the Academic Senate and the faculty members' respective divisions. Committee attendance empowers faculty to be actively involved in campus business and participate in its decision-making processes. Faculty participation in committees is contractually required. Faculty are provided with ample opportunities to participate in professional development opportunities on- and off-campus. Faculty senate members are active and responsive, regularly attending and participating in Academic Senate meetings, College Council, flex day activities, District board meetings, and so forth. All faculty members are encouraged to attend state-level trainings, informational meetings held by the Academic Senate, or other faculty-based meetings. Academic Senate meetings are held as open meetings for all interested stakeholders; senators are responsible for relaying information back to their divisions. Issues related to academic and professional matters (in accordance with the Academic Senate for California Community Colleges [ASCCC]) are brought to the Academic Senate's executive team for initial discussion; appropriate items are placed on the Academic Senate's meeting agenda and are presented during the regularly scheduled meeting. As stated in the SBVC Academic Senate Bylaws (10.43), the meetings are open to the campus community; general comments are welcome, but the ultimate recommendations are based on the voting results of faculty senators.

Staff. The Classified Senate president and the CSEA representative attend relevant governance meetings and relay information back to the Senate or CSEA for staff input and direction. If questions or concerns should surface from classified staff members, the comments are brought back to the appropriate body through these leaders. Another means to distribute information to employees is through the Classified Senate website (10.44). Managers are encouraged to support the classified staff in their interest to serve on committees. In addition, CSEA and the Classified Senate president nominate classified staff members for districtwide committees and report back.

Students. The Office of Student Life (10.45) supports the work of the AS (10.46), the ICC, and individual clubs by facilitating workshops related to leadership development, activities planning, the purchasing process, supervising budgets, and approving the use of facilities and the posting of announcements. The office also produces and/or supports various campus events including Week of Welcome (WOW), Handle Your Business day and commencement (New unnumbered evidence: Representative sample of events). The Office of Student Life is also responsible for the production of student identification cards and the distribution of AS discount stickers. In addition, Student Life manages the vendor permit process, through which off-campus organizations are permitted to use SBVC facilities.



The Office of Student Life assumes a leadership role in creating a campus environment that integrates life experiences and the academic curriculum. Programs and services are provided to enhance students' abilities to learn and develop the life skills necessary to become productive and caring members of the global society. Student participation in the design and implementation of campuswide programs provides opportunities to develop and improve leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, resources, and facilities to accomplish this mission. To best represent the students in collegial consultation committees, students can be selected by the ASG president and the ASG advisor to serve on the various campus and District collegial consultation committees (10.47). The Student Senate constitution is available online at SBVC Associated Student Government Constitution (10.93).

The Preamble to the Student Constitution states,

We, the students of San Bernardino Valley College, in order to establish an effective student government to represent students' interests, practice the democratic process, promote personal and civic growth, and to recognize the inherent rights and responsibilities of self-government, do hereby establish this Constitution of the Associated Students of San Bernardino Valley College as provided for by the State Legislature through the California Education Code and Title 5 of California's State Code, and as delegated by the Board of Trustees of the San Bernardino Community College District (Effective June 1st, 2008). (10.48)

During fall 2009, SBVC's Academic Senate began discussions about the campus committee structures and the possibility of consolidating and dissolving some of the committees. The reason for this review was to streamline the number of campus collegial consultation committees, alleviate the lack of personnel to serve on the plethora of committees, and to minimize the number of faculty committee assignments in order to increase efficiency of the committees. During this review, the Academic Senate determined that the SBVC Budget Committee duplicated some of the efforts of program review and was redundant.

After several years of operating without a local budget committee, SBVC experienced some difficulties with the SBCCD's budgetary decisions for SBVC that were made without campus input. In January 2013, the then-SBVC interim president proposed the reestablishment of a local Budget Committee to serve as an advisory group to the College Council. The proposal was implemented; the Budget Committee is currently composed of eight representatives from different constituent groups on campus, including three faculty, two administrators, two classified staff, and one student. The committee is responsible for reviewing the campus budget allotment to properly maintain the College's fiscal well-being, develop campus budgetary spending according to limitations and financial constraints, provide additional insights on the campus budget, and forward the necessary budgetary recommendations to the College Council (10.49).

The development of the Strategic Plan involves the collection of input from all campus constituencies through focus groups, workshops, campus climate, and SWOT surveys. Data are gathered and analyzed by the dean of research, planning and institutional effectiveness and used to create reports that are presented to the College Council for discussions; decisions are made based on the information provided in College Council meetings. Recommendations from College Council are presented to the president (10.50).

All programs and services on campus, including student services or administrative services, undergo the campus program review process through a four-year cycle. CTE programs have an additional minireview every two years. Needs assessment of programs and services is done on a yearly basis for faculty, staff, equipment, budget augmentation, technology, and facilities. Requests for faculty, staff equipment, and budget are evaluated and prioritized by the Program Review Committee. Technology and facilities requests are forwarded to the appropriate committee for evaluation and prioritization. Reports of the past program review needs assessment and efficacy are available online (10.16). Needs assessment results are

advisory to the president, once the prioritized list is generated by the Program Review Committee, it is provided to the president. The president, vice-presidents, College Council, and Budget Committee all work together to identify available funding. The College Council makes a final recommendation to the president regarding the number of prioritized items that can be funded.

Self-Evaluation

The institution meets the standard. The collegial consultation document (10.1, 10.6) began undergoing revision in 2013-2014 to update and modify the documents to reflect SBVC's and SBCCD's current practices. In order to establish the baseline for communications, the administration is working closely with the Academic Senate, Classified Senate, and various campus committees. SBVC faculty, classified staff, and administrators are now fully invested in the culture of collegial consultation; ideas or suggestions are shared among defined and appropriate constituents before recommendations are forwarded. Feedback on collegial consultation is regularly solicited through campus climate surveys; see various Campus Climate Survey results (10.15).

SBVC continues to offer professional development activities for faculty, staff, and administrators. Activities for 2013-2014 include presentations on strategic planning, grants and strategic visioning; assessment techniques for SLOs; program mapping; focus on student success; student success counseling; service learning, and so forth. Workshops offered include training sessions on how to deal with irate people, customer service, Sitecore (website) maintenance, and so forth. Professional development geared specifically to faculty includes new faculty orientation and the Great Teachers Retreat. The goals of each of the trainings or workshops enumerated above are to promote quality instruction and services and to better prepare, promote, and encourage faculty, staff, and administrators to invest in the culture of collegial consultation (10.52).

The SBVC president and various administrators regularly attend Academic Senate and Classified Senate meetings to further demonstrate the value of collegial consultation on the SBVC campus. This type of attendance creates and allows for the maintenance of open communications between the president's office, faculty, and classified staff. Although some communication concerns remain regarding policy changes or processes, there are also positive initiatives taking place on campus and at the District level. One successful process change occurred in Purchasing; in early December of 2011, SBCCD conducted a business process analysis of fiscal services and human resources. The group conducting the analysis included representatives from each area of SBCCD including CHC, SBVC, and Central Services. A workshop was held over a two-day period, and involved a systematic step-by-step analysis of the entire purchasing process from start to finish. Problems and bottlenecks within the process were analyzed and the committee was able to provide input and suggestions for improvement (10.53). SBVC and SBCCD evaluate purchasing processes using the campus climate survey, district satisfaction survey, and District program review processes. The CBT report on the budget allocation model also provided evaluative information on district financial software (10.94). The DBC responses to the CBT Budget recommendations included pursuing new accounting software (10.95).

Although the decision-making process can be cumbersome and lengthy, participation is still encouraged and constituents are generally represented. While individual committees focus on addressing pertinent and applicable issues, the attempt to address innovation or changes proactively is sluggish. Over the past two years, the College has had four presidents, three serving as interims. During fall 2012 and spring 2013, there were two unsuccessful presidential searches, but the chosen candidates withdrew from consideration. Campus confidence in administration is low (10.96) and campus morale is low (10.97). In spite of these circumstances, campus members continue to persevere in fulfilling the mission of the college by collectively engaging in collegial consultation and decision-making processes.

Previous concerns regarding the inability of faculty stakeholders to participate in decisions regarding policy changes have been addressed by the collegial consultation structure of the college, where faculty are included in discussions and/or the decision-making process on all professional and academic matters in accordance with to AP2045, which was adopted in 2011 (10.98). AP2045 is currently being reviewed in District Assembly, College Council, and Classified and Academic Senates. Information on meeting agenda and minutes of various committees is regularly made available online, which allows an evidence-based and transparent environment for decision making. While the Academic Senate president's presence at the College Council allows a collective faculty voice to be heard during these decision-making processes, faculty representatives are also proportionately distributed among all collegial consultation committees throughout the campus to best represent faculty as a whole.

Because classified staff continue to have difficulties in satisfactorily fulfilling equal governance roles in campuswide committees, the Classified Senate, established in 2004 (10.55) to increase collegial consultation among classified staff, has steadily encouraged staff participation in SBVC committees and focus groups. Today, regular attendance of staff at college committee meetings can be seen, and representations of staff can be found among most collegial consultation committees; however, only 53 percent of classified staff survey respondents are aware of the staff's role in planning at the college (10.15), and Classified Senate meeting attendance only averaged ten persons in 2013 (10.99). Additionally, some members of the classified staff, such as in the areas of the Child Development Center, cafeteria, and the police department, encounter difficulty in attending the meetings and are underrepresented because of this.

While constituents from both colleges are represented in District Assembly, other news and information concerning the SBCCD are made available for viewing through the SBCCD website. District Assembly, Board of Trustees, District Marketing and Outreach, District Strategic Planning, Economic and Workforce Development Coordinating, Resource Allocation, TESS, Parking Fee ad hoc committee, Sustainability Plan, and DBC meetings information can be found at the San Bernardino Community College District website (10.100).

Additional information, such as the *Chancellor's Chat* and *What Happened at the Board Meeting*, are distributed to all employees through e-mail (10.56). Some exceptions occur; where certain groups of classified staff will not automatically have e-mail access based on

their job description, these individuals can request e-mail access or rely on the direct dissemination of information from their supervisors.

SBVC will continue to provide professional development activities in the future; for example, in 2014 these activities will include workshops on Turnitin (10.101). The Academic Senate continues to discuss better ways to communicate between SBCCD and SBVC regarding planning and budget development. Representatives from SBVC will continue to be involved in budget, planning, and other decision-making process with the DBC, the District Strategic Planning Committee, and the like.

Actionable Improvement Plan

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Board policies and administrative procedures delineate to the faculty in Chapter 4 (10.57): “Academic Affairs the responsibility and authority over curricular and other education matters including, but not limited to: Program and Curriculum Development, Articulation, Graduation Requirements, Distance Education, Probation, Dismissal and Remittance, and Prerequisites and Corequisites.” BP/AP2225 (10.1, 10.6) further define the roles and membership of campus committees responsible for creating and maintaining processes and plans to support curricular and other educational matters. Plans and processes under the purview of the Academic Senate include, but are not limited to, Curriculum Plan (10.29), program review process (10.16), SLOs (10.58), and SSSP Plan (10.59).

The SBVC Academic Senate is responsible for advising and assisting the administration and the Board of Trustees in developing policies that reflect on areas under the academic and professional matters of the College. The Academic Senate includes faculty representatives from each division of SBVC according to its bylaws (10.43). They lead discussions concerning instructional policy and are responsible for changes in instructional and student services programs. Meetings are held the first, third, and/or fifth Wednesday(s) of every month along with Executive Senate Committee meetings on alternate Wednesdays. Besides the Executive Committee’s guidance, there are eight standing committees within the Senate responsible for specific areas under the purview of the Academic Senate.

These standing committees include the educational policy, student services, personnel policy, career and technical (vocational) education, financial policy, equity/diversity, legislative policy, and elections. The faculty co-chairs of curriculum, ASLOs, and program review make reports to the Academic Senate and have a standing place on the agenda, as does professional development. Academic Senate meetings are open meetings where

administrators, staff, and student government representatives can freely attend. More importantly, the attendance of a diverse group of constituents suggests that faculty, administrators, classified staff, and students continue to support SBVC's governance culture and are persistent in staying informed about policy changes in Instruction and Student Services.

Collegial committee composition revisions or changes will also be made through the Academic Senate. For instance prior to 2011, Basic Skills was an ad-hoc committee of the Academic Senate; during the Academic Senate revisions of the campus committee structure in 2011, Basic Skills was established as a permanent campus committee independent of the Academic Senate (10.60). Following the Basic Skills Initiative through the ASCCC, a broader group of faculty, classified staff, and managers participate within this committee (10.21).

The Program Review Committee (10.16), under the purview of the Academic Senate, reviews most instructional, administrative, and student services program efficacy in a four-year cycle; CTE programs are reviewed on a two-year cycle. The program efficacy report should address how the specific program's course offerings or SLOs align with the campus mission and Strategic Plan. The Program Review Committee reviews and grants its recommendations for the program according to the committee's criteria, based on whether the program is deficient (probation), conditional (efficient, but will require update on improvement or progress), or continuation (sufficiently meets program efficacy criteria). The annual efficacy reports can also be found on the Program Review Committee website sorted by disciplines/programs.

Under the college's Program Discontinuance Policy (10.61) an ad hoc committee known as the Program Discontinuance Committee, can be formed by the Academic Senate. A Program Discontinuance Committee reviews a program's final deficient status and makes recommendations accordingly. Both of the aforementioned ad hoc committees' membership include faculty, administrators, staff, and students. The program review, program continuance, and program viability processes are designed to have decisions generated from a bottom-up approach, where programs and services will be carefully evaluated and examined before actions are taken.

The CTA agreement (10.39) describes the confines of faculty workload in the Agreement's Article 13, Part A, full-time instructional faculty, full-time noninstructional faculty; adjunct faculty's workload for each academic year was clearly defined and described. Included in Article 13, Part B, the number of hours per work week for full-time faculty shall be 40 hours per week, and these hours include all student contact hours, office hours, consultation hours, committee assignment, record keeping, preparations for reports, as well as attendance on in-service days and commencement ceremony. The clear distinction of the responsibilities of faculty identifies the important role the faculty members have regarding course, program, and curriculum matters. Faculty generally have discipline-specific tasks, while the available job description of academic employees can be found on the SBCCD Human Resources website. The job agreement is described in the CTA bargaining agreement (10.39). General

information about the responsibilities of the faculty can also be found in the *Faculty Handbook* (10.63).

Faculty play an important role in both the hiring process of new faculty as well as the vitality of the faculty body as a whole in faculty evaluation. An Academic Senate representative is assigned to each faculty hiring/selection committee, in addition to the discipline-specific faculty members, according to BP7210 (10.10). Faculty contribution to departmental program reviews and curriculum are necessary and crucial to the diverse programs and services that SBVC has to offer. In the 2013 edition of the *Faculty Handbook* (10.63), Sections 2 (general information), 5 (academic freedom), 7 (policies), 9 (getting ready for the semester), 10 (first week of classes), 11 (attendance accounting), 12 (classroom environment), and 13 (instructional support services) are clearly identified and described as official faculty responsibilities.

The tenure track faculty evaluation philosophy is provided for all faculty in the 2013 *Faculty Handbook* (10.63); these guidelines examine four areas of professional growth and development of faculty. These areas include expertise in subject matter, techniques of instruction, effectiveness of communication, and acceptance of responsibilities and performance outside the classroom. These guidelines provide a framework for faculty to effective self-reflection, peer assessment, and management recommendations, which are meant to improve instruction. Annual evaluation is held during the first four years of new faculty members' employment, after which evaluation of tenured faculty is held at least once every three years.

Faculty are also the driving force behind course and program curriculum development, updates, and modifications. The *Curriculum Handbook* (10.64) provides instructions on CurricUNET as well as guidelines on course content review, course modifications, new course compositions, prerequisites, corequisites, advisories, distributed education, and honor courses.

One example of a student success program that has flourished over the past 5 years is the VBC, awarded the 2010 Chancellor's Student Success Award (10.65):

The Valley-Bound Commitment is a student success program at San Bernardino Valley College that is increasing the college-going rate within the Inland Empire one family at a time. By covering all enrollment fees and textbook costs for their first year of college, the Valley-Bound Commitment effectively eliminates all economic barriers for graduating high school seniors to pursue their educational dreams. Valley-Bound Commitment students are performing at a higher level of success, more rapidly reaching their goals of transfer and graduation and helping improve their community thereby creating a new trajectory for their future and the economic future of the region as a whole.

When introduced to the campus in 2008 by SBVC President Dr. Debra Daniels, it became very clear that this initiative would be a top priority for administrators, faculty, and staff. Determined to increase the college-going rate for the benefit of the individual and community groups alike, Dr. Daniels and her Student

Services team found a way to accommodate the program and integrate it into the fabric of the campus within a relatively short time period.

The success of the Valley Bound Committee program (10.91) can be attributed to a variety of factors such as: mandatory student development courses each semester, workshops and seminars on college and personal success as part of the EOP&S Program, accessibility and availability of counselors to ensure student success in and out of the classroom, and their integration to the campus via the exposure to programs and services as a result of their hours of community service. (10.66, 10.65)

Self-Evaluation

The institution meets the standard. Faculty play a central role in decision making, hiring, and governance at SBVC. The 2011 Campus Climate Survey statement, “I am satisfied with the role that the faculty plays in the development and review of institutional policies for governance and decision-making,” shows that 48 percent were in agreement and 28 percent in disagreement with this statement. The 2013 Campus Climate Survey shows that 59 percent of faculty respondents agreed that they have been given the opportunity to participate in the planning process for their division (10.15).

The Academic Senate has taken the leadership on a number of initiatives on the campus, such as the revisions or composition of the faculty ethics statement and SBVC’s educational philosophy, hosting the open Q&A interview forum for the VPI and SBVC president positions, issues concerning discipline-specific matters, reconfigurations of the priority registration list, investigation on clarifying the course title on transcripts, administration of the wait-list, as well as the development of the EMP.

Actionable Improvement Plan

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

SBCCD created the District Assembly (10.67) to serve as a vehicle for effective communications with the constituent groups of the colleges and the District. District Assembly gives voice to all recognized constituent groups, including faculty, classified staff, and management staff. Each constituent group elects representatives to attend and participate in assembly business. Representatives may be elected from the Academic Senates, CTA, CSEA, Classified Senate, the ASGs, Black Faculty and Staff Association, Latino Faculty and Staff Association, and managers. The District Assembly serves as an advisory group to the

chancellor. While the chancellor is an exofficio member of the assembly, the District Assembly elects its officers (10.68). The Executive Committee of District Assembly determines the agenda items, and in most cases, this group initiates discussions on issues regarding policies where the District Assembly acts on recommendations through committee reports. When encountering policies and administrative regulations related to academic and professional matters, recommendations are provided by the Academic Senate. An ASG (referred to as ASB in the District Assembly Constitution) representative and an alternate attend and participate in District Assembly and take related information back to the student senate and student government for discussion. Once policy discussions are completed, proposals go back to the constituent groups to develop appropriate actions for the specific task.

The College Council was created as a venue for effective communications among all constituents of the College. It is the body responsible for functions such as planning, issue management, and communication. The membership comprises the president, vice presidents, Academic Senate presidents, Classified Senate presidents, CSEA president, ASG representative or designees, dean of research, and the committee chairs of the College collegial consultation committees (10.1).

The collegial consultation committees engage all constituent groups in discussion and bring forward ideas to benefit SBVC. The District Assembly or other constituent groups may initiate discussion, review progress, or initiate a subcommittee to discuss needed policies or administrative regulations for specific areas of interest. The constituent groups from SBVC or SBCCD review the proposals of changes and are responsible to form and endorse their recommendations to the District Assembly. Upon reaching consensus, District Assembly directs the chancellor to deliver the endorsement to the Board of Trustees.

SBVC's mission and vision statements are identified in the SBCCD AP2225 (10.1). The mission statement indicates, "San Bernardino Valley College provides quality education and services that support a diverse community of learners," clearly describing the College's direction. In addition, the SBVC vision statement (10.8) identifies the goals and objectives of the college and is as follows:

San Bernardino Valley College will become the college of choice for students in the Inland Empire and will be regarded as the alma mater of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement and will expect all members of the college community to function as informed, responsible, and active members of society.

Through these statements, which identify and express the general goals and objectives of the college, college constituents are well informed and encouraged to be engaged in continuous quality improvement.

Commitment to a high-quality DE program is evidenced at the District level through relevant board policies and administrative procedures. The term "Distributed Education" is used to

describe what ACCJC and the state of California designate as “Distance Education.” Following the model from CSUSB, the DE programs at the SBCCD were labeled “Distributed Education,” recognizing that technology was being used to distribute learning opportunities across time and space. The Substantive Change Proposals of 2012 and 2014 (10.69, 10.70) have been clear in indicating that “Distributed Education” and DE are equivalent. In the fall of 2013, however, the vice chancellor for Technology Services initiated a review of those administrative procedures, in part to address accreditation issues at the district level. The results of that review created new administrative procedures (10.71) for SBCCD (10.72) that are pending board approval.

In addition, the board policy (10.73) on intellectual property clearly identifies and protects the rights of faculty, staff, and students. The policies and administrative procedures were written specifically with faculty input to specify the intellectual property rights for students and faculty who contribute material to learning management systems used for online classes.

Periodically, the Board of Trustees requests “study sessions” on various topics, such as the budget, personnel issues, or the feasibility of floating bonds. In January of 2013, the board requested an hour-long study session on online learning. Representatives from both SBVC and CHC participated in that study session. This demonstrates that the Board of Trustees is concerned enough about DE to request information from both SBVC and CHC about the programs, including the success and efficacy of online classes. In May of 2013, the Board of Trustees was presented information about online educational programs (10.74).

The SBVC website provides information about the DE offerings at SBVC. Included on the DE website is the *Handbook for Online Students* (10.75) as well as information about the role of DE, intellectual property rights, academic integrity, and the roles and responsibilities of students taking DE classes.

There are several interconnected entities responsible for making decisions regarding DE delivery. The Curriculum Committee approves courses for online delivery through content review. The Online Program Committee is a standing committee of the Academic Senate. Its charge is to advise the VPI regarding all issues related to online learning at SBVC. This committee is composed of faculty, staff, and administrators. The committee seeks student representation as well. The Online Program Committee is not a part of College Council. So, the concerns of the committee are reported through the VPI and other committees. Information concerning the Online Program Committee can be found at the Online Program Committee Website (10.76).

The SBVC Technology Committee is a part of the College Council, and the Online Program Committee is represented on the Technology Committee. Thus, the concerns are reported through the Technology Committee to the College Council. The Online Program Committee has developed an Online Learning Plan (10.77). This plan is aligned with the appropriate section of SBVC’s Technology Plan. The elements of the Online Learning Plan clearly show that the various elements of DE policies are reviewed regularly and systematically, focusing on effectiveness and continuous quality improvement.

SBVC's first formally titled Strategic Plan was developed in 2004. It defined a set of strategic goals and objectives with less-specific measures and more theoretical ideas; goals were ambitious and not designed for measurement. In 2008, the next edition was written and at that point included input from a wider range of stakeholders; a defined set of strategic initiatives with clearly defined, measurable objectives; established benchmarks tied to each objective; and required the use of data from a large variety of sources including surveys, campuswide data, and statewide data. This document will be updated every five years, the draft Strategic Plan 2014-2019 will be approved in fall 2014. In the 2013 Campus Climate Survey for managers, 100 percent of respondents agreed that the college embeds its strategic initiatives in its planning processes (10.15).

Information concerning the SBVC campus or the SBCCD office is disseminated primarily by e-mail; for some classified staff who do not automatically have access to e-mail, supervisors are responsible for distributing information to their staff through paper format. In May 2011, SBVC's website was revamped, and through this upgrade, many programs, departments, service areas, and administrative areas of SBVC now have their own designated online location to distribute information to everyone.

Information regarding board decisions is available soon after each board meeting either through e-mail or as a newsletter directed from the Chancellor's Office. The chancellor communicates to members of the District regularly through e-mails and the *Chancellor's Chat*. The SBCCD website is another resource for information regarding recent District activities.

Self-Evaluation

The institution meets the standard. A collegial consultation model is in place on campus that allows participation for all constituencies; however, as suggested in survey findings, more inclusion and effective communication is still needed (see Table 30).

In addition to the high turnover of management positions (see Table 29: SBVC Employee Levels), the campus has seen a 44 percent reduction in the number of educational administrators since 2008. Initially the number of classified administrators was increased to cover the gaps in leadership, but there has been a 36 percent reduction in classified administrators since 2011. The recurring turnover in management positions may impact these survey results. New managers may not be aware of the effects these transitions have left on the campus morale.

The reduction in number of campus employees and subsequent increase in workload coincides with the decreasing satisfaction with participation in campus governance processes and policymaking. The 2008 Campus Climate Survey (10.78) indicated that 71 percent of classified staff felt that their opinions were respected and 74 percent of classified staff felt that supervisors sought out and valued the opinion and ideas of faculty and staff. However only 50 percent of classified staff felt the SBVC campus and SBCCD utilized effective communication in 2008, indicating that by 2010, classified staff communication had improved and satisfaction has since decreased.

Table 30. *IV.A.3. Selected Campus Climate Survey Results*

Percentage of employees who agreed with the following statements	2010	2011	2012	2013
Faculty/staff exercise a substantial voice in matters related to the development of institutional policies			63% Faculty 50% Managers	50% Managers
Satisfied with the role that the faculty plays in the development and review of institutional policies for governance and decision making				37% Faculty
I make a contribution to SBVC's policymaking/staff involvement on committees assures that they have a voice in college policymaking.		21% Classified staff		54% Classified staff
Agree that the college establishes governance structures, processes, and practices to facilitate <i>effective communication</i> among the institution's constituencies	60% Classified staff 63% Faculty	41% Classified staff 60% Faculty		76% Managers 39% Classified staff
The district and the college have established and utilized effective methods of communication with classified staff.	66% Classified staff	62% Classified staff		49% Classified staff
There is adequate coordination between the campus and the district.		23% Managers		
The decision-making structures and processes are regularly evaluated, and the results are widely communicated to all members of the college community.				63% Managers
Senior administrators encourage good communication among the administration, staff, faculty, and students		46% Faculty		53% Faculty

Actionable Improvement Plan

1. College Council will develop plans to improve trends in campus climate and Committee Self-Evaluation surveys.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

SBVC has numerous relationships with outside agencies, including nonprofits, such as the Boys and Girls Club, as well as with school districts. For example, SBVC is partners with the San Bernardino Unified School District (SBUSD) and Rialto Unified School District. One of the SBUSD partnerships is MCHS, one of the most successful programs of its kind in the state, providing high school students the opportunity to complete their diplomas and associate degree concurrently (SBUSD_MCHS). MCHS received a designation as a “Distinguished School” in the California School Recognition Program (CDE_2007). MCHS has also had 100 percent pass rates on the CAHSEE test over the past six years (10.79).

Vocational programs have benefited from the many advisory programs with business and industry. Students from the applied technology programs are well trained; the technology faculty and administrators at SBVC have been very active to recruit and address job opportunities after students are trained.

Another successful program, Psychiatric Technology, had 100 percent on-time completion rate during 2011-2012 (10.80).

As a result of the 2008 accreditation visit, SBVC was able to address the recommendations provided by ACCJC. A follow-up report (10.82) was provided to the Commission during 2010, and a midterm report was filed in 2011. The SBVC follow up report examined Recommendations 5 and 6, specifically addressing the issues of direct participation of faculty and others on effectively producing and evaluating SLOs (Standard III.A.1.c). The second issue addressed the development of SBVC’s Strategic Plan, Human Resources plan, Technology Strategic Plan, and district-level program review process (Standard I.B.2,4,5,6; III.A.1.b,c; III.A.6; III C.1.a,c; III.C.2; IV.B. 3.a,b,g).

SBVC has come to embrace SLOs, and many divisions take pride in the progress they have made. SBCCD Chapter CTA/NEA and SBCCD developed an MOU in January 2013; defined the specific compensations for faculty (full time and part time) evaluating, collecting data, and reporting course SLOs. Meanwhile, SBVC continues to have meaningful and continuous dialogue on the strategic plan, basic skills, student success, and SLOs (10.51).

Periodic reports to the Accrediting Commission (including items such as DE and SLOs) have been submitted in a timely manner. Each periodic report is submitted through the ALO, who is responsible for sending the most current information to the Accrediting Commission. For example, there have been two Substantive Change Proposals for DE submitted since the 2008 accreditation visit (10.69, 10.70). This is due to the fact that the number of DE courses has

increased over the past few years, where 40 degrees and 22 certificates can now be completed by taking 50 percent or more of the units through approved DE courses.

Self-Evaluation

The institution meets the standard. SBVC continues to increase its emphasis on core values, such as transparency, accountability, ethics, honesty, and integrity. The positive relationship SBVC fosters in the community—with school districts, business, industry, and other educational institutions—is a result of these values.

SBVC is in full compliance with past Accreditation Commission recommendations as evidenced by the Focused Progress Report, 2009 (10.81) and the Midterm Report, 2010 (10.82). SBVC has been responsive to ACCJC's recommendations and has been proactive in many areas to sustain and improve the quality of its services.

The Online Program Plan includes provisions to monitor degrees and certificates to ensure that they are compliant. This includes careful monitoring of the percentage of any program that can be completed online.

Actionable Improvement Plan

None.

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. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

Governance, decision-making structures, and processes are evaluated internally and externally. For example, the Program Review Committee normally holds a meeting to debrief on the process at the end of a cycle. The debriefing includes committee members and campus members who have just undergone the program review process. Program review self-evaluations have led to a number of improvements in the program review process including the addition of draft review sessions for committee members and campus members to jointly review drafts of program review documents prior to submission to the committee (10.85).

Another example of internal evaluation collegial processes resulting in institutional change are the Academic Senate discussions of the campus committee structure. Faculty felt that moving from a one-year committee assignment to a two-year committee assignment would improve continuity in committees and make them more effective. Committee membership is reviewed within the constituencies to ensure adequate representation on committees (10.86).

The new committee evaluation survey that was developed and implemented in spring 2014 will enable committee members to evaluate their participation in and the effectiveness of campus committees (10.88). Results of the survey will be compiled in the summer to be distributed to committees and collegial consultation groups in the fall of 2014.

Successful achievement of campus strategic initiatives speaks to the success of campus governance and decision-making processes, whereas failure to meet the strategic initiatives would call campus governance and decision-making structures into question. Strategic initiatives include explicit measures of effectiveness; for example, Goal 2.2.2 from the strategic initiatives states, “By Fall 2009, processes related to Program Review, and Curriculum will be streamlined. Surveys of committee members will indicate a 60% satisfaction rate by 2012” and results show increased campus satisfaction with the program review and curriculum processes (10.14).

Campus governance, collegial consultation, and decision-making processes are evaluated through the campus climate surveys that are conducted annually. Surveys are sent to managers, faculty, classified staff, and students to gain a well-rounded perspective of the campus’s performance in the areas of planning; student learning programs; student support services; human, physical, financial, and technology resources; and leadership and governance (10.15).

Board policies and administrative procedures related to campus leadership and collegial consultation exist and have an established cycle of review. Changes to board policies and administrative procedures can be introduced as needed. BP/AP2225 (10.1, 10.6), Collegial Consultation, and BP/AP2045 (10.41), Policies and Administrative Procedures, are currently undergoing review at the SBVC campus and SBCCD level.

Self-Evaluation

The institution meets the standard. Evaluation of leadership, campus governance, and decision-making processes is an ongoing, systematic process, and results are publicly accessible in various reports and used for future improvements of SBVC, with the exception of personnel evaluations conducted for administrators, faculty, and classified staff, which will remain confidential.

Supporting data are located on the Office of Research, Planning and Institutional Effectiveness website (10.31); reports are categorized by topics and are readily available for public viewing.

Actionable Improvement Plan

1. College Council will develop plans to improve trends in campus climate and Committee Self-Evaluation surveys.
2. Campus climate surveys will be coded to enable longitudinal study.

Table 31. *IV.A.5. Selected Campus Climate Survey Results*

Percentage of employees who agreed with the following statements	2010	2011	2012	2013
The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	53% Faculty		34% Faculty 67% Managers	
SBVC promotes sufficient consultation about important decisions.		48% Faculty 60% Managers		
The role of leadership is regularly evaluation.			67% Managers 37% Faculty	
SBVC has an ongoing and systematic cycle of evaluation and improvement.	76% Classified staff			55% Classified staff

Evidence—Decision-Making Process

- 10.1 AP2225
- 10.2 College Council Website
- 10.3 Classified Senate Delineation of Duties
- 10.4 Campus Committees
- 10.5 AB1725
- 10.6 BP2225
- 10.7 Board of Trustees Website
- 10.8 Campus Mission and Values
- 10.9 Campus Climate Survey 2013: Classified Staff
- 10.10 Campus Climate Survey 2013: Managers
- 10.11 Educational Master Plan
- 10.12 Educational Master Plan PPT
- 10.13 Link to College Planning Documents
- 10.14 Link to Strategic Initiatives and Benchmarks Document
- 10.15 Office of Research, Planning and Institutional Effectiveness Reports Page
- 10.16 Program Review Website
- 10.17 Needs Assessment Prioritization
- 10.18 Technology Strategic Plan
- 10.19 Facilities Master Plan
- 10.20 Enrollment Management Plan
- 10.21 Basic Skills Report
- 10.22 Professional Development Plan
- 10.23 Minutes of Academic/Classified Senates Regarding Reaffirming Mission
- 10.24 Communication Flowchart
- 10.25 Meetings Day/Time Spreadsheet
- 10.26 Vice President of Instruction Website
- 10.27 CurricUNET Website
- 10.28 Student Services Shared Drive
- 10.29 Curriculum Committee Website
- 10.30 Academic Senate Minutes
- 10.31 Office of Research, Planning and Institutional Effectiveness Website
- 10.32 College Council Minutes February 27, 2013
- 10.33 College Council Minutes February 13, 2013
- 10.34 April Flex Day Strategic Plan PPT
- 10.35 BP3250
- 10.36 BP2270
- 10.37 Draft Governance Handbook
- 10.38 Representative Samples
- 10.39 California Teachers Association Bargaining Agreement
- 10.40 Bargaining Agreement
- 10.41 BP/AP2045
- 10.42 SBVC Organizational Chart
- 10.43 Academic Senate Bylaws
- 10.44 Classified Senate Website
- 10.45 Office of Student Life

- 10.46 Associated Student Website
- 10.47 Associated Student Governance Website and Representative Samples of Committee Membership
- 10.48 Student Government Constitution
- 10.49 Representative Samples Regarding Budget
- 10.50 Representative Samples Regarding Strategic Plan Development
- 10.51 SLO Memorandum of Understanding
- 10.52 Representative Samples Regarding Professional Development Activities
- 10.53 Evidence Business Process Analysis December 2011
- 10.54 Classified Senate Constitution
- 10.55 Chancellor's Chat
- 10.56 What Happened at the Board Meeting
- 10.57 Board Policies and Administrative Procedures Chapter 4
- 10.58 Outcomes Processes
- 10.59 Student Services and Success Plan
- 10.60 Academic Senate Minutes November 9, 2011
- 10.61 Program Discontinuance Policy
- 10.62 AP7210
- 10.63 Faculty Handbook
- 10.64 Curriculum Handbook
- 10.65 Valley-Bound Commitment Award
- 10.66 Valley-Bound Commitment Brochure
- 10.67 District Assembly Website
- 10.68 District Assembly Constitution
- 10.69 Substantive Change 2012
- 10.70 Substantive Change 2014
- 10.71 AP4108
- 10.72 BP4108
- 10.73 BP3710
- 10.74 Representative Samples
- 10.75 Handbook for Online Students
- 10.76 Online Program Committee Website
- 10.77 Online Learning Plan
- 10.78 2008 Campus Climate Survey: Classified
- 10.79 Representative Samples—Middle College High School
- 10.80 Gainful Employment 2011-2012
- 10.81 Focused Progress Report 2009
- 10.82 Midterm Report 2010
- 10.83 AP7250
- 10.85 Representative Sample—Program Review Debriefings
- 10.86 Academic Senate Minutes Regarding Committee Term
- 10.87 Committee Evaluation Survey
- 10.88 Academic Senate Minutes September 19, 2013
- 10.89 Classified Senate Minutes September 2011
- 10.90 Representative Samples—Transfer Model Curricula
- 10.91 Valley-Bound Commitment Success Data

- 10.92 Representative Minutes—Smoking Policy Revision
- 10.93 Associated Student Governance Constitution
- 10.94 College Brain Trust Report
- 10.95 Response to College Brain Trust Recommendations
- 10.96 2014-2019 Draft Strategic Plan
- 10.97 Equity Survey spring 2014
- 10.98 Academic Senate Minutes—AP2045
- 10.99 Classified Senate Minutes
- 10.100 SBCCD Webpage
- 10.101 Representative Samples—2014 Professional Development Schedule

Standard IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Summary

The role of the Board of Trustees is to ensure the mission of the SBCCD, which is “to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world,” is achieved.

The board is composed of seven trustees elected from the local communities and two student trustees elected by their respective campuses, according to the SBCCD BP2060 (11.1). Each student trustee is entitled to vote in an advisory capacity according to the SBCCD BP2070 (11.2). Trustees serve a four-year term, while the nonvoting student trustees serve a one-year term. Currently the board includes the following members:

- Donna Ferracone, president
- Dr. Kathleen Henry, vice president
- Joseph Williams, clerk
- Gloria Macias Harrison
- John Longville
- Dr. Donald L. Singer
- Nickolas W. Zoumbos
- Yasmeen Flores, CHC student trustee
- Rosalina Sosa Sanchez, SBVC student trustee

The members of the board and their brief biographies are listed on the SBCCD website (11.3). The members of District Administration can be found on the SBCCD website. SBCCD has the following administrators (11.4):

- Chancellor: Bruce Baron
- Interim Vice Chancellor of Business and Fiscal Services: Tim Oliver
- Human Resources Consultant: Dr. Jack Miyamoto
- Director of Facilities & Planning: Vacant
- Director, Fiscal Services: Jose Torres

- Executive Director, Economic Development and Corporate Training: Dr. Matthew Isaac
- Associate Vice Chancellor, Technology and Educational Support Services: Dr. Glen Kuck

BP2000 (11.5) describes the general guiding principles of the Board of Trustees; their duties and responsibilities are listed. This policy identifies the board’s responsibility to “establish policies for, and approve, current and long-range educational plans and programs, and promote orderly growth and development of the colleges within the District.” BP2000 (11.5), Section A, 1 & 7, outline the board’s responsibility for hiring and evaluating the chancellor. BP2000, Section C, addresses establishing and maintaining academic standards, assuring the quality, integrity, and effectiveness of student learning programs, and BP2000 (11.5), Section B, details the board’s responsibility to ensure the financial stability of SBVC. Further administrative procedures detail how the board carries out its responsibilities.

Chapter 4: Academic Affairs series of board policies states that “the colleges of the district shall offer comprehensive instructional programs in the areas of general education, transfer education, vocational education, learning skills education, community services, and joint programs with business, industry, labor, government, and other accredited educational institutions.” In addition, BP4100 (11.6) addresses degrees and certificate requirements; BP4220 (11.7) addresses the standards for scholarship; BP4100 (11.6) addresses the graduation requirements for degrees and certificates offered, while the Chapter 5: Student Services of board policies covers a variety of student services-related items, such as, but not limited to, admissions, tuition, fees, refunds, student records, enrollment priorities, and course adds and drops.



If changes in the board policies or administrative procedures are needed, SBCCD AP2045 (11.8) indicates the process to be used. While board policies may be adopted, revised, added to, or amended at any regular board meeting by a majority vote, proposed changes or additions shall be introduced according to AP2045 (11.8) and require the collegial consultation process as indicated in BP2510 (11.9).

In 2006, the Board of Trustees established a series of District imperatives (11.12), which included research on institutional effectiveness. During the board's annual study sessions, members review the imperative (11.12) with the institutional researchers from both campuses; in addition, the ARCC data (11.10) and the 2013 Student Success Scorecard (11.11) will be used to provide comparative analyses on similar institutions surrounding the SBCCD and within the state. The ARCC and Scorecard data and the District imperative (11.12) study sessions help the board in further examining and analyzing the institutional mission and visions, the SBVC's purposes, as well as having a glimpse at any demographic and economic changes in the local communities.

In accordance with BP3250 (11.13), the "Chancellor shall ensure that the District has and implements a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research."

SBCCD's mission, policies, and planning documents ensure institutional integrity and address the quality and effectiveness of programs and services. The mission of the SBCCD as indicated in BP1100 (11.14) is "to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world." Affirming the mission is SBCCD AP4025 (11.15), which provides that the "programs of the colleges in the District are consistent with the institutional mission, purposes, demographics and economics of the community."

The SBCCD mission is achieved through SBCCD's two colleges: SBVC and CHC EDCT, and a public broadcasting system (KVCR) by providing high-quality, effective, and accountable instructional programs and services.

The mission is further supported by the board imperatives (11.12), which reinforces the Board of Trustees' commitment to excellence and effectiveness in all the operations, student success, retention, and access and to prudent management of all SBCCD's resources.

The board imperatives (11.12) are

1. Institutional Effectiveness
2. Learning-Centered Institution for Student Access, Retention and Success
3. Resource Management for Efficiency, Effectiveness and Excellence
4. Enhanced and Informed Governance and Leadership

SBCCD's mission is further supported by the District Strategic Plan (DSP; 11.13), which consists of five strategic directions that are inclusive of the Board of Trustees' planning imperative (11.12), defined as "an essential line of forward progress along which the institution seeks to move in the long run, and with which it seeks to align its resources and actions, to realize more fully its mission." The District Strategic Plan includes,

1. Institutional Effectiveness
2. Learning-Centered Institution for Student Access, Retention and Success
3. Resource Management for Efficiency, Effectiveness and Excellence
4. Enhanced and Informed Governance and Leadership
5. Inclusive Climate
6. Community Collaboration and Values

Each of these strategic directions has corresponding strategic goals that are directly aligned with the EMP (11.14) goals of SBVC and its sister college, CHC (DSP; 11.13) and SBVC EMP; 11.14).

The board accepts full responsibility for the selection and evaluation of the chancellor. The chancellor's position is designated by the board as an executive officer of the District and is established by written policy. BP2170 (11.15), Delegation of Authority to the Chancellor, outlines the responsibilities of the chancellor. BP7250 (11.16) and AP7250 (11.17) currently govern the process for the selection of managers. BP2175 (11.18) and AP2175 (11.19), last updated May 9, 2013, outline the evaluation procedure for the chancellor. The board adheres to most of these policies.

SBCCD is in compliance with the majority of the Accreditation Standards set forth in Standard IV.B. Board members continue to work with the colleges to support the interests of the District. The board takes an active interest in SBVC and the students it serves. The Board of Trustees' members have held office for various lengths of time ranging from one to 12 years. The combined experiences from the members of the Board of Trustees will continue to support the functions of SBCCD.

The SBCCD Board of Trustees members participate in training to enhance their knowledge about the role of board members and about the accreditation process. SBCCD relies on resources for trustee development from the Community College League of California (CCLC; 11.20). Every board member is given a full orientation, including a meeting with the chancellor and the board chair; every board member receives the most recent copy of the Trustee Handbook (11.21) developed by the CCLC.

The board does not micromanage, but there is an expectation that it "stays on top" of things through communication and study sessions. The board assesses its own performance using the model from the CCLC Trustee's webpage, which is closely related to the Accreditation Standards. The board stays informed about the Accreditation Standards with timely reports distributed by the chancellor or through information obtained during their study sessions. Members stay informed when individual members report actions on programs (e.g., study

session on instructional technology at the campuses, annual meeting on the budget and funding priorities).

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

Members of the Board of Trustees are residents within the SBCCD and are elected in accordance with BP2050 (11.22) and Title 5. Trustees are representative of the gender and ethnicity of the SBCCD population. Trustees bring a diverse experience to the board having served in higher education, state government, San Bernardino County, and a wide variety of community service organizations (11.3).

Members of the Board of Trustees are not owners of SBVC. Several board members are retired employees (11.14) of SBCCD who have served on either or both campuses, and therefore, have a vested interest in the success and integrity of SBCCD. BP2260 (11.23) further addresses conflict of interest. The Board of Trustee's Code of Ethics described in BP2010 (11.24) ensures that board members act in a manner that is free of bias, unaffected to outside pressure, and in the best interest of the community they represent.

Self-Evaluation

The institution meets the standard.

Actionable Improvement Plan

None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

SBVC's education programs and services, graduation requirements, curriculum development, and the faculty's role in educational matters are aligned with SBCCD. The SBCCD Board of Trustees demonstrates its expectation for quality, integrity, and improvement of student learning programs and services, and exercises oversight of SBVC by means of the board policies and administrative procedures (11.25) that establish standards for SBVC. The board policies and administrative procedures on student learning (Chapter 4) and student services (Chapter 5) are guided by SBCCD's mission, board imperatives (11.12) and DSP (11.13).

Self-Evaluation

The institution meets the standard.

The DSP (11.13) expresses that “we must maintain a current, meaningful and challenging curriculum” (p. 8), and BP4020 (11.26), related to the curriculum approval process, supports this statement. BP4020 (11.26) promotes involvement of faculty in the curriculum processes, regular review of course and program quality, and consideration of job market when developing programs. Changes to the curriculum are approved by the Curriculum Committee (11.27), a collegial consultation committee co-chaired by faculty and the VPI, before being included on the board agenda.

SBCCD identified that “the district and both colleges should collaborate in identifying new and emerging areas for curriculum development” (DSP, p. 64) as a planning implication in the DSP (11.13). SBVC’s 63 AA/AS degrees and 76 certificate programs include a wide variety of courses and programs that meet this initiative by encouraging self-discovery and expanding knowledge beyond that of the traditional curriculum. Examples of these courses and programs include the up-and-coming field of water supply technology, diverse offerings in human services, the growing area of crime scene investigation, and the unique art of glassblowing.

SBCCD is also committed to its mission of preparing students “in an increasingly technological world.”

- The recommended method to apply to SBVC, as well as to complete the required orientation, is via the SBVC website (11.28).
- DE services are delivered using the Blackboard system and content streaming delivered via EduStream services. “There are 25 associate degrees and 22 certificates in which 50% or more of the required units are satisfied by courses that are approved by San Bernardino Valley College (SBVC) to be offered through ‘Distance Education’ (11.29). SBVC’s GE programs also have more than 50% of the courses approved for Distance Education DE.”
- The District Technology Strategic Plan (DTSP; 11.30) represents a macro view of SBCCD’s technology needs.
- TESS (11.31) provides students’ archived broadcasts from online tutoring sessions with SBVC faculty and self-assessment opportunities
- Staff training—The professional and organizational development coordinator coordinates the training, utilizing the resources of the CTS area and wants to participate in the distributed education environment (11.32).

The board’s responsibility to the financial health of SBVC is periodically reviewed along with the campus’ mission statement. Budget reports are also made available to this elective body. Through SBCCD’s administrative offices, the board ensures that compliance with all state, federal, and local policies are followed.

The board is aware of SBVC's institution-set standards. Institution-set standards were established by the Academic Senate at the March 6, 2014 meeting. Institution-set standards were presented to the board on April 24, 2014 and campus performance on standards was presented in conjunction with the ACCJC Annual Report. Future analysis of institution-set standards and use of these standards to improve student achievement and learning will be presented to the board in conjunction with reporting on the strategic planning in the ACCJC Annual Report (11.33).

The Board of Trustees regularly receives reports on student achievement and learning from the Office of Research, Planning and Institutional Effectiveness, the SBVC president, and the Academic Senate. These reports, which contain analysis, results, and improvements include, but are not limited to, the Scorecard Report and its predecessor the ARCC Reports, The ACCJC Annual Report (11.34), The ACCJC Implementation of Student Learning Outcomes Update Report (11.35), The Strategic Plan (11.36), EMP (11.14), and Accreditation Self-Study (11.37).

Actionable Improvement Plan

None.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Board of Trustees of the SBCCD is the governing body of the District. The board is established by, and derives its powers and duties from, the Constitution of the State of California and the Statutes of California as adopted by the legislature and issued in the California *Education Code* (70902) and set forward in BP2040. The roles and responsibilities of board members are further described Education Code 70900-02 and the directives of BP2000 (11.5). The code of ethics is set forth in BP2010 (11.24). The board does delegate authority for day-to-day operations to the chancellor and senior executives in BP2170 (11.18).

The board monitors progress on student learning and the District Imperatives at its annual retreat. The board oversees the accreditation process and receives copies of all accreditation reports. The board is apprised of and assumes responsibility for all legal matters associated with the campus. Financial integrity is paramount and SBCCD has maintained significant reserves, which helps it weather state funding fluctuations throughout the past years.

Self-Evaluation

The institution meets the standard. The Board of Trustees has final authority regarding District policies, administrative procedures, contracts, legal and budgetary matters, and personnel decisions within the guidelines set by District policy and state statutes. The CBT

Report states that SBCCD has a “strong fund balance position and manageable unrestricted general fund long term debt” (11.38).

Actionable Improvement Plan

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

SBCCD board policies and administrative procedures are available on the District website. The various board policies from Chapter 2 (11.25) listed here represent different areas mentioned concerning the Board of Trustees, including board authorization (BP2040), board membership and eligibility (BP2050), duties and responsibilities (BP2000), organization and election of officers (BP2100), board imperative (BP2270), code of ethics (BP2010), self-evaluation (BP2020), communications among members (BP2030), and board meeting operating procedures (BP2120), and so forth. In addition, other areas such as public participation (BP2140), minutes (BP2150), inspection of public records (BP2160), delegation of authority to the chancellor (BP2170; 11.18), evaluation of chancellor and presidents (BP2175), authorized signatures (BP2180), gifts to the district (BP2190), board’s negotiations representative (BP2200), public presentation of initial collective bargaining proposals (BP2210), committees of the board (BP2220), collegial consultation (BP2510), compensation for board members (BP2230), board health and welfare benefits (BP2240), board travel (BP2250), and conflict of interest (BP2260) are also included.

Self-Evaluation

The institution meets the standard. The SBCCD website can be accessed at www.sbccd.org or www.sbccd.cc.ca.us. The website contains the District missions, board meeting agendas and minutes, board policies and administrative procedures, board imperatives (11.12), DSP (11.13), and other essential documents. Board policies reflect what ACCJC Standards are addressed by those policies (11.39).

Actionable Improvement Plan

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Board of Trustees uses SBCCD policies to guide its functioning and inform its practice as a board. A comprehensive review of all policies and procedures is continuing through all constituency groups (District Assembly, College Council, Academic and Classified Senates) and the board considers whatever advice constituencies or individuals offer. For policies and regulations that affect academic and professional matters, the board relies primarily on the advice of the Academic Senates of both institutions; on matters defined as within the scope of bargaining interests, the board follows the requirements and conventions of negotiations. All board policies except the Human Resources section were revised before the 2008 self-study. Since then, the Human Resources section was updated as well as several other policies including AP2510 (11.9). In spring 2014, in consultation with the CCLC, the board brought forth an aggressive plan to review all board policies and administrative procedures (11.40). SBCCD subscribes to the CCLC policy service, which updates the District on necessary changes to board policies.

Self-Evaluation

The institution meets the standard. There has been infrequent deviation in reference to other board policies. As noted above BP/AP2045 (11.8) was not adhered to during the development and passing of BP6610 (11.43). Similarly, when the board devised the plan to review all the board policies and administrative procedures, several board policies specifically regarding the Board of Trustees, such as BP2200 (Board Duties and Responsibilities) were submitted to District Assembly as information items only. District Assembly during the March 4, 2014, meeting directed the chancellor to advise the board to allow revisions of these items according to AP2045 (11.8), board policies and administrative procedures. As of April 1, 2014 those information items have reverted back to regular revisions in accordance to AP2045 (11.8, 11.41).

Since the last self-study report, a number of board policies and administrative procedures have undergone revision and have been reviewed through District Assembly and other governance structures before final approval by the board. BP2045 (11.8) and AP2045 (11.8) describe the process for review of policies and regulations. However, recently the development of BP6610 (11.43) was made and adopted unanimously by the board without following the prescribed AP2045 (11.8) specific instructions which include “the Chancellor, through the collegial consultation process, has the authority to develop has the authority to develop new Board Policies and Administrative Procedures.” BP6610 had not gone through the process described in BP2045 (11.8), since it had not received any input from SBVC nor from the District office. The goal of BP6610 (November 14, 2013) was to develop a local hire policy for district capital improvement and construction projects.

To ensure that board policies and administrative procedures are reviewed and updated on a regular basis, the CCLC consultant has developed a five-year review cycle for all board policies and administrative procedures.

Actionable Improvement Plan

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

BP2110 (11.44) outlines procedures for education and professional development for the trustees. The board holds annual retreats that include the chancellor, other key SBCCD personnel, and when appropriate, the SBVC and CHC presidents with the intention of addressing annual strategic planning and goal setting. Board members are encouraged and supported to attend meetings, conferences, and workshops that contribute to their professional development. Orientation of new members is addressed in BP2110 (11.44); additionally, new board members participate in the CCLC (11.20) new member workshops. For example, during September 2012, the Board of Trustees held its planning retreat in order to go over the 2011-2012 Board Self-Evaluation (11.45), and the 2012-2013 Proposed Board Goals (11.46) and Reaffirmation of Board Imperative (11.12).

Any vacancy on the board is filled by special election or provisional appointment in accordance with the provisions of the Education Code and BP2080 (11.47). Vacancies are caused by any of the events specified in the *Government Code* or by failure to elect. Any resignation must be filed in writing with the County Superintendent of Schools.

Student trustee vacancies are filled for the unexpired annual term by the AS. A vacancy exists in the student board position when the student board member resigns from the board. A vacancy may occur if the student board member misses three consecutive board meetings without authorization, is enrolled for fewer than 12 units, or does not maintain a cumulative GPA of 2.0 in accordance with BP2060 (11.1). The unit load and the GPA are to be maintained by the student during the entire term of office.

Self-Evaluation

The institution meets the standard. Board members participate in a variety of conferences, workshops, and events to further their understanding of issues and concerns related to governing the colleges of the SBCCD including the CCLC Trustee Conference (November 22, 2013) and CCLC Effective Trustee Workshop (December 16, 2013). Orientation to the board is provided by the chancellor along with the opportunity to attend CCLC new member workshops (11.48).

Board Goals and Priorities (11.49), approved on September 22, 2013, focuses on enhancing new trustee education including a new Trustee Handbook. This handbook includes updated information on accreditation. The board could improve its understanding of collegial consultation principles with a technical visit available through the ASCCC and CCLC.

Actionable Improvement Plan

None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning. To this end, the board has established the following processes for evaluation:

- The board and the chancellor shall establish goals and objectives to be accomplished each fiscal year.
- A report will be completed by the chancellor on the accomplishments of the board goals and objectives at the end of the fiscal year and will be submitted at the board retreat.
- During the annual planning session each board member will complete the self-evaluation instrument according to BP2020 (11.50) and submit it to the chancellor.
- The chancellor shall synthesize the annual report and the self-evaluation and information will be shared with the board.
- The board shall meet in open session to complete a final review and assessment of the board.

Self-Evaluation

The institution meets the standard. The 2012-2013 Board Self-Evaluation Study was completed and reported at the Board of Trustees meeting on August 22, 2013 (11.51).

Actionable Improvement Plan

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

BP2010 (11.24) presents the code of ethics along with 13 responsibilities. The oath for a board member is as follows:

As a member of the San Bernardino Community College District Board of Trustees, I will perform my duties in accordance with my oath of office. I am committed to serve the individual needs of the citizens of the District. My primary responsibility is to provide learning opportunities to each student regardless of sex, race, color, religion, ancestry, age, marital status, national origin, or handicap.

Self-Evaluation

The institution meets the standard. The 13 responsibilities include performing board duties effectively and credibly, working with fellow board members cooperatively, voting fairly and without bias, representing all community members, welcoming the active involvement of students, employees, and citizens of SBCCD, and striving to provide the most effective college board service possible. There have been no known ethical issues that have arisen or been

Actionable Improvement Plan

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

AP3200, Accreditation (11.52), sets the requirements for preparation for reaffirmation of accreditation. AP3200 includes the following requirements regarding preparation of the self-evaluation and participation of the Board of Trustees.

- The development of a self-study report and any other materials necessary to support accreditation or reaffirmation of accreditation shall begin no less than two years before the accreditation visit.
- The college president shall appoint an ALO, who will be responsible for coordinating all necessary activities in preparation for the visit by the visiting team and subsequent reports and visits. Each college shall have an Accreditation Steering Committee with members from faculty, management, the classified staff, and students.
- The self-study report shall be made available to the faculty, classified staff, managers, and student leaders for review and comment before it is sent to the Board of Trustees for approval.

- The self-study and any subsequent reports required by the ACCJC shall be approved by the SBCCD Board of Trustees before they are submitted to the ACCJC.

Self-Evaluation

The institution meets the standard. The board has been aware of the evaluations from previous accreditation visits. The ALO presents all reports to the board first before sending them to the Accrediting Commission. The board typically addresses accreditation at one of its study sessions each year (11.53).

AP2225 (11.9) establishes the ASLO Committee and a collegial consultation committee. The charge of the ASLO Committee states that the committee “prepares the self-study, prepares for the accreditation team site visit, follow up on implementation of accreditation recommendations, performs assessments as needed, and prepares any follow-up reports or documentation.” SBVC has been focusing on accreditation since 2011 and preparing for the self-evaluation for over two and a half years. SBVC’s current ALO is the VPI, Dr. Haragewen Kinde. The ASLO Committee meets bimonthly, or as necessary, to support the writing of the self-study document and any other reports as required. The ASLO meeting minutes since 2006 can be found at the ASLO website (11.54). The ASLO Committee members have attended conferences in regards to accreditation. Reports to ACCJC are distributed to collegial consultation groups for feedback and approval. The ASLO Committee began making presentations, facilitating workshops, and working with constituencies regarding the 2014 self-evaluation study in fall 2012 (11.55).

San Bernardino Valley College Accreditation Self-Evaluation Team

Accreditation Liaison Officer:	Dr. Haragewen Kinde, <i>Vice President of Instruction</i>
Self-Evaluation Faculty Chair:	Dr. Celia Huston, <i>Professor, Library and Learning Support Services</i>
Distance Education:	Dr. Julius Jackson, <i>Professor, Philosophy and Religious Studies/Online Program Committee Co-Chair</i>

Standard I: Instructional Mission and Effectiveness

I.A. Mission and

I.B. Institutional Effectiveness

Co-Chairs:	Dr. Haragewen Kinde, <i>Administrator, Vice President of Instruction</i> Dr. Jeremiah Gilbert, <i>Faculty, Mathematics, Academic Senate President</i>
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Committee Members:	Corrina Baber, <i>Classified, Schedule/Catalog Data Specialist, Instruction Office</i> Henry Hua, <i>Dean, Mathematics, Business and Computer Information Technology</i> Dr. Julius Jackson, <i>Professor, Philosophy and Religious Studies</i> Patricia Rossman, <i>Faculty, Physical Education and Athletics</i>
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Standard II: Student Learning Programs and Services

II.A. Instructional Services Co-Chair:	Dr. Kay Weiss, <i>Dean, Arts and Humanities</i>
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Co-Chairs:	Dr. Horace Alexander, <i>Associate Professor, English</i>
------------	---

Committee Members: Algie Au, *Assistant Professor, Biology*
Joan Backey Murillo, *Faculty, Biology*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*

II.B. Student Services Co-Chairs: Dr. Ricky Shabazz, *Administrator, Vice President of Student Services*
Dr. Paula Ferri-Milligan, *Professor, English*

Committee Members: Dr. Ailsa Aguilar-Kitibutr, *Professor/Counselor*
Rose King, *Classified, Tutorial Coordinator, Student Success Center*
Cindy Parish, *Articulation/Counselor, Counseling (Retired)*
Marco Cota, *Dean, Counseling*
Gina Curasi, *Faculty/Counselor*
Timothy Forrest, *Student*
Paula Venegas Alvarez, *Student*

II.C. Library and Learning Resources Dr. Ricky Shabazz, *Administrator, Vice President of Student Services*

Co-Chairs: Dr. Celia Huston, *Professor, Library and Learning Support Services*

Committee Members: Sue Crebbin *Assistant Professor, Physical Education and Athletics*
Ginny Evans-Perry, *Assistant Professor, Library and Learning Support Services*
Patti Wall, *Associate Professor, Library and Learning Support Services*

Standard III. Resources

III.A. Human Resources Chair: Dr. Susan Bangasser, *Dean, Sciences*

Committee Members: Angela Grotke, *Classified, Secretary I, Social Sciences, Human Development and Physical Education*
Guy Hinrichs, *Associate Professor, Applied Technology, Transportation and Culinary Arts*
Sarah Miller, *Classified, Laboratory Technician, Biology*
Nori Sogomonian, *Associate Professor, Modern Languages*

III.B. Physical Resources Chair: Scott Stark, *Administrator, Vice President of Administrative Services*

Committee Members: Elaine Akers, *College Nurse, Student Health Services*
Sarah Miller, *Classified, Laboratory Technician, Biology*
Dr. Susan Bangasser, *Dean, Sciences*

III.C. Technology Resources Chair: Rick Hrdlicka, *Director, Campus Technology Services*

Committee Members: David Bastedo, *Professor, Biology*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*

III.D. Financial Resources Chair: Scott Stark, *Administrator, Vice President of Administrative Services*

Committee Members: Girija Raghaven, *Classified, Accountant, Grant Development and Management*

Dr. Ed Millican, *Dean, Social Sciences, Human Development and Physical Education*
Dr. Celia Huston, *Professor, Library and Learning Support Services*

Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

Chair: Algie Au, *Assistant Professor, Biology*

IV.B. Board and Administrative Organization

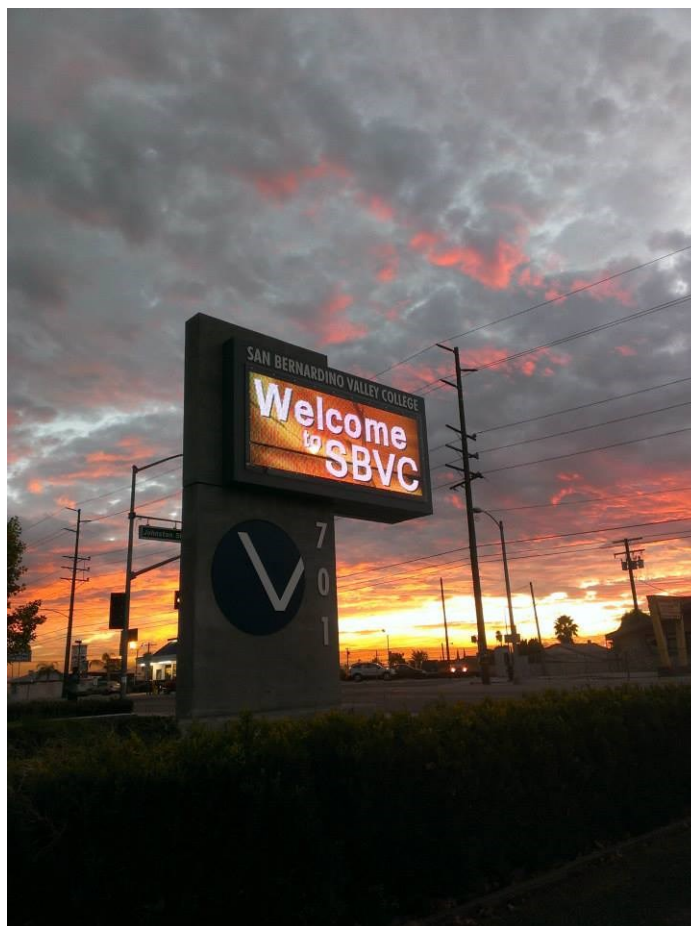
Committee Members:
Dr. Gloria Fisher, *Administrator, Interim President*
Dr. Horace Alexander, *Associate Professor, English*
Christie Gabriel-Millette, *Research Analyst, Research, Planning and Institutional Effectiveness*
Albert Maniaol, *Interim Dean, Applied Technology, Transportation and Culinary Arts*
Girija Raghaven, *Accountant, Grant Development and Management*
Cassandra Thomas, *Laboratory Technician, Chemistry*

Additional Resources for all Standards

Dr. James Smith, *Dean, Research, Planning and Institutional Effectiveness*
Sharen Chavira, *Administrative Secretary*
Dr. Kathleen Rowley, *Director, Grants Development and Management*
Nicole Williams, *Administrative Curriculum Coordinator, Instruction Office*
Dena Peters, *Administrative Secretary, Accreditation Committee*

Prior self-study reports were made available to all segments of the campus community, including faculty, classified staff, managers, and students for review and comment before the Board of Trustees approval. Drafts of the 2014 self-study were made available to the campus for review and comments beginning fall 2013. Portions of the documents were reviewed by various collegial groups, such as the Academic Senate, Instructional Cabinet, the ASLO Committee, College Council, and other various constituency groups. In addition, a series of draft study sessions for the entire campus were held during fall 2013. The first draft forum, which presented how SBVC meets the Standards, were held February-March 2014. The second draft was made available to the campus and reviewed by constituency groups for input and feedback in April and May 2014 (11.56).

Data provided in the self-study report are accumulated from the various results of the campus climate surveys, demographics reports, enrollment data, student performance data, graduation data, transfer data, as well as state and federal mandated report findings, which are all made available on the Office of Research, Planning and Institutional Effectiveness website (11.57).



The *Trustee Handbook* (11.21) includes information about the accreditation process. The board keeps abreast of Accreditation Standards and expectations by requiring the campuses to provide accreditation updates. SBVC's accreditation process was presented to the board on April 25, 2013. Dr. Barbara Beno, President of the ACCJC, did a presentation to the Board of Trustees, which covered how the actions of the board impact campus accreditation and the board's responsibilities in the accreditation process (11.58).

The 2010 Follow-up Report, 2011 Midterm Report, the 2014 Focused Progress Report as well as the 2012 and 2014 Substantive Change Reports were submitted to the Board of Trustees. The board took the opportunity to discuss both reports with the ALO at the time of submission. The 2014 Reaffirmation of Accreditation Self-Evaluation was reviewed by the Board of Trustees at its April 24, 2014, study session (11.59). The final Self-Evaluation Study will be presented to the Board of Trustees for approval prior to submission to ACCJC.

Actionable Improvement Plan

None.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

BP2000 (11.5) specifies that the Board of Trustees is responsible for the selection and evaluation of the chancellor. The job description for the chancellor details the responsibility and authority granted to this individual to administer board policies. As stated in BP2170 (11.18), “The Board in consultation with the Chancellor shall develop the job description and goals and objectives for performance.” BP7250 (11.16) and AP7250 (11.17) address the hiring of management employees. They are the only policy and procedure that can be applied to hiring the chancellor. According to the BP2175, the chancellor should be evaluated by the board in compliance with the employment contract and the process indicated by the AP2175.

BP2170 (11.18) states that the board clearly delegates to the chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action, including but not limited to, the administration of colleges and centers, recommending appropriate actions needed to be taken when no written board policy is available, as well as the acceptance of written resignations and conferring with the District legal counsel for matters of SBCCD. The chancellor is expected to perform the duties contained in the chancellor job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The board holds the chancellor accountable for the operations of the two colleges and the SBCCD office.

The SBCCD Board of Trustees is effective in dealing with policy matters because the members follow CCLC trustees’ guidelines. The board is committed to an update of board policies and/or administrative procedures with the participation of collegial consult groups from the colleges while continuing to be consistent with the law as informed by the CCLC trustees. Administrative regulations in SBCCD are approved at the District Assembly meetings. The board receives new administrative procedures as an information item as they surface while the administrative procedures represent the implementation phases of their prospective board policies (11.60).

The board ensures that there is sufficient information on institutional performance, educational quality, and financial integrity to meet its high expectations. The expectations are set at the start of the year and throughout the year. For example, the board reviews all purchases over \$50,000. All information such as board meeting dates and meeting agendas and minutes from the board meetings are made available online.

Self-Evaluation

The institution meets the standard. The board has selected, evaluated, and clearly delegated authority to the chancellor.

Although not specifically written for hiring executive managers, AP7250 (11.17) was the only procedure that addressed hiring of managers when the chancellor was hired. The manner of the chancellor screening process and appointment deviated from the procedures outlined in AP7250 (11.17). The chancellor was hired as the vice-chancellor of fiscal services in 2009. He was appointed interim chancellor by the Board of Trustees in 2010. A screening committee for a permanent chancellor was convened and the committee members chose not to forward any candidates to the board. On April 4, 2011, the Board of Trustees held a special meeting and conducted interviews from the hiring pool for chancellor despite the recommendation of the screening committee. Although AP7210 (11.61, line 537) allows the hiring manager to review the applicant pool to ensure qualified applicants for faculty have not been overlooked, AP7250 (11.17) does not include that language. The chancellor was appointed by the Board of Trustees on April 21, 2011 (11.62).

There is contradiction between BP2000 (11.5) and AP2175 (11.19) in regard to the chancellor's evaluation. BP2000 (11.5) states that the Board of Trustees must "evaluate annually, in writing, the Chancellor's performance using selected evaluation instruments." This conflicts with AP2175 (11.19), which states, "The Chancellor will be evaluated once per year for the first two years of employment, and every three years thereafter. Evaluations may be held on a more frequent basis when deemed necessary by the Board of Trustees."

As evidenced in Standard III.A., as of this writing the chancellor was evaluated by the Board of Trustees under the terms of his contract in 2012 but not according to AP2175 (11.19). The chancellor was scheduled for evaluation in fall 2013. The board completed the evaluation in spring 2014 adhering to most provisions in AP2175 (11.19).

College presidents are hired under BP/AP7250. The board adhered to BP/AP7250 (11.17) during the past two recruitments for president. Presidents are evaluated under BP/AP7251 (11.64). None of the interim presidents have been evaluated.

As part of the regular review of policies and procedures the Board of Trustees, District Assembly, and campus constituency groups are considering new policy (BP2431) that specially addresses selection of executive officers (11.64).

Actionable Improvement Plan

None.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Summary

The previous president of SBVC, Dr. Debra Daniels, utilized collegial consultation processes and transparency in leadership before her resignation in February 2012. The EMP (11.14), Strategic Plan (11.65), and the SBVC Planning Model (11.66) were developed under her leadership. These documents built a strong foundation based on integration of planning, budget, and institutional effectiveness and created a culture of data-driven decision making on the campus. Following Dr. Daniels's resignation, the campus had two short-term interim presidents as well as the current long-term interim president. SBVC weathered this period well because collegial consultation and integrated planning was part of the campus culture and systems were already in place to ensure continuity in campus operations.

The current interim president, Dr. Gloria Fisher, is continuing the practice of utilizing established practices, but has also initiated processes to evaluate and update the EMP (11.14) and the Strategic Plan (11.66) to maintain currency and relevancy. She has identified and acted on the several campuswide needs including a *Governance Handbook* (11.67), a means for requesting funding for emerging or emergency needs (11.68), and guided the ad-hoc Budget Committee of the College Council to a collegial consultation committee. Additionally, due to workflow considerations in Human Resources, Dr. Fisher facilitated the development of a system for filling vacant positions and funded the first growth positions hired in several years (11.69).

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The SBVC president reports directly to the chancellor and works through College Council on strategic planning, issue management and communication. The President delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with collegial consultation processes.

Over the last two years, the campus has had four campus presidents, all with their own personalities and leadership styles. When the last permanent SBVC president resigned in February 2012, the VPI was appointed as the first interim president, which preserved continuity in leadership of the SBVC. When this interim president resigned in December 2012, another long-time SBCCD administrator was selected to serve as the second interim president. Due to unforeseen circumstances, this interim president stepped down as of April

2013, a third interim president was selected by the chancellor. Dr. Fisher is a long-time college administrator who advanced from the faculty.

Collegial consultation is embraced at SBVC and the president adheres to the governance structure outlined in AP2225 (11.9). As such, the president delegates responsibilities and work with administrators, collegial consultation committees, and campus committees as appropriate. Classified staff, students, and administrators are encouraged to participate in committees. Administrators are assigned to a committee either by their specific job description or according to their interests. Classified staff members notify the Classified Senate president, CSEA chapter president or the committee chair about their choice of committee. Faculty, as required by SBCCD/CTA contract, have an obligation to participate on assigned committees. Committee assignments of faculty are managed by the Academic Senate, and the term of services for faculty is two years; the two-year term is designed to maintain a stability of faculty membership within a committee. Meeting schedules are designed to be stable within these two-year cycles in order to allow faculty to better plan their contractual committee assignment with their teaching obligations. This egalitarian approach to committees allows for broad-based participation. As a result, decisions are made collaboratively creating campus buy-in and participation, which generally leads to institutional improvement.

The days and times for various committee meetings can be found in the *SBVC Governance Handbook* produced by the Office of the President each year.

Self-Evaluation

The institution meets the standard. SBVC's current interim president understands the purpose of collegial consultation and has worked to increase the value placed on the input and participation of the college. She has worked on transforming the purpose and the scope of the College Council, which is the main decision-making body on campus.

For example, the College Council has now been identified as the governing body that approves special funding requests. At the May 8, 2013, College Council meeting, emerging and emergency needs were presented to the College Council. The president advised College Council to appropriately allocate funds as needs arise. It was clear to College Council during this meeting that some requests were emergency needs, while others should be submitted through program review through the needs assessment ranking process. So the president clarified the purpose of the request process and confirmed that nonemergency needs should be approved through the program review process, and emergency needs should not be intended to circumvent SBVC's collegial consultation process. College Council has since worked with the Budget Committee to create an application process for emerging and emergency needs requests (11.69).

Actionable Improvement Plan

None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- *Establishing a collegial process that sets values, goals, and priorities;*
 - *Ensuring that evaluation and planning rely on high-quality research and analysis on external and internal conditions;*
 - *Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
 - *Establishing procedures to evaluate overall institutional planning and implementation efforts.*
-

Descriptive Summary

College Council and other collegial consultation groups continue to review the mission, values, goals, and priorities of the college on a regular basis (11.71). The linkage of institutional research, institutional planning, and resource allocation can be seen in campus plans and processes, in particular, the Strategic Plan, program review processes, and the Budget Allocation Model. The Strategic Plan is developed by the Office of Research, Planning and Institutional Effectiveness using feedback from the entire campus and is guided by the SBVC president. Program review needs assessment is a data-driven process that is inclusive of the campus mission, strategic initiatives, and learning outcomes, and is used to identify institutional needs. For example, the fall needs assessment 2013 short report and prioritization lists can be found on the program review website (11.72). The priority planning documents from 2008-2011 can also be found at the Office of the President's website (11.73). Results from the aforementioned reports are submitted to the president, so SBVC programs can undergo proper funding review by the College Council.

The Online Program Committee (11.74) and the VPI monitor the curriculum regarding DE delivery. In 2012, SBVC submitted a Substantive Change Proposal to the ACCJC. That Substantive Change Proposal was approved by the Commission in June 2012 (11.75). By 2014 DE had grown to 25 associate degrees and 22 certificates that had either crossed the 50 percent distance delivery threshold or were very close to crossing that threshold. SBVC submitted another Substantive Change Proposal that was approved by the Commission in June 2014 (11.76).

The Office of Research, Planning and Institutional Effectiveness reports to the president and fulfills the campus's data and research needs. The Office of Research, Planning and Institutional Effectiveness regularly produces reports that support the work of campus committees and accepts research requests for customized data (11.77). The dean of Research, Planning and Institutional Effectiveness keeps the president apprised of SBVC's performance.

Self-Evaluation

The institution meets the standard. The president ensures that College Council (11.78) continues to be the central functioning unit for planning, while allowing processes and procedures for evaluating overall planning is in place. Informational presentations on the

college's strategic goals and planning are held regularly during the college's opening days or in-service days. Program review is scheduled to take place every four years, while the planning cycle continues to take place every five years.

The president uses a variety of ways to keep the campus informed, such as producing the president's report, open-forums, and an all-campus meeting. For example, the president shared a list of current college matters in the January 2014 Opening Day; the topics of her presentation include student services goals, the campus communication chart, the Budget Allocation Model, and how that links to the college's planning (11.79).

Institutional reports and research requests can be found on the Office of Research, Planning and Institutional Effectiveness website (11.77).

To continue the effectiveness of SBVC functions, college planning documents undergo regular review and evaluations. The Strategic Plan document, EMP, strategic initiatives, and benchmarks are all readily made available at the Office of the President's website.

Actionable Improvement Plan

None.

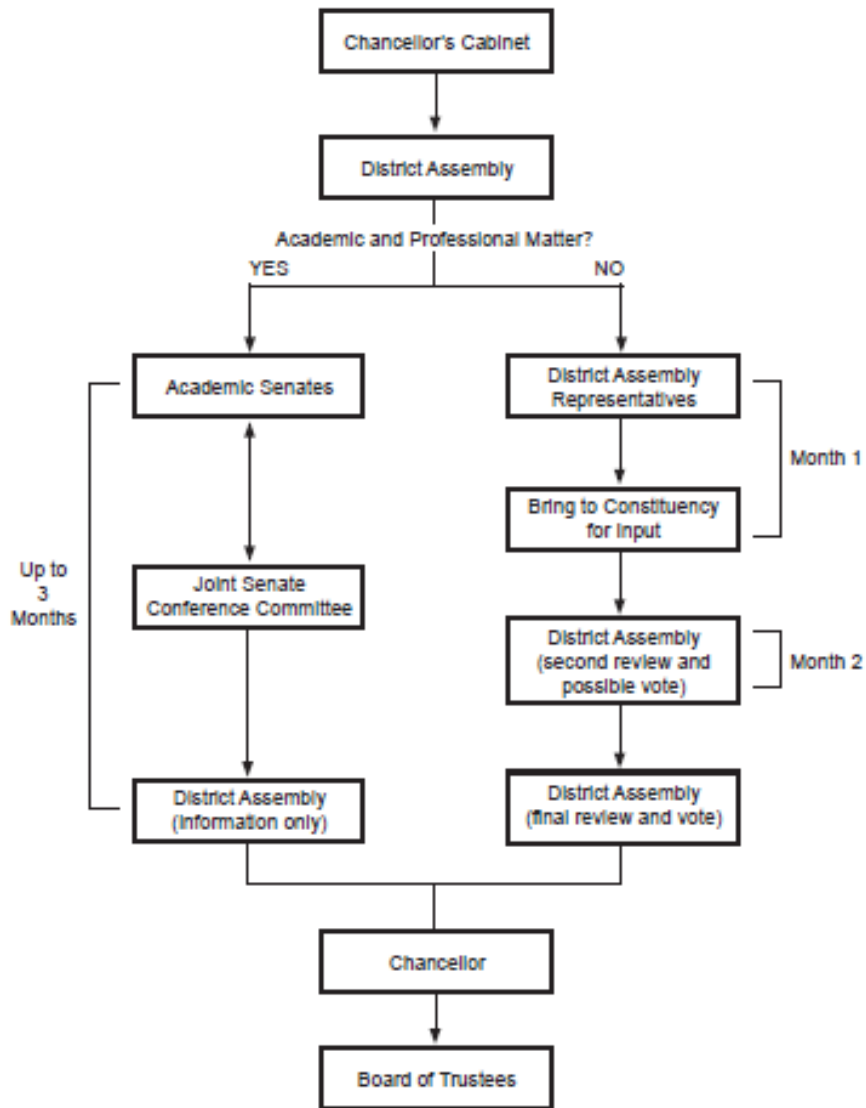
IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The District Assembly (11.81) is responsible for reviewing and implementing governing board policies. The president, an exofficio member of District Assembly, routinely evaluates the alignment of institutional practices to board policies through discussions in the College Council and the President's Cabinet, and works in conjunction with the vice presidents of SBVC to monitor the implementation of the statutes. Through the involvement of the different constituency groups, any and all changes in SBVC practices and policies are immediately reflective upon adoption. Additionally, the SBCCD and SBVC governance structures allow for governing board policies to be reviewed at all levels to ensure alignment of institutional practices, policies, and the mission.

The flowchart for changes to board policies or administrative procedures from AP2045 (11.8) shows how addition of new or revising of existing board policies and administrative procedures moves from the District Assembly to the appropriate constituent groups.

Flow Chart for Changes to Board Policies or Administrative Procedures



9-8-11

Figure 30. Flowchart for changes to board policies or administrative procedures.

Further, the campus governance chart from AP2225 (11.9) shows how the District Assembly interacts with the College Council and other collegial consultation groups.

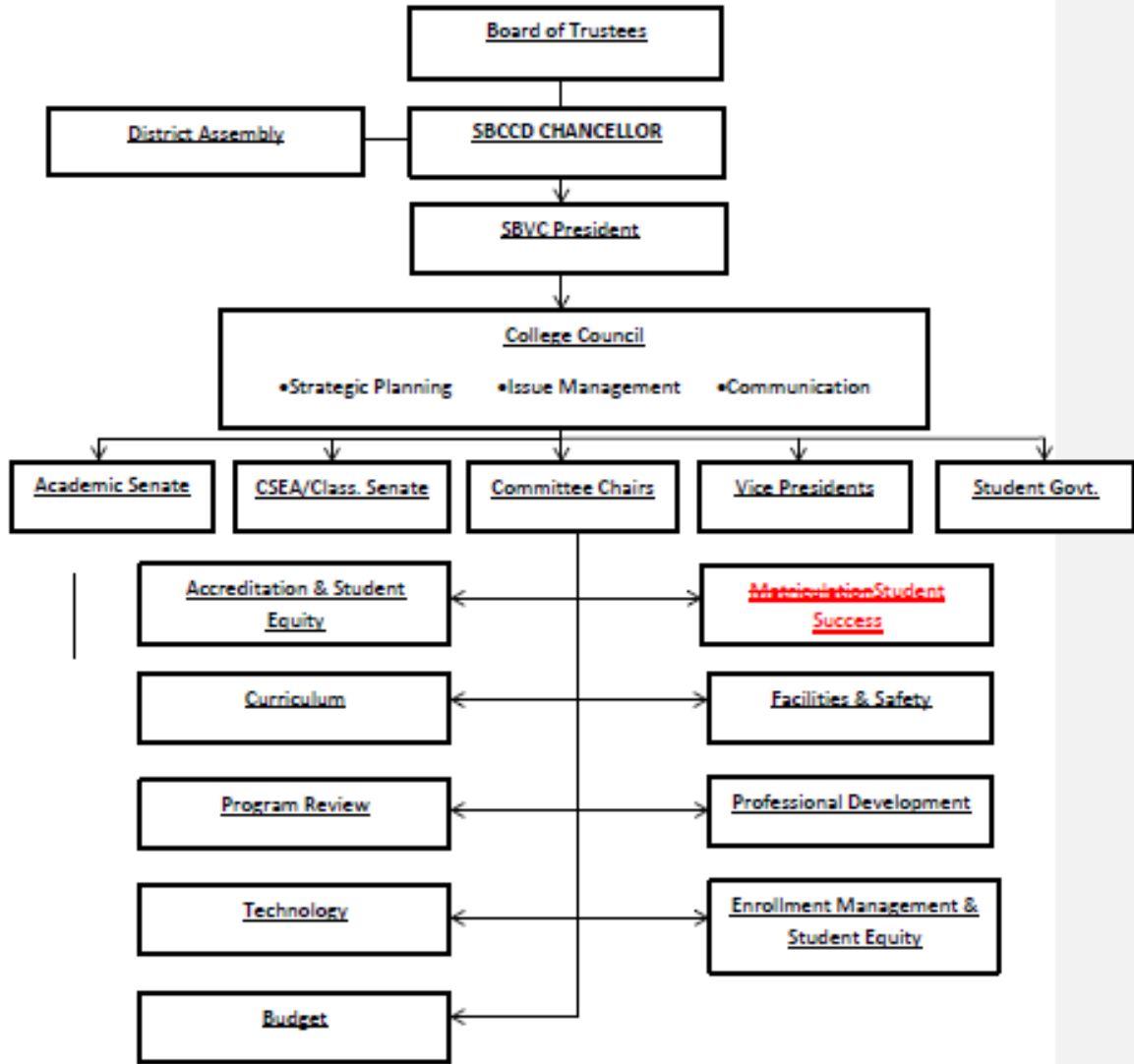


Figure 29. A diagram of SBVC’s consultation flowchart.

Self-Evaluation

The institution meets the standard. The president works with College Council to ensure that institutional practices and decision-making processes are aligned. For example, when the Budget Committee was established, special care was taken to ensure that its charge (11.82) was inclusive of the mission, aligned with program review processes and the Strategic Plan. The charge and membership of the Budget Committee was properly reviewed and approved by the College Council as well as Academic Senate and Classified Senate before being added to AP2510 (11.9) for approval. Another example where the president and campus processes were instrumental in ensuring adherence to campus policies is the proposed K-12 Bridge Project between SBCCD, SBUSD, and a nonprofit public benefit corporation. The president

brought the MOU to the attention of the College Council and the Academic Senate noting concerns that the MOU would inaugurate changes in current campus practice, and indicating that this specific MOU had not been established through the appropriate SBVC processes (11.83).

Actionable Improvement Plan

None.

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The president reviews budget summaries on a regular basis and is the ultimate decision maker for SBVC's expenditures. The president holds the responsibility centers accountable for their budgets (11.84), with appropriate expenditures to support their respective areas. While the president is well informed on making these decisions, information is also provided through established processes on the SBVC campus. Because of this approach to budget control, SBVC maintains a balanced budget.

During fall 2013, the SBVC Budget Committee was formed as an ad hoc committee of the College Council to further assist in the development and revision of SBVC's funding issues. The Budget Committee was officially established as a collegial consultation committee and added to AP2225 (11.9) in spring 2014 (AP2225 is undergoing revision and awaits approval). The charge and membership of the Budget Committee was mutually agreed upon by the College Council and the Academic and Classified Senates. The Budget Committee also developed a funding model for (11.85) request emerging or emergency needs; and upon agreement by College Council, the adoption of the emerging need funding request application process was established. The Budget Committee identifies unexpended funds and tracks the campus fund balance. The committee recommends to the College Council what portion of the fund balance should be spent to fund one-time needs (11.86).

The College Council, including the president as the chair, reviews the prioritized needs assessment lists from program review and funds requests up to the amount recommended by the Budget Committee (11.87). College Council reviews requests for emerging or emergency needs on a case-by-case basis (11.88).

Self-Evaluation

The institution meets the standard. Although there have been multiple interim presidents in the office since February 2012, the College has a robust program review process in place that allows continuous reviews and evaluations of SBVC's educational service needs. The program review recommendations are sent to the president's office for the final decision-making step on campus. With the reintroduction of the campus Budget Committee, the

president will gain additional insights for campus budgetary controls and make informed decisions on budget allocation.

For example, in spring 2014, based on the projected fund balance from 2013-2014, the Budget Committee recommended that \$1 million should be used fund a program review needs assessment request that can be accomplished with one-time funds (11.87, 11.89). The College Council used the needs assessment prioritization list to guide which requests to fund.

Actionable Improvement Plan

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president of SBVC has always represented the institution to the surrounding communities and participates in institutionalized outreach efforts.

All presidents have maintained memberships in and continue to represent SBVC in the following groups and associations:

- Hispanic Association of Colleges and Universities
- San Bernardino Area Chamber of Commerce
- Big Bear Chamber of Commerce
- American Association of Community Colleges
- Association of CA Community College Administrators
- CA Community College Athletic Association

All presidents maintained relationships with San Bernardino Unified School District and CSUSB (11.90).

The Student Success Summit organized in 2012 brought together community representatives from San Bernardino and Chino Valley Unified School Districts, the San Bernardino County Superintendent of Schools, CSUSB, and the San Bernardino County Board of Education. This stands as an example that community events can survive changes in leadership (11.91).

Self-Evaluation

The institution meets the standard. The challenge of maintaining community relations during a period of interim presidents has been mitigated by the appointment of leaders who have long relationships with SBVC, SBCCD, and their communities.

The addition of the Business Conference Center, designed to be a destination for regional conference and meetings, has enhanced the campus's ability to host community events. The campus hosted an AB86 Regional Town Hall meeting in December 2013 (11.92).

Since her appointment in April 2013, the current interim president has attended or hosted 49 conferences, events, or meetings at the state and regional levels. She has continued campus relationships with San Bernardino Unified School District, San Bernardino Kiwanis, San Bernardino Chamber of Commerce, the San Bernardino Symphony, and the Inland Empire Education Council (11.90). The current interim president maintains communication with the campus community. She has established a "College Hour" from 12:30–1:30 p.m. on Tuesdays and Thursdays when the fewest classes are in session and encourages clubs and committees to hold events during this time (11.93). All campus forums have reemerged on timely topics including equity and budget. The current interim president has established open office hours on Mondays from 12:30–1:30 p.m. (11.94) so that any faculty, staff, students, or community members can drop in without an appointment and talk to her about their concerns.

Actionable Improvement Plan

1. SBVC will hire a permanent president for SBVC during the 2014-2015 academic year.

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

SBCCD organization clearly delineates and communicates the operational responsibilities and functions of the District (11.95). The outline of the District Strategic Plan 2011-2014 (11.13) further defines SBCCD responsibilities:

- Provides an integrated framework within which the board, the District, and the colleges can work toward coordinated goals over the long term
- Facilitates effective pursuit of the mission of the district
- Promotes efficient use of District and College resources in the long term

- Helps the District and Colleges anticipate challenges and take advantage of opportunities
- Guides further planning and decision making at all levels

As outlined in AP2225 (11.9), SBVC has a written collegial governance document that includes (a) the vision; (b) a compliance statement with the California Education Master Plan and Education Code; (c) the College mission statement; (d) the College values statement; (e) the governance philosophy; (f) the structure of the collegial consultation process; (g) the charge of the College Council; (h) standing committees, including their charge, membership, and reporting structure; and (i) management staff and reporting structure.

Chapter 6: Business and Fiscal Services and Chapter 7: Human Resources of board policies and administrative procedures (11.25) also communicates the responsibilities and limits of SBCCD.

Self-Evaluation

The institution meets the standard. As per the ACCJC recommendations following the 2008 Self-Study, SBCCD has created an annual program review process that evaluates the effectiveness of the District. District program review (11.97) is aligned with the District Strategic Plan (11.13), board goals, and board imperatives (11.12). The campus participates in District program review by completing a District campus climate survey. Results of the annual District program review are also available online.

In order to be sure that campus employees know who to contact for assistance, the District Help Sheet includes frequently dialed numbers and provides directions on who to call for services and is distributed to the SBVC campus (11.96). The District Help Sheet, organizational structure, and organizational charts are also accessible online. The District Strategic Plan (11.13) is available on the SBCCD website, along with a streamlined brochure (11.97a).

Actionable Improvement Plan

None.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

SBCCD supports the college mission and functions by providing fiscal, business, human resources, payroll, purchasing, warehousing and printing services. TESS provides the infrastructure for technology districtwide and administers Blackboard for DE. SBCCD ensures that it is meeting the needs of SBVC by creating pathways for clear communication

between the campus and the District, soliciting feedback and data from the campus, and collegial development of policies and procedures that impact campus support.

District Assembly (11.81) was created to provide a feedback system between SBCCD and the colleges to review District policy and assign appropriate committees to resolve issues. Members are elected and the presidency of the District Assembly rotates each year between the two colleges. The Constitution can be found outlining the purpose, membership, election procedures, duties of officers, meeting norms and the composition of the executive council (11.98).

The Chancellor's Cabinet, comprised of the vice chancellors (vice chancellor of fiscal and business services, vice chancellor of human resources, associate vice chancellor of technology and education support services) and campus presidents. They meet twice a month and they have cabinet retreats quarterly and act as a primary conduit for exchanging information and ideas between the districts and campuses. Recent topics addressed by the Chancellor's Cabinet have been the CBT Report and the Hays Salary Study (11.99). Chancellor's reports are shared with the campuses via *Chancellor's Chat* (11.100) newsletter, which provide updates on information that supports the functions of the college. Board retreats and goal setting allow for an assessment of the effectiveness of system services.

The DECC, TESS, District Marketing and Outreach Committee, District Strategic Planning Committee, Economic and Workforce Development Coordinating Committee, DBC, as well as Sustainability Plan Committee generally develop, monitor, and update various activities based on data but also solicit campus input with appropriate distribution of college members in each group. Information or potential action items are brought back to the campus community with the intent of improving the services of the colleges (11.101).

SBVC campus climate surveys include evaluation of employees' satisfaction with District services. SBCCD also surveys the campus to see if SBVC is effectively meeting employee needs.

Self-Evaluation

The institution meets the standard. All SBCCD services are regularly evaluated using the District program review process. SBCCD receives evaluative data from the satisfaction surveys sent out to the populations served by the District. District plans are integrated with the campus and include assessment and self-evaluation components. For example, the District Technology Strategic Plan is aligned with the District Strategic Directions (p. 12) and SBVC Technology Strategic Plan (p. 15). District technology goals (pp. 16-24) assign a responsible party to each goal and track progress and accomplishments. AP2045 (11.8) ensures that any changes to board policies and administrative procedures are reviewed by District Assembly and appropriate constituent groups.

Challenged by internal vacancies the SBCCD Human Resources Department has had difficulty meeting campus hiring needs. A fact noted in the SBCCD Three-Year Staffing

Plan 2014-2017 (p. 56) (unnumbered evidence). When Human Resources is unable to efficiently conduct new employee recruitments, it has an adverse effect on SBVC. SBVC, SBCCD, and Human Resources have worked together to establish hiring priorities and timelines to efficiently process recruitments (11.69). Human Resources hired additional full-time classified staff in spring 2014. Additionally, temporary staff were hired to facilitate hiring during this high-demand period.

Actionable Improvement Plan

None.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

SBCCD's distribution of resources is dependent upon the source of funds. For the most part, the largest source of revenue that comes to SBCCD is in the form of general apportionment from the CCCCCO. The most significant factor in determining the amount of general apportionment is the generation of FTES. SBCCD calculates a three-year rolling average of FTES generated by each campus. General apportionment is then allocated based on this average. In recent years, this amounted to 70 percent to SBVC and 30 percent to CHC. SBCCD does receive other sources of revenue from local, state, and federal sources that either is allocated 100 percent to one particular campus (e.g., grants), 60/40 percent, or 50/50 percent (e.g., safety money and block grants). The rationale behind the last two allocation splits is mainly due to economies of scale. Historically, base budgets have been identified as accounts (11.38).

Self-Evaluation

The institution meets the standard. The DBC (11.102) is responsible for planning and generating the RAM; where the distribution of funding is primarily based on the college's FTES throughout the academic years. The RAM from the previous years including 2010 to 2011 can be found at the SBCCD Budget Committee website.

SBCCD commissioned the CBT to do a resource allocation and utilization study (11.38) referred to in this document as the CBT Report. The report noted that the District RAM "follows the same construct as SB361 which is the funding mechanism for the district and all other community college districts in California" (p. 10), and noted that the mechanics of the model appear to be sound.

The CBT Report expressed some concerns and made recommendations in several areas that directly apply to SBCCD and resource allocation including

- Funding District Operations
 - District office operations assessment does not have any specific parameters for how it is established, increased or decreased. To the degree net costs increase, the impact is felt directly by the colleges and the programs they offer for the students. The current method of determining the district office assessment appears to be out of synch with the basic principles of fairness, transparency, and providing proper incentives. (p. 13)
- Funding Districtwide Assessments
- Changes to the RAM
- Developing Multiyear Budget Projections

The Chancellor’s Cabinet response to the CBT recommendations were modified and endorsed by the DBC (11.103).

Actionable Improvement Plan

1. SBVC will develop multiyear budget projections.

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary

SBCCD follows the BAM guidelines at the state level produced at the CCCCO (Title 5). Standard good practice is covered in policy and administrative procedures (first of 6000 series).

SBCCD consistently ends its fiscal year with a “significant” solid positive ending balance. The CBT Report (11.38) states that “the district has a very solid reserve position, limited and manageable long-term debt and a board of trustees committed to maintaining a stable operation as evidenced by the board action of March 2013 when the board directives for the 2013-14 budget were approved.” No audit exceptions have been reported by outside auditors (11.104).

Self-Evaluation

The institution meets the standard. SBCCD effectively controls its expenditures. District reserves, when used, minimize the impact of state budget cuts on the colleges. The CBT Report makes several recommendations on how the SBCCD reserve can be used to decrease financial burdens placed on SBVC by districtwide assessments such as KVCR, EDTC, and OPEB.

The CBT Report notes that the SBCCD financial software, Financial 2000, does not contain strong position control mechanisms and that accessing expenditure data through Financial 2000 is cumbersome.

Actionable Improvement Plan

None.

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The SBVC president's job description clearly delineates the president's responsibility for the campus to plan, organize, coordinate, direct, and administer all departments, programs, activities, budgets, and personnel of the College. The president works under the general direction of the chancellor who holds the president accountable for his/her performance through the evaluation procedure described in AP7251 (11.63). The SBVC president serves as a member of District Assembly and Chancellor's Cabinet, which provide a mechanism for communication between SBCCD, the chancellor, and SBVC.

Self-Evaluation

The institution partially meets the standard. The president's responsibilities to the campus are detailed in the president's job description. AP7251, Manager Evaluation (11.63), is the mechanism used to hold the president responsible for his/her actions. The two previous interim presidents did not hold the position long enough to trigger an evaluation. The current interim president has not been evaluated according to AP7251. The last full-time president was evaluated according to AP7251 in November 2009.

Actionable Improvement Plan

None.

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The chancellor and SBCCD use several mechanisms for communicating with the colleges. SBCCD provides annual reports pertaining to finance, personnel, and demographics. Districtwide committees such as Chancellor's Cabinet and District Assembly facilitate the sharing of information, which is brought back to SBVC.

Communication also takes place through the collegial consultation process via the Academic, Classified, and Student Senates at SBVC. The chancellor sends out by e-mail to all SBCCD

staff, a monthly letter discussing local and statewide decisions and issues facing SBCCD and the colleges. Information resources include SBCCD's computer information system. This system holds student information that may be used by SBVC for operations and budget information through the SBCCD financial information and purchasing software, Financial 2000. The SBCCD website provides a variety of information about SBCCD, the Board of Trustees, board agenda, and board meeting minutes and recordings for public access.

Self-Evaluation

The institution meets the standard. District Assembly membership include all campus constituencies. District Assembly members are expected to report ~~out~~ on the constituent groups. In the communication model used by SBCCD, effectiveness of the communication relies heavily on the assumption that consistent and timely sharing of information between entities occurs and that that information will be shared vertically with SBVC staff who are responsible for the day-to-day operation of the colleges. SBVC campus climate surveys indicate decreasing satisfaction with communication. This trend has been noted. The SBVC communication flowchart ~~to~~ reminds committee members they have an obligation to report to their constituents and to indicate where constituents can go for additional information. *SBVC's Governance Handbook* (11.67) has been created to clarify campus collegial consultation processes, campus planning documents, and campus processes.

In some cases, as in the communication of changes to fiscal and human resource procedures, changes may be instituted prior to information or training of staff.

Actionable Improvement Plan

None.

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

SBCCD relies on the different District and College groups to report their progress concerning the DSP (11.13); for example, the 2012 Progress Report on DSP (11.13) aligns the specific goal with its appropriate objective(s), action(s), point person(s), status, progress, and the documentation regarding these goals. The District Strategic Planning (11.13) Committee is the governing body that is responsible to align SBVC's goals and strategic initiatives to the Board's Imperative (11.12) while balancing the district-level strategies with measurable outcomes.

District program review (11.97) is conducted annually and results are reported to the Board of Trustees and posted on the SBCCD website.

Self-Evaluation

The institution meets the standard.

Actionable Improvement Plan

None.

Evidence—Board and Administrative Organization

- 11.1 BP2060
- 11.2 BP2070
- 11.3 Board of Trustees Biography Webpage
- 11.4 District Administration Website
- 11.5 BP2000
- 11.6 BP4100
- 11.7 BP4220
- 11.8 AP2045
- 11.9 AP2225
- 11.10 Accountability Reporting for the Community College Data
- 11.11 Scorecard Data
- 11.12 District Imperatives
- 11.13 District Strategic Plan
- 11.14 Educational Master Plan
- 11.15 BP2170
- 11.16 BP7250
- 11.17 AP7250
- 11.18 BP2175
- 11.19 AP2175
- 11.20 Community College League of California Trustee Resources Page
- 11.21 Board of Trustees Handbook
- 11.22 BP2050
- 11.23 BP2260
- 11.24 BP2010
- 11.25 Policies and Procedures Website
- 11.26 BP4202
- 11.27 Curriculum Committee Website
- 11.28 SBVC Website
- 11.29 Distance Education Website
- 11.30 District Technology Strategic Plan
- 11.31 Technology and Educational Support Services Website
- 11.32 Professional Development Website
- 11.33 Representative Samples—Institution-Set Standards
- 11.34 ACCJC Annual Report
- 11.35 ACCJC Implementation of SLOs Update Report
- 11.36 Campus Planning Documents
- 11.37 Accreditation Self-Studies Website
- 11.38 College Brain Trust Report on Resource Allocation
- 11.39 Representative Samples—Board Policies Linked to ACCJC Standards
- 11.40 Representative Samples—Board Policies and Administrative Procedures Revision Plan
- 11.41 District Assembly Minutes April 11, 2014
- 11.42 SBCCD 2014-2014 Staffing Plan
- 11.43 BP6610
- 11.44 BP2110

- 11.45 2011-2012 Board Self-Evaluation
- 11.46 2012-2013 Board Goals
- 11.47 BP2080
- 11.48 Representative Samples—Board Orientation
- 11.49 Board Goals and Priorities
- 11.50 BP2020
- 11.51 2013-2013 Board Self-Evaluation in Minutes August 22, 2013
- 11.52 AP3200
- 11.53 Representative Samples—Board Study Sessions
- 11.54 Accreditation and Student Learning Outcomes Committee Website
- 11.55 Representative Samples—Accreditation and Student Learning Outcomes Committee
- 11.56 Representative Samples—Announcement of Second Draft
- 11.57 Office of Research, Planning and Institutional Effectiveness Website
- 11.58 Minutes
- 11.59 Minutes
- 11.60 Representative Samples—Administrative Procedures Information Items on Board Agenda
- 11.61 AP7210
- 11.62 Board of Trustees Minutes April 21, 2011
- 11.63 AP7251
- 11.64 District Assembly Minutes April 2014
- 11.65 SBVC Strategic Initiative and Benchmarks
- 11.66 SBVC Strategic Plan 2014-2019 (Draft)
- 11.67 SBVC Governance Handbook (Draft)
- 11.68 Emerging and Emergency Needs Form
- 11.69 Hiring Priorities
- 11.70 College Council Minutes
- 11.71 SBVC Mission and Values
- 11.72 Program Review Website
- 11.73 President’s Website
- 11.74 Online Program Committee
- 11.75 Substantive Change 2012
- 11.76 Substantive Change 2014
- 11.77 Office of Research, Planning and Institutional Effectiveness Reports Website
- 11.78 College Council Webpage
- 11.79 Spring 2014 Opening Day PPT
- 11.80 District Program Review
- 11.81 District Assembly Webpage
- 11.82 Budget Committee Charge
- 11.83 Academic Senate Minutes October 2, 2013
- 11.84 District Strategic Technology Plan
- 11.85 Emerging and Emergency Needs
- 11.86 Representative Budget Committee Minutes
- 11.87 College Council Minutes—Fund Balances
- 11.88 Representative Samples—Emerging and Emergency Needs Requests

- 11.89 Representative Minutes—Needs Assessment Funding
- 11.90 President Activities Spreadsheet
- 11.91 Representative Samples from Student Success Summits
- 11.92 Representative Samples—Business Conference Center
- 11.93 College Hour
- 11.94 Open Office Hours
- 11.95 District Organization Chart
- 11.96 District Help Sheet
- 11.97 District Strategic Plan Brochure
- 11.98 District Assembly Constitution
- 11.99 Chancellor’s Cabinet Minutes
- 11.100 Chancellor’s Chat
- 11.101 District Committee Minutes Webpage
- 11.102 District Budget Committee
- 11.103 District Budget Committee Response to the College Brain Trust
Recommendations
- 11.104 Audit Report



Actionable Improvement Plan Summary

SBVC's actions plans are listed here under the sections of the self-study in which they originated. Some may apply to more than one area and are noted in the applicable standards in parentheses. Responsible parties and timelines, when appropriate, are indicated in brackets. When no timeline is given, it is implied that these are ongoing activities.

Institutional Effectiveness

I.B.2

SBVC will incorporate SLO/SAO data into EMP one-sheets. [*Office of Research, Planning and Institutional Effectiveness*]

SBVC will revise the SBVC Planning Model. (II.D.1.a) [*College Council and appropriate collegial consultation committees, fall 2014*]

I.B.3

SBVC will determine appropriate course of action regarding institution-set standard for certificates awarded. [*Academic Senate, College Council, Dean of Research, Planning and Institutional Effectiveness, 2014-2015*]

I.B.4

SBVC will compile, analyze, and distribute the results of the Committee Self-Evaluation survey in fall 2014. (I.B.5, I.B.7) [*College Council, 2014-2015*]

I.B.7

SBVC will prepare and conduct a validity check of the evaluative measures for the Strategic Plan. [*Dean of Research, Planning and Institutional Effectiveness, spring 2015*]

Instructional Programs

II.A.1.b

SBVC will gradually implement SLO software for easier outcomes tracking, evaluation, and analysis. (II.A.6) [*ASLO Committee, 2014-2015*]

II.A.2.i

SBVC will conduct a campuswide review of SLO processes during spring 2015 to further discuss and shape SBVC's future vision for SLOs at the course, program, and college levels. [*Academic Senate, ASLO Committee, spring 2015*]

II.A.5

SBVC will develop strategies to track employment rates. *[Office of Research, Planning and Institutional Effectiveness]*

II.A.7.c

SBVC will complete a review of board policies and administrative procedures according to a designated cycle, in coordination with the SBCCD. (II.B.2.c, III.D.3.a)

Student Services

II.B.2.c

SBVC will update the student complaint policy. *[VPSS]*

II.B.3.c

SBVC will implement and evaluate the SSSP Plan. *[VPSS]*

Library and Learning Support Services

II.C.1.b

SBVC will incorporate SSC CC data for campuswide analysis and dialogue on CCs. *[ASLO Committee, Tutorial Coordinator]*

Human Resources

III.A.1.a

The recommendations of SBCCD Three-Year Staffing Plan 2014-2017 will be reviewed in fall 2014 using collegial and transparent processes and will be implemented as appropriate. (II.A.4.b, III.A.6)

III.A.1.b

SBVC will establish better processes for tracking and completing employee evaluations.

III.A.1.c

Professional development will provide expanded training and opportunities to engage the campus in dialogues on SLOs, learning, and success.

III.A.6

The Hayes Group Salary Study will be reviewed using collegial processes and implemented as appropriate.

Facilities

III.B.1

SBVC will review and modify as required the safety components and responsibilities of various position descriptions.

SBVC will implement a more efficient and effective process for filling vacant positions.

III.B.2.a

SBVC will utilize information and enhanced data from cost analyses, reports, and new software for more effective use of resources and for long-range planning, staffing, and budget forecasting. (III.B.2.b) *[Administrative Services]*

Technology

III.C.1.a

SBVC will move all of the District information systems into one cohesive system that allows for electronic approval and documentation.

III.C.2

SBVC will implement mobile application selected by SBCCD.

Budget

III.D.1

SBVC will print the mission and goals on financial planning documents so they are visible, up front and center. SBVC will include the mission and goals in the developmental budget instructions to management with direction to consider these as the budget is developed.

III.D.1.a

SBVC will review and update SBVC Planning Model. *[College Council and appropriate collegial consultation committees, fall 2014]*

III.D.1.b

SBVC and SBCCD will implement the recommendations of the DBC to the Chancellor's Cabinet. (III.D.2.e)

III.D.1.c

SBVC will develop the long-range SMSR planning tool and include it in the long-range financial plans for the College.

Decision-Making Roles and Processes

IV.A.1

College Council will develop plans to improve trends in campus climate and Committee Self-Evaluation surveys. (IV.A.3, IV.A.5)

IV.A.5

Campus climate surveys will be coded to enable longitudinal study. [*Office of Research, Planning and Institutional Effectiveness*]

Board and Administrative Organization

IV.B.2.e

SBVC will hire a permanent president for SBVC during the 2014-2015 academic year.

IV.B.3.c

SBVC will develop multiyear budget projections.