



San Bernardino
Valley College

ACCREDITATION 2020 BASICS

Why is Accreditation Important to Students?

- It provides a public stamp of approval on the school's academic quality.
- It ensures the value of a student's degree or certificate.
- It certifies the value of all courses to be recognized by transfer institutions, licensing bodies, government agencies, and employers.
- It is a way to showcase the quality of our faculty and programs.

What is the Role of the Campus Community in Accreditation?

- Understand the accreditation standards and the campus processes designed to meet them.
- Use the standards and evidence to improve teaching and learning in a cycle of continuous improvement.
- Use the standards and evidence to improve services to students.
- Engage in the accreditation process by providing feedback and evidence for the Institutional Self-Evaluation Report (ISER).

What is Accreditation?

The purposes of regional accreditation include encouraging institutions to improve academic quality, institutional effectiveness, and ultimately, student success. Assures the educational community, the general public, and other organizations that an institution has clearly defined objectives appropriate to higher education; has established conditions and staff under which their achievement can reasonably be expected.

Who is ACCJC?

Commonly known as the ACCJC, the Accrediting Commission of Community and Junior Colleges is recognized by the U.S. Department of Education (USDE) as a reliable authority regarding the quality of education offered by the institutions they accredit in keeping with the Higher Education Act of 1965. The USDE conducts a review of accrediting commissions every five years and confers recognition on agencies that continue to meet its criteria. Institutions wishing to provide students with federal financial aid must seek accreditation from a USDE-recognized accrediting body.

What are the Accreditation Standards?

Standard I – Mission, Academic Quality and Institutional Effectiveness, and Integrity

- Mission
- Assuring Academic Quality and Institutional Effectiveness
- Institutional Integrity

Standard II – Student Learning Programs and Support Services

- Instructional Programs
- Library and Learning Support Services
- Student Support Services

Standard III – Resources

- Human Resources
- Physical Resources
- Technical Resources
- Financial Resources

Standard IV Leadership and Governance

- Decision-Making Roles Processes
- Chief Executive Officer
- Governing Board
- Multi-College Districts or Systems

What is the Accreditation Process?

There are four phases to the accreditation process, and every seven years SBVC undergoes the comprehensive process to determine whether the College is meeting the established Accreditation Standards and developing ways to improve.

Phase One: Internal Evaluation

Every accreditation review starts with an internal evaluation. SBVC is finalizing an internal evaluation report, the Institutional Self-Evaluation Report or ISER, based on the Accreditation Standards, which includes plans for improvement where needed, and will submit the written analysis to ACCJC for review.

Phase Two: External Evaluation by Professional Peers

A trained team of education professional peers conducts an external institutional evaluation. The external evaluation team, comprised of volunteers, will review the college ISER, visit the institution, examine institutional practices, and write an evaluative report with recommendations for both meeting standards and improving institutional practices

Phase Three: Commission Evaluation

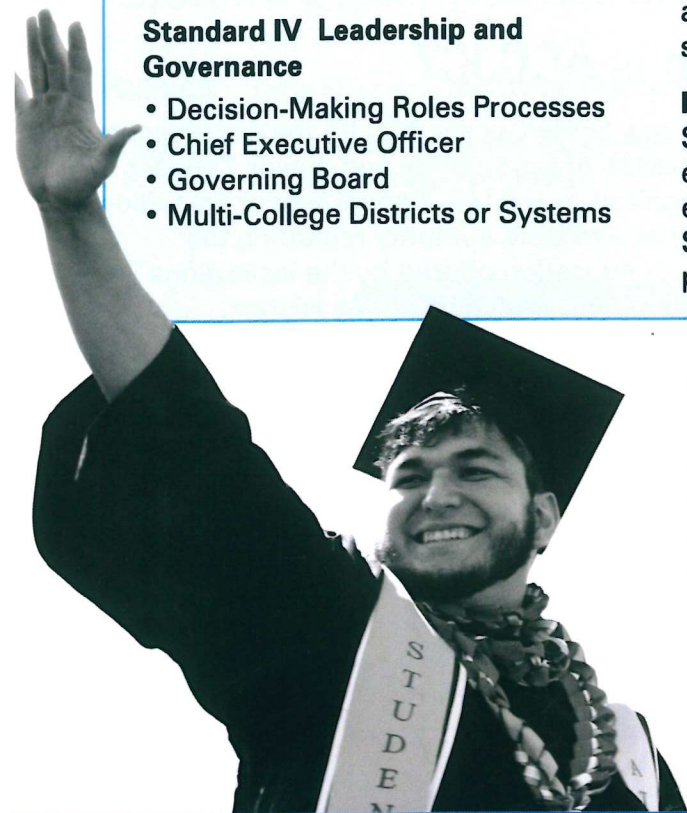
Members of the ACCJC commission evaluate all the information and make the decision on the accredited status of SBVC. The Commission may also provide recommendations and direction for institutional improvement in areas where standards are not met or improvements are needed.

Phase Four: Institutional Self Improvement

SBVC will review the recommendations of the external evaluation team and the Commission to guide changes that enhance educational quality and institutional effectiveness. SBVC will also use the college's internal quality improvement processes in this phase.

Who are the Peer Evaluators?

Each institution affiliated with the ACCJC accepts the obligation to participate in a cycle of periodic evaluation through institutional self-evaluation and review by teams of peer evaluators. These teams conduct an evaluation review following completion of institutional self-evaluation in order to determine the extent to which an institution meets the Commission's Standards. They provide the commission with a report of their findings that commend exemplary practices and identify areas that need improvement.



A little bit more about the ISER

The outcome of the self-evaluation process is an Institutional Self-Evaluation Report (ISER). An important purpose of the ISER is to provide a written analysis of the strengths and weaknesses of educational quality and institutional effectiveness based upon SBVCs continuous evaluation and quality improvement activities.

The evidence appended to the report should be clearly connected to the standard being discussed and demonstrate that the college meets the standard. The purpose of evidence is to support our claim that SBVCs policies and practices meet the standards. When presenting evidence, the simplest and clearest way is to state directly that a document demonstrates that a policy or practice aligns with the required institutional characteristics described in the standard.

When addressing the accreditation standards, a good report makes direct reference to the institution's mission and institutional goals. The report will also include evidence of achieved results, evaluation of those results, and examples of improvements which are integrated into the institutional planning processes rather than only describing processes and/or intentions which are not supported by evidence of achievement. Through this approach, SBVC will demonstrate to the peer review team and to the Commission how the institution's evaluation, improvement, and planning cycle functions. At the same time, the report should be clear and concise.

The Quality Focus Essay (QFE) is the component of the ISER providing SBVC the opportunity to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level.

SBVC will identify two or three areas of need or interest that arise from the institutional self-evaluation and focus on student learning and student achievement. Based on the areas identified, SBVC will plan two or three action projects intended to have a positive impact on improving student learning and/or student achievement over a multi-year period. These projects will be described in a Quality Focus Essay.

The peer evaluation team will review and provide constructive feedback on the QFE with the goal of supporting SBVCs efforts to enhance student learning and achievement.

The Commission does not evaluate the QFE to determine SBVCs accreditation status. Rather, the Commission uses the QFE to encourage institutional development and innovation, advance educational quality, foster institutional excellence, and support improvement of SBVC. The areas identified in the QFE will become critical focal points for the SBVCs midterm report.

Countdown to Accreditation



Mission

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

Vision

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.

Purpose Our purpose is to provide high quality education and services.

Passion Our passion is to prepare students for their future.

Progress SBVC strives to promote improvement in teaching, learning, and support services.



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Quality Focus Essay

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