EVALUATION REPORT

SAN BERNARDINO VALLEY COLLEGE

**701 S. Mt. Vernon Avenue
San Bernardino, CA 92410**

**A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association for Schools and Colleges**

This report represents the findings of the evaluation team that visited
San Bernardino Valley College from October 6-9, 2008

Frank Gornick, Chair

SAN BERNARDINO VALLEY COLLEGE
Comprehensive Evaluation Visiting Team

October 6-9, 2008

Dr. Frank Gornick (Team Chair)
Chancellor
West Hills Community College District

Ms. Carol Bloch
Senior Nursing Instructor
Los Angeles County College of Nursing
 and Allied Health

Dr. Charles Duffy
Director of Institutional Research
Mendocino College

Dr. Matthew Goldstein
Instructor
Laney College

Dr. Sandra Mayo
Vice President of Academic Affairs
Los Angeles Valley College

Mr. Pedro Avila (Team Assistant)
Director of Institutional Effectiveness
 and Planning
West Hills Community College District

Ms. Donna Isaac (Team Assistant)
Executive Assistant to the Chancellor
West Hills Community College District

Ms. Abbie Patterson
Vice President of Student Services
Los Angeles Harbor College

Mr. Ken Stoppenbrink
Vice Chancellor of Business Services
West Hills Community College District

ACCREDITATION EVALUATION REPORT FOR

SAN BERNARDINO VALLEY COLLEGE

Comprehensive Evaluation Visit
October 6-9, 2008

Summary

This report represents the findings and recommendations of the accreditation team that visited San Bernardino Valley College (SBVC) from October 6-9, 2008. The visit was conducted to reaffirm the accredited status of the college under the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). The team was composed of six team members, two team assistants, and a team chair.

The visiting team found the self study to be well written and organized. The self study assessed the college against prior team recommendations, the Eligibility Requirements, and the accreditation standards. The self study included extensive references and appropriate documents. The team found all documents available in the team room on campus. Overall, the college's preparation for this accreditation visit was satisfactory.

While visiting the campus, the team members interviewed faculty, support staff, students, and administrators. They visited classrooms and labs during the day and evening to see the instructional programs in action. While the middle college is not an official off-campus site, it is an integral part of the college operation and the team members did visit this location. Team members also visited the only program offered away from the campus, the Diesel Technology Program at Norton Air Force Base. The overwhelming number of course offerings is available either at the campus or online. The team had an opportunity prior to and during the visit to frequent the online programs and courses. The interviews with faculty who teach online courses revealed a program that is growing and well supported. Students can earn a complete degree online. The Big Bear Program only offers about ten courses each semester, which do not constitute 50% of a program of study; therefore, it was not visited by the team. Team members visited the district office and talked with district administrators. The team chair met with the Chancellor of the San Bernardino Community College District (SBCCD) and five members of the district board of trustees.

The focus of the team was to determine how well the college is achieving its stated purposes or mission by assessing the college as it carries out its activities and to review evidence to demonstrate the level of success the college has achieved in meeting the accreditation standards. The team was able to verify the information in the self study and confirmed that a broad and inclusive approach was used to accurately describe the college. The self study addressed all of the standards as required by the Accrediting Commission.

The team acknowledges the excellent work of the college community in preparation for the visit. The college has seriously addressed the issues of prior team recommendations and it has done so with a commendable spirit of collegiality.

Additionally, the college community, for several years, was addressing the critical safety and facility needs of the college because of the seismic activity in the center of campus due to the location of the San Jacinto fault. While this distraction could have been a convenient excuse to use as a reason to delay progress on matters of accreditation, the leadership of the faculty, along with the administration, persisted in addressing all matters of the self study.

Recommendations

After carefully reading the self study, examining evidence, interviewing college personnel and students, and discussing the findings, the team offers the following recommendations to San Bernardino Valley College. The recommendations are based on specific standards cited in parentheses following each component of the recommendation.

1. 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 I.B.1-7; Standard II.A.2; Standard II.B.4; Standard III.C.2; Standard III.D.1, 2, 3)

2. 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 II.B.2)

3. 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 II.B.3.e)

4. 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 III.B.3.b, f)

5. 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. (Standard III.A.1.c)

6. 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 area; namely:
   a. The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)
   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. (Standard I.B.3; Standard IV.B.3.g)

c. 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. (Standard I.B.2, 4, 5, 6; Standard IV.B.3.b; Standard III.C.1.a, c; Standard III.C.2)

d. 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. (Standard III.A.1.b, c; Standard III.A.6)

The faculty, staff, students, administrators, and board of trustees of San Bernardino Valley College are dedicated in their support of the college and strengthening the college to become a provider of excellent educational opportunities for the communities it serves.

Introduction

San Bernardino Valley College (SBVC) is one of two comprehensive community colleges in the San Bernardino Community College District (SBCCD) and has been in existence since 1926. SBCCD services the Riverside and San Bernardino Counties. SBVC offers 57 associate degree programs and 83 certificate programs. The current college enrollment is in excess of 12,000 students.

During the 1995-1996 academic year, the college began the process of determining the vulnerability of the campus to future seismic activity. The study revealed a need to demolish seven of the college's 15 buildings as they were near or on the San Jacinto earthquake fault. A project of this magnitude would be phased over the next several years. The funding for the replacement buildings has come from a variety of sources including Federal Emergency Management Agency (FEMA) funds and a state higher education bond of over $40 million. Within the past six years, five new buildings have been constructed and three have been retrofitted. The seismic mitigation plan is still ongoing, with another phase of construction in progress during the time of the accreditation visit.

Although a number of personnel changes in the administration/management area have occurred, stability has been maintained in many other areas. The college prides itself in developing a foundation of trust among faculty, staff, and administrators and making progress toward a focus on student learning. The college desires to maintain its momentum as it nears its centennial.

In preparation for its self study, SBVC began work on its Progress Report immediately after the 2002 evaluation of the college. The 2002 report had revealed a number of recommendations and the college was directed to address five of the eight recommendations (#1, #3, #6, #7 and #8) from the Accrediting Commission in the Progress Report. The Commission reviewed the Progress Report in June 2004. The report was accepted with the requirement that the college submit a Focused Midterm Report on recommendation #3 concerning Student Learning Outcomes. In January 2006 the Commission took action to accept the Focused Midterm Report and commended the college for the progress made.

General Observations of the Self Study

Team members found the self study to be well written with great support and effort by all members of the college. The report reflected the pride of the college in its historical perspective and provided the reader insight into the college and its commitment to the community. The concept of positive change and trust currently felt by all members of the college community is different from the accreditation visit of 2002. The effort and commitment to improve the college through honest and collegial dialogue throughout the self study process was evident to all team members.

The self study indicates, and the evidence supports, a sincere effort by the institution to provide a candid reflection of work done by the faculty, staff, and administration of the college and the requirements of the accreditation process were taken seriously.

Recent efforts to expand offerings off campus and to a wider variety of potential students are laudable, and point to some of the challenges that the college understands it will face in the years to come. Recent changes to the institution include the development of community specific programs to help the college better address the needs of particular populations.

The college revealed a forthright assessment of where the college is and where it needs to go, such as improving communication with part-time faculty and staff and disseminating information on the budget.

The college is to be commended in several areas:

- Student Learning Outcomes – 98% of academic programs and 100% of student services actively use and evaluate SLOs on a continuous basis. The college has progressed with SLOs in a relatively short time. The process of developing SLOs reflects considerable campus dialogue and linkage among course, program and institutional level through the framework of core competencies.

- Diversity – The Puente and Tumaini programs meet the needs of a diverse group of students at the college. The catalog is made available in alternative forms for individuals with disabilities.

- Active Dialogue – Efforts have been made by all college constituents to have active dialogue with one another. The documented dialogue is diverse, energetic and focused in the goals of the institution.

- Middle College Program – The college has shown impressive progress in its quality assessment efforts in relation to its Middle College program.

- Facilities – The college is in the constant state of demolition and construction, yet they demonstrate a positive attitude toward their work. They have a good plan to develop a safe and modern college campus.

- Leadership – At all levels, leaders have emerged to support the efforts of the college and, in particular, the current president has encouraged and supported the individuals who have stepped forward on behalf of the college.

Findings and Evidence

Evidence is provided for most of the major claims made by the self study report and a detailed index of evidentiary sources follows each section. In some instances, assertions about accreditation worthiness were made without sufficient documentation; however, in most of these cases, the evidence necessary to corroborate the claims was not prohibitively difficult to obtain. The college's progress toward implementing a fully developed SLO

program has been impressive, particularly at the course level. Higher level assessment strategies and instruments appear well on their way to actualization. The institution has developed a well-defined process for developing SLOs in an inclusive manner that takes into account linking the college mission, strategic plans, year end reports, educational departments, facility and technology master plans, and program review. Through extensive dialogue, workshops, retreats, and instructional and departmental meetings, SLOs have been developed for 98% of courses and 100% of programs in student services. In student services, all of the programs have developed and assessed at least one SLO. Assessment tools have included student surveys and focus groups. Although the instructional departments have developed the majority of their course SLOs, they are still working on completion of general education and program SLOs.

The institution has done a great deal of planning and has engaged in constructive dialogue while developing SLOs. The evidence suggests that some departments are considerably ahead of others that are not far enough along in the assessment of measurements to use the data for planning for improvement. Understandably, the process has been slowed by changing administrative leadership; however, the faculty leadership has led the process along with the new administrative structure. The result has been remarkable progress.

The overall college culture has moved forward toward a serious commitment to responding to accreditation recommendations and implementing the process they have developed for planning, measuring, assessing and improving programs and classroom instruction they provide students.

Conclusions

The college demonstrated their mission statement of "San Bernardino Valley College provides quality education and services that support a diverse community of learners." This statement drove the entire self study report. The college is committed to evaluations of all aspects of the school and each aspect is pivotal to the quality of education provided by the college.

The college is clearly making an effort to reach out to the communities it serves and is working hard to improve the range and quality of its educational delivery methods. Ongoing evaluation plans, improved program review methods, and energetic and tightly focused campus dialogue sessions are evident in all college governance bodies. The college's academic offerings, student services, and library all offer first-rate learning opportunities to students. These opportunities will only improve as the college continues the efforts of program improvement and makes adjustments to accommodate the interests, goals, and backgrounds of the population it serves.

The institution is overall providing quality services and instruction for students. They are providing all of the requirements expected of an accredited college. The progression of the college since its 2002 accreditation recommendations is very apparent. The college is addressing areas of service, planning, and assessment. The current administrative structure

supports and leads and has provided a stable and predictable environment for the college to flourish. The roles, governance, and processes of the district and college are well defined.

Responses to the Previous Team's Recommendations

A formal accreditation visit to SBVC was conducted in October 2002. In January 2003 the Accrediting Commission acted to reaffirm the accreditation of SBVC and required that the college submit a Progress Report on recommendations concerning planning, SLOs, hiring procedures, evaluation of administrators and managers, and participatory governance policies and processes. The Progress Report was followed by a visit by Commission representatives in April 2004. In October 2005 SBVC submitted its Focused Midterm Report and the Commission took action to accept the report in January 2006 and commended the college for the progress made on the recommendations.

Based upon the evidence presented by San Bernardino Valley College, the team makes the following assessment toward the eight recommendations of the prior team:

Recommendation #1 – The team recommends that the college move beyond its current planning efforts toward an integrated, inclusive, and systematic approach to providing the educational, financial, physical and human resources needed for continuous improvement of its programs and services.

> The institution has made substantial progress by improving and strengthening the program review process and has partially met this recommendation. This work required a review of vision and mission statements, establishing timelines for SLO benchmarks, assessment of data, and creating a healthy dialogue on the campus. SBVC has established a process to review data, make decisions, and recommend appropriate action to improve student learning for instructional and non-instructional programs. All aspects of the college governance structure are engaged in the planning activities of the college and they are supported by the leadership of each group. (See 2008 Team Recommendation 6.b, c, d.)

Recommendation #2 – The team recommends that the college place a high priority on completing its student equity plan as identified in the action plan in the self study. (Standard 2.6)

> The student equity plan was approved and completed on October 1, 2004 and approved by the board of trustees on January 13, 2005. The diversity and equity committee monitors the progress of the plan as well as assisting with the implementation of the plan. This recommendation has been met.

Recommendation #3 – The team recommends that the college ensure that appropriate learning outcomes are established for all its degree and certificate programs and that these outcomes are stated in the college catalog and other appropriate college publications. (Standard 4.B.3)

The college has made significant progress and partially meets the recommendation. Since the last accreditation visit, the college has created a list of core competencies in six areas. Those competencies are listed in the catalog and the schedule of classes.

In the current self study, the college reports that "67% of 2007 courses had SLOs and 98% of 2008 courses were complete." Assessment appears to be at a very basic level and there is a schedule to demonstrate what courses and programs are to be assessed.

The Academic Senate conducted its first reading of a resolution urging "the formulation of a statement of student outcomes for each certificate, diploma, and degree and that that these statements be included in the college catalog for the 2004-2005." While the college intended for these to be ready for the 2004-2005 academic year, this never occurred and these will be available in the 2008-2009 academic year for general education outcomes but not all programs. The college decided that they needed a uniform template and this will not be accomplished until the 2009-2010 academic year.

Recommendation #4 – The team recommends that the college conduct a specific review of the quality and effectiveness of its Middle College High School Program, its Weekend Express Program, its course offerings at local high schools, and the courses and programs it offers at other off-campus locations. (Standard 4.D.2)

The college has conducted a very thorough review of the quality and effectiveness of the Middle College High School and the Weekend Express Program. In addition, a coordinated effort to create a better dialogue with the local high schools has resulted in more strategic offerings at the high schools. The college has met this recommendation.

Recommendation #5 – The team recommends that the college regularly assess campus climate and provide activities that encourage dialogue among and between diverse groups and promote multi-cultural understanding. (Standard 5.7)

The office of institutional research has developed a comprehensive methodology of assessing campus climate. They have used the traditional methods available to most colleges and they have employed local surveys and focus groups of students, employees, and the general public. The college has met this recommendation.

Recommendation #6 – The team recommends that the college, working with appropriate district personnel and through the participatory governance structure, review, reaffirm, and implement the hiring procedures for full-time and part-time faculty. (Standards 7.A.2., 7.A.3., 7.D.1., 7.D.3.)

The college has partially met this recommendation. In fairness to the college, there have been a number of personnel changes at the college and district level that have hampered this effort. The college has been in contact with the district and they have

established a constructive dialogue about the needs of the college. The district chancellor is aware of the need to review the processes in the human resources area and has made this a priority.

<u>Recommendation #7</u> – The team reaffirms the 1997 recommendation that the college, working with appropriate district personnel and through the participatory governance structures, review and revise the evaluation procedures and instruments used for management/administrative personnel in order to establish a consistent, fair, thorough, and timely process. (Standards 7.B.1., 7.B.2., 7.D.1., 7.D.3.)

> The college, working with the district and the administrative and management staffs, has established a consistent and fair process that addresses the recommendations. The college has met this recommendation.

<u>Recommendation #8</u> – The team recommends that the college implement the participatory governance policy and process, as well as the committee structure as quickly as possible and facilitate a training process for all constituent groups. (Standard 10.B.6)

> The college has a model governance process which has enabled it to move quickly to address the recommendations of the prior team. The college has met this recommendation.

The team agrees that the institution's responses to the recommendations from the 2002 visit were thoroughly addressed providing evidence of their progress. Each recommendation was clearly responded to with a step by step process used to outline how the recommendation was addressed in an organized and inclusive manner.

Exemplary practices include the programs that have been developed for special populations such as Middle College High School (MCHS), the Eisenhower Academy, Puente and Tumaini. Also, in Standard IV, the role, responsibilities and processes of the district and campuses were well defined.

EVALUATION OF SAN BERNARDINO VALLEY COLLEGE
USING THE ELIGIBILITY REQUIREMENTS

1. Authority

   San Bernardino Valley College, a public two-year community college, is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). They also offer programs accredited by the California State Board of Registered Nursing and the National League for Nursing Accrediting Commission.

2. Mission

   The team confirmed that the college mission statement addresses the function of the college, which is student learning, and is published in all official documents of the college and posted in several pertinent areas on campus.

3. Governing Board

   The Governing Board of the San Bernardino Valley Community College District is a seven-member board which governs both colleges of the district – San Bernardino Valley College and Crafton Hills College.

4. Chief Executive Officer

   Since the last accreditation visit in 2002 there have been three presidents and one interim president. The current president of SBVC has been in place since September, 2007. The president serves as the Chief Executive Officer of the college.

5. Administrative Capacity

   The administrative staff has seen significant turnover in recent years; however, the team determined that the college employs sufficient administrative staff who are adequately prepared and experienced to operate the college. An organizational structure is in place which delineates reporting assignments.

6. Operational Status

   Evidence reviewed by the team confirmed that SBVC offers academic and vocational programs leading to degrees and certificates.

7. Degrees

The team confirmed that the college offers programs leading to 53 AA and AS degrees and 87 certificates.

8. Educational Programs

The needs of businesses and industry were clearly portrayed in the course offerings provided by the college. Upon examination of curriculum review, program review, SLOs and faculty evaluation, the team confirmed that courses are of high quality and rigor.

9. Academic Credit

SBVC follows an 18-week traditional semester and credit is given based on the Carnegie Unit Value system and Title 5 minimum standards.

10. Student Learning and Achievement

The team confirmed that 98% of academic departments have developed SLOs and has processes and cycles in place for assessing outcomes. Course outlines and syllabi were examined for core competencies.

11. General Education

The team found evidence that core competencies were developed and reflect the general education goals of SBVC.

12. Academic Freedom

The California Teachers Association (CTA) contract includes a policy on academic freedom. District Board Policy also addresses this item (Board Policy 4030).

13. Faculty

At the time of the accreditation visit, SBVC employed 172 full-time faculty and 376 part-time faculty. Evidence showed that all faculty met minimum qualifications in their specified area.

14. Student Services

The college provides several opportunities and programs for students to complete their educational goals. The team found an institution that takes great pride in the support services it provides to its students.

15. Admissions

The team found that the admissions policy is adequately published in the catalog and other publicly available documents. The policy is consistent with the Education Code and Title 5 of the California Code of Regulations.

16. Information and Learning Resources

SBVC operates a full-service library with extended operating hours. The team found evidence of an expansive book collection, reference materials and online databases which meet the needs of the campus community. Evidence showed that the Academic Advancement program's facility and programs provide instructional support to students on campus and online.

17. Financial Resources

The team found evidence that the district's funding structure assures the college's financial stability. The allocation of resources is determined through a decision-making process.

18. Financial Accountability

The team confirmed that annual financing audits are conducted by an external auditing firm as required by state and federal requirements and are reviewed by the board of trustees.

19. Institutional Planning and Evaluation

The team found evidence of institutional planning and evaluation for many aspects of college operations. Benchmarks have been established and data and reports from surveys are used for decision-making.

20. Public Information

It was evident to the team that SBVC provides a great deal of printed information about the college including the annual catalog, schedule of classes, division pamphlets, library resources and the college's own website. The marketing department has spearheaded a uniform logo and tag line for the college, in coordination with Crafton Hills College.

21. Relations with Accrediting Commission

The team determined that the college has consistently adhered to all eligibility requirements, standards and policies of the Accrediting Commission for Community and Junior Colleges and has submitted the required reports in a timely manner.

Standard I – Institutional Mission and 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 and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

General Comments

There is strong evidence supporting a genuine dialogue among various campus constituencies in regard to the mission statement, strategic planning, and program review. The strategic plan, in reality, is a set of initiatives which are further operationalized into discrete goals and measurable objectives. Measurable, time-bound goals and objectives have been set and indicators and data sources have been identified to measure progress toward each goal. At the present time, the baseline data for these goals is being identified and obtained. This will serve as the starting point for measuring progress.

The Strategic Initiative of Student Success ("We are committed to helping students succeed in their educational and career goals.") is further delineated into two goals, each with a desired outcome. Goal 5.2 is identified as "To increase student persistence and retention (Accountability Reporting for the Community Colleges - ARCC)," with the desired outcome that "There will be an increase in the number of students who complete Certificate and Degree programs." Finally, the benchmark (Goal 5.2.1) is "By 2012, 80% of the students whose goal is certificate or degree completion will be retained the following semester." This information was evidenced in the 2007-2008 Year End Report; Office of Research, Planning and Development.

The Institutional Research Office maintains a schedule of campus climate surveys which address different populations over each year. Analysis of survey results is transmitted from Institutional Research to the college council to inform their decision making.

Findings and Evidence

The mission statement is extended through an accompanying vision statement. There is evidence to support student learning outcomes and services fitting the mission statement of the college. The mission statement is regularly reviewed and revised. As noted in the self study document, the mission statement was reviewed and reaffirmed in 2002, 2004 and 2007. The latest major review came in February 2007 when rewriting of the mission statement was

completed and accepted by the college council (February 28, 2007). The visiting team was able to confirm through documentary evidence that revisions of the college mission statement were presented to the board of trustees for approval. (Standard I.A.1, 2, 3)

The mission and vision statements are widely publicized throughout the college community. Updated versions are maintained on the College website. Statements are published in both the college catalog and the fall class schedule, and publicly displayed in offices on the campus. (Standard I.A.2)

The centrality of the college's mission is evident in their planning process. The strategic initiatives identified by the college are closely aligned with the constituent elements of the mission statement. These strategic initiatives provide the framework upon which specific goals and measurable objectives are constructed for annual benchmarking and strategic planning. (Standard 1.B.1, 2, 3)

Furthermore, the strategic initiatives form the basis for the "Program Efficacy" portion of program review. Programs are asked to self assess, using data provided by institutional research, in terms of goals aligned with each initiative. Within this portion of program review, programs are also asked to present the mission statement and how the program's mission reflects and reinforces the college's mission statement. (Standard I.B.4, 5, 6, 7)

Conclusions

The college's mission and vision statements are living documents and provide the central focus of many of the planning efforts of the college. The mission is a thread which runs through the strategic initiatives developed by the college and is integral to the program review process. It is well publicized and reviewed and reaffirmed regularly.

Recommendations

No recommendations.

B.   Improving Institutional Effectiveness

General Comments

Program review and the strategic initiatives are data driven. Program review encompasses and reacts to a standard data set provided by institutional research. Strategic initiatives are based upon measurable objectives with both annual and long-term goals.

The second stage is the "Program Efficacy" phase which is completed every three years. This is a self assessment of how well the program is meeting goals related to each strategic initiative, and planning for a future three-year cycle. Programs are provided with data from the institutional research office to assist them with their self evaluation. Programs are asked to address trends in workload, efficiency, enrollment, retention and success. They are also asked to assess student equity issues compared to the college. Programs requiring assistance

in authoring their report may avail themselves of help from the institutional research office, pre-arranged meetings with members of the program review committee, and scheduled work sessions with members of the program review committee.

In the "Program Needs Assessment" stage, programmatic requests are evaluated by the program review committee. Requests that are not well-justified by objective data and that do not meet the college's expectations for expansion go no further, and the program is notified at that point. Requests that pass the evaluation are then ranked by the program review committee within larger groupings. The results of these rankings are forwarded to the college council and, at the same time, shared with all programs on campus. The final determination of disposition of requests is transmitted from the college council back to the requesting program through the chain of command.

Each member of the review team independently assesses the program report based upon the rubric. The review team then meets, reviews and discusses findings, and arrives at a mutually agreed upon evaluation. The evaluation results in one of four outcomes: continuation, contraction, probation, or discontinuation. The decision, a summary table of the rubric assessment, and a narrative assessment on each initiative, are forwarded to the program and the appropriate division head. Programs then have the right of appeal (though they may not offer additional information) to the entire program review committee. At the end of the appeals process, the appropriate dean, faculty chair and a member of the program review committee will meet and develop a remediation plan for the program to follow to return to continuation status.

SLOs are also incorporated into the program efficacy stage. Programs must report on formation, measurement, assessment and program evaluation of course and program level SLOs. The rubric specifically addresses whether the program meets college expectations regarding SLOs. In discussions with the president of the Academic Senate and the Dean of Research, Planning and Development, it is apparent that failure to meet this expectation is one of the more critical indictors in the decision regarding probationary status.

Findings and Evidence

There is a concerted effort by the college to improve institutional effectiveness through active, constructive dialogue and strong faculty commitment. A strong sense of collegiality permeated interviews with faculty and staff. During interviews and open meetings, both faculty and staff referenced the high level of dialogue across constituencies and how decision-making at the campus has become more "data driven". (Standard I.B.1)

Interviews with part-time faculty indicate that they are well informed of college processes through orientation at the college, division and departmental levels. Beyond these gateway processes, email and mailboxes are the principal means of communication. Part-time faculty felt these methods were sufficient and kept them updated on meetings, templates used for courses, and other processes and procedures. Interviews with administrators indicated that they are in the process of developing a part-time faculty handbook to ensure that important information regarding policies, procedures and operations is provided. (Standard I.B.1)

Overall, the bulk of strategic planning has been directed at facilities and the campus physical plant. This is a consequence of the fact that the campus straddles the San Jacinto fault and there has been a need to replace older, less earthquake resistant structures with new, state of the art facilities. The campus has been fortunate in its ability to access funds from FEMA to offset a large portion of this reconstruction cost. As a result, there is a lack of educational planning. The campus lacks a coherent educational master plan which would draw together the existing planning efforts (e.g. Program Review "Program Efficacy" phase; strategic initiatives) and serve to direct strategic planning in other areas such as facilities and technology. (Standard I.B.4)

Conclusions

Documentation and interviews with faculty, staff and administrators confirm that the institution is committed to an ongoing, reflective process of self improvement. Student learning and SLOs are annually assessed at multiple levels and in different venues. The process is characterized by reflective dialogue across multiple constituencies and is highly data driven.

Recommendations

1. 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 I.B.1-7; Standard II.A.2; Standard II.B.4; Standard III.C.2; Standard III.D.1, 2, 3)

See also Recommendation 6.b, c, d.

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 student 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.

A.   Instructional Programs

General Comments

Recent efforts to expand offerings off campus and to a wider variety of potential students are laudable, and point to some of the challenges that the college understands it will face in the years to come. Recent changes to the institution include the development of community specific programs to help the college better address the needs of particular populations.

The college's success in developing course level SLOs merits particular attention. 98% of courses now feature SLOs and there has been effort toward aligning them with core competencies and general education requirements. Assessment of SLOs is well underway and will be further developed and refined as the institution continues to make outcomes part of its broader educational mission.

The college has determined through its self study and verified by the dialogue referenced in several committees that they believe they are functioning at the Development Level of the Commission's Rubric for Evaluating Institutional Effectiveness.

Findings and Evidence

SLOs are linked to established core competencies that, in turn, link to the mission, vision, and tenets document. SLOs have been developed for virtually all courses and for all student services. While more work needs to be carried out on the assessment phase of its SLO program, the college has established a planning process to help it begin assessing SLOs in a widespread, consistent, and systematic way. The faculty have clearly assumed the responsibility for the SLO process and they have made significant progress in this area; however, the effectiveness of achieving the SLOs are currently not a part of their evaluation. In addition the same can be said for the administrators who have a shared responsibility in making SLO implementation a reality. (Standard II.A.1.c; Standard II.A.2.a)

Notes from the curriculum committee provide evidence of the integration of SLOs into the course approval process and templates ensure that SLOs are built into each class syllabus. A

clear and accessible curriculum handbook further guarantees that involvement in curriculum development will be productive. The college appears to engage regularly in campus wide dialogue to secure and advance its academic integrity. (Standard II.A.2.a, b)

Much progress has been made in the college's efforts to serve minority students and it clearly is making efforts to recognize and celebrate the diversity of its community. Even its current advertising campaign, "Your future starts here," features a diverse group of teachers and students, underscoring the college's commitment to diversity. (Standard II.A.1.a.; Standard II.A.2.d, e)

The college offers a broad mix of traditional, online, hybrid, television, and remote site courses. The college also offers a variety of weekend and short-term sessions. Due to the growth and demand for online and hybrid courses, faculty are electing to be trained on the course management system, Blackboard. The college evaluates faculty on their use of appropriate course delivery methodology. The college offers clear instructions to students about how to participate in online instruction. (Standard II.A.1.b, d)

There is an ongoing, well-developed professional development program designed to meet the needs of full-time and part-time faculty, and there are regular evaluations conducted for both full-time and part-time faculty. Great Teachers Seminars, Student Success Café, and "andragogy" (pedagogy for adults) workshops all play a significant role in the college's effort to promote excellence in instruction. The college also makes an effort to accommodate different types of students and learners, offering varied term lengths and weekend and online courses. (Standard II.A.2.b, c, d)

The catalog clearly describes the general education requirements in social sciences, humanities, arts and natural sciences. Departments have indicated which core competencies are emphasized in each course, and assessment of core competencies is embedded in the courses, with recognition that achievement of appropriate skills varies somewhat according to discipline. Moreover, each program contains a general core of courses within the program to establish focused inquiry; each program also contains an interdisciplinary general education component. Also, the institution has high pass rates on licensure examinations in the nursing and allied health fields. The examinations are used as assessments of SLOs and student competency in the field. (Standard II.A.3.a; Standard II.A.4; Standard II.A.5)

Course descriptions within the catalog are clear and are consistent with their associated SLOs. Approved course outlines and course SLOs are readily available through the website and articulation agreements are updated annually. Transferability is published in the college catalog and on the college website, and the transfer center provides a variety of services and programs to educate students on transfer opportunities and issues. The college website contains detailed information regarding the college and its programs and courses. In recent years, the college has undergone a thorough review and needs assessment in this area and has undertaken changes as a result of information developed in this review. (Standard II.A.6.a, b, c)

Academic freedom and student honesty policies are easily found both on the website and in the catalog, and they are clearly delineated and terms are clearly defined. The faculty's obligation to present information fairly and honestly is promoted by the college's publication of an ethics statement. (Standard II.A.7)

Conclusions

The college meets its varied educational, social, and ethical goals handily, and makes a clear and documented effort to improve in areas where it finds itself not living up to its stated standards. Further, it has worked hard to respond to, and incorporate into its structure and processes, all the recommendations made by the commission and past ACCJC visiting teams.

B. Student Support Services

General Comments

All of the student services programs have developed and assessed at least one SLO using data and research from student satisfaction surveys, point of contact surveys, focus groups, and program review.

The catalog is reviewed and printed on an annual basis. The review process includes input from the Chief Student Services Officer, Chief Business Officer, Chief Instructional Officer, deans, department chairs, directors, counselors, and the articulation officer. The general information in the catalog meets Accrediting Commission standards.

The requirements and major policies included in the catalog meet Accrediting Commission standards. Other policies are included on the college and district websites, schedule of classes, SBVC Career & Technical Catalog supplement, and the 2005-2006 Student Handbook.

Students are able to receive some support services whether they are taking evening or weekend classes, online classes, or attending the Big Bear Program. Services include online counseling from one counselor; online application and registration; three computers in the admissions area for student use and computers in the Learning Resource Center and other specialized areas; online financial aid (FAFSA) application; a weekend college director; and visits to the Big Bear Program by counselors and admissions staff.

Personal, civic, intellectual, and aesthetic development is encouraged on campus through an active student government which includes leadership training (Leadership Practices Inventory) and workshops, retreats (Dive Into Leadership), student participation in statewide and national lobbying, club activities, service learning, events on social issues, the Writing Center, Math and Science Success Center, Art Club field trips, and student development workshops.

Counseling services are available in the counseling center, as well as EOP&S, STAR program, DSPS and CalWORKS. In order to design and maintain services, in-house

training, job shadowing, reference materials, counseling meetings, and other opportunities for staff development are provided. Counselors are liaisons to various departments on campus and occasionally at off site locations. A counselor is assigned to respond to student emails.

The college has created a diversity and equity committee to assess and promote understanding of diversity among staff and students. They are responsible for the student equity report and provide monthly speakers and events such as Black History Month and Cinco de Mayo. The curriculum process requires each course to incorporate diversity in the curriculum. There are diverse staff organizations and minimum qualifications for all positions which include an understanding and appreciation of diversity. Special programs such as Puente, Tumaini, DSPS, EOP&S, and diverse student clubs promote understanding, appreciation, and special services for underrepresented and ethnically diverse students.

Placement instruments use multiple measures for math, English, reading, and ESL and are validated by the office of research and planning for disproportional impact.

The college has had electronic records since 1981 which are backed up twice daily. Tapes are stored in fireproof safes and are located off site. Paper copies of financial aid records are kept for three years in local files. It appears from interviews with staff and examination of the records that there are different levels of security for different offices and functions on campus. There appears to be no coordinated policy for records storage, retrieval and destruction.

Student support services are evaluated through campus climate surveys, institutional program review, assessment of program quality which is linked to allocation of funds, full program reviews every three years, SLO development and assessment of at least one SLO, categorical program site reviews, an American college health assessment, point of service surveys, and focus groups.

Findings and Evidence

The institution has developed a well defined process for developing SLOs in an inclusive manner that takes into account linking the college mission, strategic plans, year end reports, facilities master plan and program review. Through extensive dialogue, workshops, retreats and instructional and departmental meetings, SLOs have been developed for 98% of courses and all programs in the student services area. In student services, all of the programs have developed and assessed at least one SLO. Assessment tools have included student surveys and focus groups. (Standard II.B)

The institution has well publicized information on the general information of the college, its requirement, and major policies. They are found in the catalogue, various publications, on the college web page, and in the student handbook. (Standard II.B.2.a, b, c, d)

The college has expanded all support services for off-site, weekend, and evening students. The team observed a great deal of activity in the evening where students were given access to counseling, library services, DSPS and financial aid. Support services are also providing as

many of these services as possible via the Internet. In particular, the students attending the Big Bear Program have access to counseling services and financial aid by way of the college web page when those services are not available at their location. (Standard II.B.3.a, c)

SBVC has been designated a Hispanic Serving Institution; however, little information was available in Spanish or any language other than English. Some information has been translated in Spanish in the catalog and recent President's message. A financial aid brochure will soon go to print in Spanish. Planning has begun to translate the "Steps for Enrollment" and EOP&S information into Spanish. (Standard II.B.2.c, d)

To improve counseling services, additional online services – including orientation – need to be developed. The website could be expanded to include information on requirements to complete certificates and graduation and transfer requirements. (Standard II.3.c)

Concerns have been expressed in committee meetings regarding the current use of a "home grown" placement instrument versus a commonly used instrument such as Accuplacer or Compass. In addition, the wait period for students to receive assessment results and not being able to provide offsite assessment is a concern expressed by students and staff. (Standard II.B.3.e)

Conclusions

The institution is providing quality services for students and meeting the requirements expected of an accredited college. All of the topics reviewed were adequately responded to and addressed. The progression of the college since its 2002 accreditation recommendations is very apparent.

Recommendations

2. 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 II.B.2)

3. 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 II.B.3.e)

4. 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 II.B.3.b, f)

C.   Library and Learning Support Services

General Comments

The library offers a mix of print and online resources. The collection features more than 100,000 volumes, not including periodicals and online resources. The learning resources division provides the learning community with a separate facility in the liberal arts building. The library and learning resources division develops tools to evaluate their effectiveness within the institution. The library has also worked hard to provide DSPS accommodations, 24-hour reference librarian services, general tutoring, and electronic resources accessible from off-campus locations

Findings and Evidence

There is a one-unit course in library competence, Library 110, and library staff present noncredit bibliographic information sessions tailored to the needs of specific disciplines. (Standard II.C.1.b)

The library is open 74 hours per week, including Saturdays from 7:30 a.m. – 4:30 p.m. These hours of operation represent the demand from students and are designed to meet those needs. Additionally, remote and online accessibility is offered to provide a quality education and services that support a diverse community of learners. (Standard II.C.1.c)

Given that the library is open during the evenings and weekends and longer than other buildings on the college campus, safety and security are critical. There are several service desks that are equipped with panic buttons connected to the county sheriff's office during evenings and Saturdays. The library is a member of the Community College Library Consortium of California and shares resources with its sister college, Crafton Hills Community College. (Standards II.C.1.d, e)

The library and learning support services are assessed through a variety of instruments ranging from student evaluations at the end of training sessions to meetings with the Dean of Library Resources. (Standard II.C.2)

Conclusions

The library and its attendant learning support services adequately support the college's instructional programs and intellectual, aesthetic, and cultural activities. The college provides access and training to students so that the library and other learning support services may be used effectively and efficiently. The college systematically assesses these services using SLOs, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Recommendations

No recommendations.

Standard III – Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, included stated student learning outcomes, and to improve institutional effectiveness.

A.   Human Resources

General Comments

The current human resources policies, procedures, and a review of personnel files along with discussions with the staff, support that the college employs qualified personnel in all programs and services required to support student learning programs and services. This includes ensuring that there is a diverse pool of applicants from which candidates are selected for interviews. (Standard III.A)

The human resources department provides evidence that all appropriate state and federal regulations are being followed with regard to minimum qualifications, and that faculty have been certified that their degrees are from accredited institutions. The process for hiring faculty and staff is administered in an equitable manner as well as staff evaluations occurring in a timely fashion. The college ensures that knowledge of the subject matter from those being chosen to teach will contribute and support the mission of the institution and, should equivalency be necessary, there are guidelines that are codified for making those appropriate decisions. The college has a written code of professional ethics that supports the student learning outcomes which can be found in the Academic Senate ethics statement, management ethics statement, Classified Senate ethics statement, and the board of trustees ethics statement. These statements are reviewed by each group annually. (Standard III.A.1.a, b, d)

Findings and Evidence

The college clearly communicates the criteria, qualifications and procedures for selecting staff and faculty in their job announcements. This information is also available on the district's website. The human resources department certifies that the pools of applicants are diversified and represent the student population who are being served. The classified staff hiring process at the district is not consistent with those of the college and the job descriptions of some positions do not match the actual working titles. (Standard III.A.1.a)

Classified staff evaluations are not occurring on a timely basis, but the college has a plan to ensure that this occurs within the next fiscal year. All necessary forms for the evaluation process are posted on the district website with the exception of managers whose evaluation forms are in the process of being revised. Administrative evaluations are currently under

review to implement a 360 degree evaluation procedure, which will replace the current 180 degree process. (Standard III.A.1.b)

The college has demonstrated that SLOs are being worked on; however, there is no evidence that these SLO's are being included as part of the formalized faculty evaluations. The forms used for the faculty evaluation are not negotiated but there is a consensus about the documents that will be used. The inclusion of faculty participating in the SLO process is currently under review but there has not been a timeline established to accomplish this task. (Standard III.A.1.c)

There is evidence to support that full-time faculty, staff, and administrators are appropriately prepared for their assignment. Human resources reviews all applications and provides the initial screening of minimum qualification as well as the procedures for the interview process. Based on the college's past accountability studies, faculty and staff are in alignment with state requirements. One area in the self study addressed the college need to hire more full-time faculty and staff which would increase the quality and diversity of program offerings. (Standard III.A.2)

The college ensures that all personnel files are secure and maintained in a confidential manner. The human resources department has set up a procedure for accessing personnel files for review of content. (Standard III.A.3.b)

The college is concerned about diversity and has policies that support an understanding of those concerns and issues that will allow for continued maintenance of diversity and equity standards. Examples are the diversity and equality committee, arts and letters committee, ethnic cuisine served in the college cafeteria, bilingual statements in both the college catalog and class schedule, and meeting the needs of students with disabilities. There is evidence to support that programs, practices, and services are supporting a diverse population both for students and staff. Examples are the numerous college outreach programs for diverse student populations and hiring policies which include recruitment from a diverse pool of applicants. (Standard III.A.4)

The college and institution have provided an awareness of diversity within its faculty and staff. The faculty and staff have formed several organizations such as the Black Faculty and Staff Association and the Latino Faculty and Staff Association. The students in the restaurant management program serve cuisines from around the world and every two weeks the menu changes to provide representation from a multiple number of geographic regions in the world.

In spring 2006, a survey addressing diversity was conducted and the results indicate that 83% of the faculty who responded stated that the climate of SBVC is one that respects cultural differences. Additionally, 70% of the respondents agreed with the 2007 accreditation statement that "Policies and practices of the college clearly demonstrate commitment to issues of equity and diversity." More survey data indicates that 94% of faculty surveyed answered positively to the question, "Instructors at SBVC foster an environment where diversity is valued." (Standard III.A.4.a)

The college has increased its diversity since the last accreditation visit. A study showed that 78.8% agreed with the statement that the college clearly demonstrates a commitment to issues of equity and diversity. (Standard III.A.4.b)

There is evidence that there is integrity in the treatment of personnel and students. Examples are the college website and college catalog, and personnel training on topics such as sexual harassment and discrimination.

The self study from the fall 2008 found that 86.8% of all respondents agreed with the statement that they were personally treated with respect at the college. Training and opportunities for dialogue are available to ensure that there is integrity in the treatment of all personnel and students. (Standard III.A.4.c)

There is a very creative and active Professional Development Committee that represents the college very well. It provides a comprehensive offering of programs and activities for all staff at the college and they publish a yearly schedule of activities and event. Each department has an opportunity to participate in these professional development activities. During Community College Week, SBVC features the Student Success Café and the Great Teacher Lecture Series, where faculty have an opportunity to present their favorite lecture. The self study revealed enthusiastic support by all college employees when asked about the opportunities provided for professional growth and development. The Professional Development Committee provides a comprehensive program that identifies the needs of classified staff, faculty, and administrators. These programs provide a variety of opportunities designed to provide the targeted training needed for everyone. Examples of topics are relevant to the learning needs of the faculty and staff such as electronic maintenance of student rosters and featured speakers. There is an extensive variety of activities for all college personnel to attend and grow professionally within the college and their respective jobs. The committee does an excellent job of integrating the cultural activities with the instructional activities. One particular example that occurs throughout the year is to focus upon a particular culture where the faculty may highlight the literature, and the culinary program will feature the native cuisine of that culture or region. The college has provided a series of facilitated workshops on leadership skills that have provided opportunities for faculty, staff, administrators, and students. Members of the group have presented nationally and within the state at the annual conference of the Community College League, as well as presenting at other community colleges. Interviews revealed that all employees are invited and encouraged to attend any training available on the campus. Trainings opportunities are available in beginning Spanish, Microsoft Office products, and the Leadership Institute. Training is available for managers on an ongoing basis through the consortium of Liebert & Cassidy that covers a variety of topics including evaluation and disciplinary processes. In order to determine the effectiveness of the training, an annual evaluation is conducted requesting faculty to describe changes in teaching strategies and/or student learning as a result of participation in professional development activities. (Standard III.A.5.a)

There is evidence to support that professional development programs are evaluated and improvements are implemented. One example is the annual survey which is administered to all college staff to assess the programs which contribute to the development of desired topics for instruction. Another example is each program attended by staff is evaluated by those attending. (Standard III.A.5.b)

There is light evidence to support that human resource planning is integrated with institutional and district planning, and the results are used for improvement for faculty and secretarial staff. (Standard III.A.6)

Conclusions

The human resources function appears to be operating adequately, especially given the staff turnover in recent history; however, to exceed this standard greater coordination with the district in all matter concerning Human Resources is essential.

Recommendations

5. 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. (Standard III.A.1.c)

B.   Physical Resources

General Comments

The college has been challenged with the fact that their facilities are located on an active earthquake fault line, which required many of the buildings to be removed or relocated to a point beyond 50 feet on either side of the fault. The college was able to obtain funds from FEMA to accomplish much of the new construction required to bring them into compliance. The college was able to use new technology that allowed the college to place hydraulic cylinders within the walls of buildings to keep them from buckling under the pressure of an earthquake. The technology also shows the amount of stress created by the earthquake on the buildings by having a metal pointer mark on a plate the stress created by the earthquake. This technology does not measure the Richter scale, but only the stress on the buildings. In a recent earthquake there was no evidence of stress on the buildings where this technology was deployed.

The district has adequate funds to accomplish a variety of projects from its bond sales that can also be used to enhance those funds acquired from FEMA.

Findings and Evidence

There is evidence that the institution provides safe and sufficient physical resources and is in the process of upgrading a number of buildings to ensure that they are meeting the building

standards for earthquake zones. This is very important given that the college sits on a fault line. (Standard III.B.1)

The physical resources are properly maintained to assure quality at the college. A college strategic plan, facilities master plan, facilities and safety committee, and emergency procedure flip charts in every office are in place. (Standard III.B.1.a, b)

The institution plans and evaluates its equipment and facilities. Examples are the program review process and technology committee. There is evidence to support that long-range plans are appropriate for the college. Examples are the facilities master plan and program review. (Standard III.B.2.a)

Physical resource planning is integrated with institutional planning and results are used for improvement. Examples are the Facilities Master Plan and program review. (Standard III B.2.b)

Conclusions

The college, in concert with the district, has done an excellent job with facilities planning.

Recommendations

No recommendations.

C.   Technology Resources

General Comments

The technology of the college supports and meets the institutional teaching, learning, communication, and research needs. Examples are Blackboard, training on educational information systems, and numerous new software programs such as SNAP and eLumen. The resources for the college appear to be adequate to support student learning programs and services.

Findings and Evidence

The college is currently recruiting for a director of institutional technology who will be responsible for managing the budget, training, support, maintenance, supervision of network administrators, technology purchases with grant funds, and computer rotation. (Standard III.C.1)

Technology resources enhance the institutional operation/effectiveness. Examples are new software that is needed to improve surveys, environment scans, and management activities. (Standard III.C.1.a)

Training on information technology is provided to those who wish to participate. Examples are the support services provided to students and college personnel through activities such as the Great Teacher Seminar, new faculty orientation, student response systems, and professional development program survey. (Standard III.C.1.b)

There is evidence that technology infrastructure and equipment are properly maintained. Examples are the computer replacement plan and implementation of the wireless network in the new campus buildings. The college is addressing the issue of the need to hire a director of institutional technology to assist in remedying problems such as implementing student V-cards. A plan is in place to upgrade their current SAN system with a new version which will provide backup every three minutes. There is 24 hour/7 days per week help desk support for the students. (Standard III.C.1.a, b, c, d)

The college is still using two systems to support faculty: one is Blackboard and the other is an old Legacy system used by eight faculty. The college has indicated that this will end once those faculty are no longer with the district. (Standard III.C.1.c)

There is evidence that there is distribution and utilization of technology supportive of programs and services. One area of concern addressed in the self study is that the college was able to better take care of maintenance and enhancement of technology on campus rather than district staff. This concern is also reflected in the IT services assessment document conducted by PlanNet. The IT services assessment identified issues in the delivery, support, flexibility, governance, and execution of IT services provided to the college. (Standard III.C.1.d)

There is evidence that technology resource planning is integrated with institutional planning and the results are used for improvement with the shared governance committees. (Standard III.C.2)

Conclusions

The college appears to use technology to its maximum benefit; however, there appears to be coordination and planning issues with the district.

Recommendations

No recommendations.

D.   Financial Resources

General Comments

The college's mission and goals, which guide financial planning, are adequate to address the long and short-term needs of the institution. The college meets all the requirements of the financial resources standard. Division deans' meetings review the mission statement and

goals identified in the strategic plan and incorporated in the division budget planning, strategic plan, facilities master plan, and technology plan during the course of the year.

There is evidence that financial planning is integrated with institutional planning. Examples are program review, 2008 self study survey, strategic plan, facilities master plan, and technology plan.

The college provides for the integration in its institutional planning by distributing the development budget in March of each year. The process requires that all stakeholders meet and review the college's mission and goals that have been identified in the strategic plan, which then become incorporated into the budget.

Findings and Evidence

The college has a mission statement that states they will become the college of choice for students in the Inland Empire. In addition, it states that the quality of the programs and services will provide a reputation that demonstrates high standards and achievement. The college relies upon its mission as it plans for the financial future. (Standard III.D.1)

There is a process at the college that engages all stakeholders to participate and share information to ensure that everyone understands the budget. There are also opportunities for training for those who may not have the budget savvy to be mentored in the process. Budget allocation is reviewed from the program review information so that priorities can be identified and funded as appropriate. (Standard III.D.1.a)

There is evidence that assessment of financial resources is realistic. Examples are the District report on funding and the president's notification on funding priorities. There were concerns expressed regarding the appropriate support for the college from the district. The resources necessary to execute this are identified in the budget development process. The district has an allocation process. While there may be a laundry list of requests from the various programs, not all requests are funded. (Standard III.D.6)

Grants provide a resource for the ability to stimulate new programs or provide resources for those programs that are growing. The institutional budget does not allow for adequate support to meet all the needs of the institution. The resources necessary to execute this are identified in the budget development process. (Standard III.D.1.b; Standard III.D.2.d)

The short- and long-range financial commitments are based upon an evaluation of goals in the program review process. This process provides a priority list of the department and program needs. Program review efficacy is a factor in making any budgeting decisions. There are plans for the payment of future obligations in the district that support financial stability. This is accomplished partially by using bond funds for capital projects, thus protecting general fund resources for the operational needs of the institution. The district maintains a reserve in excess of 5% and carries a $20 million reserve in the event it is needed for any future obligations. The district has already funded $3 million of its $5.1 million GASB 45 liability. (Standard III.D.1.c; Standard III.D.2.c)

All guidelines appear to be followed as division budgets are submitted to the vice presidents for review to ensure that the requests being asked for in the budget connect with the college mission and the strategic plan. The district follows a prescribed procedure for budget development that includes timelines as mandated by state demands. The district provides training for managers and staff annually in the spring. (Standard III.D.2)

The self study reveals that greater communication needs to occur among staff to extend greater effort to communicate the entire budget process to all staff and students. (Standard III.D.1.d)

There is evidence that budgeting and monitoring is shared by the college and district. Examples are financial statements with independent auditor's reports (2004 –2007). The district provides budget and independent audits documentation to support SLOs. The documents provide a comprehensive and timely accounting that demonstrates and supports student learning. Appropriate allocations of resources are demonstrated by independent audits, and all rules and regulations are adhered to. If there are any findings, appropriate action is taken immediately. (Standard III D.2.a)

Whenever there are any budget changes, appropriate notices are published and provided to the board of trustees, district assembly, district budget committee and the chancellor's report. Areas of challenges occur when there are different budget fiscal years for grants accounting and district accounting. Budgets tend to roll over from one year to the next with no evaluation, which tends to create an atmosphere of complacency in the district. (Standard III.D.2.b)

There is evidence that the institution has sufficient cash flow and reserves above 11% to address small financial emergencies and unforeseen occurrences. The college also has in place a financial policy that deals with the budget in the event of a budget crisis. This policy allows all the stakeholders to participate and provide input to ensure that funding is linked to outcomes. (Standard III.D.2.c)

The district handles all institutional investments and capital assets. The foundation is a separate entity which is governed by a separate board and has its own set of bylaws which are updated when necessary to keep current with the colleges' mission statement. Annual audit statements are provided by an external auditor and are also viewed by internal auditors for compliance with all regulations. There were no material findings from the last audit. (Standard III.D.2.d)

There is evidence that all financial resources are used with integrity. An example is the external audit. The college has a planning agenda to establish guidelines for fundraising activities. All student clubs have their own expenses approved by the club membership and by student leadership, as well as campus staff, to ensure that they meet the mission and goals of the institution. The audit reports demonstrate that the institution has financial integrity. (Standard III.D.2.e)

Every manager who initiates a contract is charged with the responsibility of oversight and performance. The vice chancellor's office provides oversight in the contracting process with the campus. There are a variety of contracts that the college has ranging from construction management to transportation. This requires that there is a good working relationship with these outside vendors to ensure the mission is being met consistently. (Standard III.D.2.f)

The financial management processes are reviewed after each audit; areas which need improvement are identified, and appropriate measures are taken. Recommendations from the audit firm, as well as internal recommendations, are taken into account and direction is given for implementation. (Standard III.D.2.g)

Staff reported that meetings are held with the college presidents every two weeks to discuss budget matters. The budget process begins in December, and priorities are identified and allocated based upon FTES generation. (Standard III.D.3)

Conclusions

The integrity of financial management is critical and when evaluating the budget through a self study 34% either agree or strongly agree and 38% neither agree nor disagree; however, 30% disagreed or strongly disagreed. It appears that the communication of the process and the outcome can be improved. (Standard III.D.2)

Recommendations

No recommendations.

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.

A.   Decision-Making Roles and Processes

General Comments

The college self study describes a college that has a clear understanding of the governance roles and how they are instrumental in the process of supporting student learning and services and, thereby, improving institutional effectiveness. The roles of the college governance bodies acknowledge the responsibilities of the governing board and the chief executive officer.

Communication regarding college governance is very effective. The Academic Senate, in an attempt to provide continuity to the governance process, requested a two-year cycle for its faculty to serve on committees.

The decision making roles and processes are well defined and understood by those involved, particularly in the program review process. The administration, faculty, and staff leaders are committed to creating an environment where leadership is developed and the collegial process is celebrated. (Standard IV.A.1; Standard IV.A.2.a)

Findings and Evidence

The evidence suggests a vibrant faculty that is living up to its potential as academic leaders and, in concert with the administration, they have set out to work a process for institutional effectiveness that empowers faculty and increases learning for students. The dialogue in the minutes of the curriculum committee, program review committee, retreats, and college council reveal a robust, collegial dialogue which focuses on student learning and services. The college regularly reviews its governance processes on a cycle of three years while also providing environmental scans for the college and students about how the college is governed. The self study revealed that some members of the college community were in agreement that the results of committee actions and processes were not widely communicated. (Standard IV.A.2.a; Standard IV.A.3, 4, 5)

Conclusions

The college has a well functioning governance process that articulates the decision making process and role that faculty, staff, administration, and students can play in the quest to become a more effective college.

Recommendations

No recommendations.

B.   Board and Administrative Organization

General Comments

The history of San Bernardino Valley College is well served by a long-standing and stable board of trustees. During interviews with the board it was clear that they understand their role in the management of the college district. They were quick to point out that they act as a body, not as individuals. They employ one individual (the district chancellor), and they establish policy.

The board operates collegially and enjoys the interaction with the faculty during the presentations at the board meetings. Members understand that they represent the public interest and trust and that ultimately they are responsible for the educational quality, legal matters and financial integrity of the colleges and district. (Standard IV.B.1.a, b, c, d, e)

Findings and Evidence

The board of trustees has professional development goals that are set on an annual basis. Each member attempts to participate in achieving those goals. The board evaluates the effectiveness of its work by assessing the board performance as stated in policies. Board practice has been to evaluate itself at the annual organizational meeting or annual retreat. The board has a clear code of ethics by which it operates and it requires updates from the colleges on the progress toward accreditation.

The community has shown significant confidence in the board's leadership by their continued reelection of board members and recently with the passage of Measure M, a $528 million general obligation bond.

The board has a clear policy for selecting and evaluating the college presidents that is carried out by the chancellor. The board policies clearly delineate the authority and responsibility between the college presidents and chancellor. The operational responsibilities are also clearly articulated between the district and colleges. (Standard IV.B.1.f, g, h, i, j; Standard IV.B.2.a, b, c, d, e; Standard IV.B.3.a, b, c, d, e, f, g)

Conclusions

The board governance mechanism works very well for the colleges and the communities it serves.

The services provided by the district office would benefit the colleges by engaging in a program review at the district level. The interaction between the colleges and district office could prove to be beneficial in that the colleges would be able to see that the district offices are going through the same careful evaluation of what and how they provide service to the colleges, as the colleges do for students. This could prove to be of great benefit to all parties by becoming more effective.

Recommendations

6. 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 area; namely:

   a. The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)

   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. (Standard I.B.3; Standard IV.B.3.g)

   c. 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. (Standard I.B.2, 4, 5, 6; Standard IV.B.3.b; Standard III.C.1.a, c; Standard III.C.2)

   d. 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. (Standard III.A.1.b, c; Standard III.A.6)