San Bernardino Valley College

Mid-term Report

Submitted By

San Bernardino Valley College

To

The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 2011

This Mid-Term Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of this institution.

Bruce Baron
Chancellor, San Bernardino Community College District

Carleton W. Lockwood, Jr.
President, Board of Trustees

Dr. Debra Daniels
President, San Bernardino Valley College

Dr. John Stanskas
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Associated Student Government President

Dr. Lawrence Buckley
Vice President of Instruction and Accreditation Liaison Officer, San Bernardino Valley College

MIDTERM REPORT

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STATEMENT OF REPORT PREPARATION

This Midterm Report is submitted as a progress report delineating San Bernardino Valley College's responses to the recommendations made by the Accrediting Commission for Community and Junior Colleges.

We certify that there has been significant opportunity for the entire campus to participate in the development of this report. We believe that the Midterm Report accurately reflects the nature and substance of progress since the last evaluation visit.

Evidence of progress was solicited from all campus constituents including administrators, faculty, classified staff, and students. The draft report was distributed to all constituent leadership and the entire staff. It was reviewed by the College Council, a participatory governance committee representing all campus constituencies.

The San Bernardino Community College Board of Trustees received a copy of the Midterm Report and its supporting documents as an information item at the September 15, 2011 Board Meeting.

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College President   Academic Senate President

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Accreditation Liaison Officer

INTRODUCTION

In 2008, the accreditation team visit resulted in reaffirmation of accreditation for San Bernardino Valley College (SBVC).

The team made several recommendations. Responses to these recommendations were included in a Follow-Up Report submitted to the Commission in October, 2010. In brief, the Commission and the 2008 visiting team identified the following areas of concern:

- Address strategic planning with the development of an Educational Master Plan
- Address the needs of community non-native speakers by publishing key documents in Spanish
- Address student assessment and placement needs by adopting appropriate assessment tools
- Address a need for the storage, retrieval, and destruction of campus records
- Address SLOs as part of the evaluation process
- Address District-level Program Review, Strategic, Technology, and Human Resource planning
- Address the development of a District resource allocation model

The college takes very seriously the recommendations of the Commission and the 2008 accreditation team, and is eager to report on continued progress in response to those recommendations.

REVIEW OF RECOMMENDATIONS

In its Confidential Report prepared for ACCJC, the Visiting Team made specific recommendations for improvement. These recommendations included:

Recommendation 1: Educational Master Plan

The team recommends that the college enhance its strategic plan with a focused educational master plan that encompasses program review and the elements of instructional, student services, technology, and facilities planning. (Standards I.B.1-7; Standard II.A.2; Standard II.B.4; Standard III.C.2; Standard III.D.1, 2, 3.)

Recommendation 2: Publish Documents in Alternative Languages

In order to improve, the team recommends that the college assess the need to publish its most important documents (e.g. catalogs, schedules, etc.) in the major languages of the communities it serves. (Standard II.B.2)

Recommendation 3: Develop Plan for Appropriate Assessment Instruments

In order to meet the standards, the team recommends that appropriate assessment instruments be developed to enhance student access, and student success. The issue of the effective delivery and overall efficacy of assessment appears most problematic with regard to off-site locations and distance education. (Standard II.B.3.e)

Recommendation 4: Record Retrieval and Destruction

To meet the standards, the team recommends that the college establish a procedure for the storing, retrieval and destruction of records in all offices. (Standard II.B.3.b, f)

Recommendation 5: Student Learning Outcomes as a Component of Evaluations

In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c)

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

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

District Program Review

- *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)*

District Strategic Plan

- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*

Strategic Plan for Technology

- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 4, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2)*

Development of a Long-Range Human Resources Plan

- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards III.A.1.b,c, III.A.6)*

In its Confidential Action Letter (dated February 3, 2009), ACCJC required that the college submit a Follow-Up Report that addressed Recommendation 5 and Recommendation 6 as well as an additional Commission Recommendation. This additional recommendation is listed below.

Commission Recommendation 1: District Resource Allocation Process

The district's resource allocation process needs to be clarified and communicated to both colleges within the district. (Standards III.A.6, III.B.2.a, b, III.C.2, III.D.1.d, III.D.3, IV.B.3.a, c, d, f, g).

RESPONSE TO COMMISSION RECOMMENDATIONS

Recommendation 1: Educational Master Plan

The team recommends that the college enhance its strategic plan with a focused educational master plan that encompasses program review and the elements of instructional, student services, technology, and facilities planning. (Standards I.B.1-7; Standard II.A.2; Standard II.B.4; Standard III.C.2; Standard III.D.1, 2, 3.)

In the Spring of 2008, a campus focus group studied and evaluated the Program Review process that was then in place. The study revealed that the campus was frustrated with the Program Review Process.[1] The dominate theme that emerged was that the process was "unyielding," "cumbersome," and "repetitive." However, the college was then in the third year of a three-year cycle of Program Review that had begun in 2006-2007. Therefore, despite an awareness that changes would need to be implemented in the near future, the Program Review committee felt it was imperative to keep the process intact during the final year of the three-year cycle to maintain consistency and to allow departments and service areas to evaluate the process more effectively for full implementation of a new system.[2] The Dean of Research and Planning performed a meta-analysis of the Program Review process and found that the participants were generally dissatisfied with the existing Program Review process. Beginning in the Fall of 2009, the Dean of Research and Planning proposed to redesign the process. It was understood that any new Program Review processes would be developed in concert with the development of a new Educational Master Plan.[3]

In the Spring of 2009, the Dean of Research and Planning initiated the development of a campus Educational Master Plan in an effort to sustain a culture of accountability and integrated planning. The purpose of the plan was to:

- Provide clear direction for planning basic skills, transfer, career and technical education
- Fulfill the college's own 2008 accreditation self-study planning agenda
- Integrate educational program planning with the college's strategic planning
- Integrate educational program planning with the college's facilities master planning
- Maximize value of college educational programs for the community
- Expand knowledge of programs to stakeholder constituencies
- Promote the college's strengths to the community[4]

The Educational Master Plan Committee spent more than eight months developing a plan through bi-monthly meetings, campus-wide planning events, and workshops.[5] The initial step in planning was generating data through the Department of Research and Planning, which was provided to committee members and faculty chairs. Faculty from each department, or, in some cases, disciplines, met to assess data, identify goals, and develop action plans.[6]

The committee reviewed and evaluated the program review process during the Fall of 2009. One of the committee's goals was to develop a streamlined process that incorporated existing data. The Educational Master Plan became a pivotal document for Program Review. The program summaries in the Educational Master Plan are "mini program efficacy documents" that include data for student success and productivity and a synopsis of program strengths, weaknesses and goals. Program Efficacy utilizes the summaries as building blocks for in-depth analyses of programs. The needs assessment summaries serve as the supporting documentation for program requests.[7]

In January 2010 the college hosted an in-service day workshop in which divisions met together to evaluate program summaries and identify themes.[8] The Educational Master Plan Committee then met regularly throughout the year to develop a final, coordinated, plan.[9] The completed Educational Master Plan was published in September 2010.[10] It contained economic data, enrollment data, and program summaries for each area (administrative, instruction, and student services) organized by department. The summaries have been integrated into other planning efforts used for program review, and to project needs for replacement of faculty and staff.

Annual revision of data in the Educational Master Plan is drawn from, and disseminated back through, a variety of reports and committees. They include:

- ARCC Report and data on student achievement of ARCC cohorts

- Program Review data for all departments and programs

- Student performance reports

- Student demographics reports

- Gainful employment statistics that explain the relationship between the cost of programs and wages

- Program Discontinuation Reports (cost benefit analysis of programs designated as low-performing)

- Program performance data

- Analysis of basic skills course performance

- Professional development survey

- Campus climate survey

The fundamental goal of the Educational Master Plan is to provide a programmatic outline for the college. However, it is not designed to be a rigid script with little deviation. Through annual reviews and updates, it is expected that the Educational Master Plan will serve as a "living document" incorporating input from faculty and staff based on economic realities, preparation of students, and assessment of academic progress.

Evidence

1 – Focus Group study, Spring 2008 [**1.1ProgramReviewFocusGroupResults(SP2008).pdf**]

2 – Program Review Minutes of 1.23.2009 [**1.2ProgramReviewMinutes1_23_09.doc**]

3 – Initial outline of the purpose and goals program efficacy [**1.3DRAFT-PilotforProgramEfficacyProcess2009_2010.docx**]

4 - Educational Master Plan Committee Meeting Notes [**1.4 9-14-09-meeting.pdf**]

5 – Educational Master Plan Committee Meeting Notes [**1.5 minutes-emp-9-28-091.pdf**; **1.5 10-12-09-meeting.pdf**; **1.5 minutes-11-23-09.pdf**; **1.5 11-9-09-meeting.pdf**; **1.5 12-7-09-meeting.pdf**; **1.5 12-21-09-meeting.pdf**; **1.5 1-25-10-meeting.pdf**; **1.5 2-8-10-meeting.pdf**; **1.5 2-22-10-meeting.pdf**]

6 – Educational Master Plan Committee Meeting Notes [**1.6 1-25-10-meeting.pdf**]

7 – Senate Reports and Pilot Process for Program Efficacy [**1.7 ProgramReveiwReporttotheSenateFall09.docx**; **1.7 DRAFT-PilotforProgramEfficacyProcess2009_2010.docx**]

8 – Educational Master Plan Campus Workshop Agenda and Presentation materials [**1.8 EMPPresentation1-8-10_3.ppt**]

9 - Educational Master Plan [**1.9 EMP Word Doc9-17-10B.docx**; **1.9 EMP 9-22-10Update.pdf**]

10 –Educational Master Plan [**1.10 ProgramReviewReportSpring2010.docx**]

Recommendation 2: Publish Documents in Alternative Languages

In order to improve, the team recommends that the college assess the need to publish its most important documents (e.g. catalogs, schedules, etc.) in the major languages of the communities it serves. (Standard II.B.2)

In response to the team recommendation, and the college's own Planning Agenda, the college has produced a select number of key documents (or portions of documents), information items, and brochures, in Spanish. The effort to meet this need began with an examination of student services needs among faculty and administrators. Ultimately, the determination of which documents to translate into Spanish was aided by these discussions and made by the President. She discussed the matter with her cabinet and determined that information that was global to the understanding of how to become a student, and about the college in general, should be translated into Spanish. Therefore, those instructional and student services-oriented materials thought to contain critical information about becoming a student (admissions and financial aid-related), navigating course information (catalog and schedule), and successfully matriculating have been developed, translated, printed, and reprinted numerous times, since 2008.

These materials have become key tools for the Outreach and Recruitment team as they communicate admissions policies and procedures.

Beginning in Fall 2008, the President's "Campus Welcome," in both the catalog and semester schedules, has been printed in Spanish.[1] In addition, information on how to add and drop classes is printed in both the schedule and in a brochure available in Admissions & Records and Counseling.[2] Student Services has also produced brochures in Spanish outlining financial aid information, a step-by-step guide to enrollment processes, information about concurrent enrollment, and information about AB 540.[3] The AB 540 cam also be found on the college website.[4]

The Public Information Office has also produced documents intended to promote information and interest within the Spanish speaking community with the publication of its own brochure, titled, *"Las 10 Razones Principales Para Elegir a SBVC."*[5] This document is widely distributed throughout the campus community and is made available to students at appropriate events, meetings, and gatherings. In addition, student services staff have distributed upward of 4,500 brochures at local high school recruitment sessions and community events.

Evidence

1- Catalog and Schedule "President's Campus Welcome" pages [**2.1SM09Message.pdf**;

   2.1SP10Message.pdf; **2.1SP11Message.pdf**; **2.1FA11Message.pdf**; **2.1FA10Message.pdf**;

   2.1FA09Message.pdf; **2.1FA08Message.pdf**; **2.12009CatalogMessage.pdf**; **2.12010CatalogMessage.pdf**;

   2.12011CatalogMessge.pdf]

2- Add/Drop brochure [**2.2ADD-DROPINSPANISH(SCHEDULE).pdf**]

3- Financial Aid information, enrollment process guide, concurrent enrollment brochure, and AB

   540 brochure [**2.3FinancialAidHandbookcombinedSpanishEnglish.pdf**;

   2.3StepstoEnrollBrochureSpanihs.pdf; **2.3HSConcurrentEnrollmentBrochurespanish.pdf**;

   2.3AB540SpanishBrochure.pdf]

4- AB 540 information on-line [**http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/admissions-**

   records/California_Non-Resident_Tuition_Exemption_Request_AB540.ashx]

5- "*Las 10 Razones Principales Para Elegir a SBVC,*" ("Top 10 Reasons to Choose SBVC") brochure

   [**2.5Top10FlyerSpanish.pdf**]

Recommendation 3: Develop Plan for Appropriate Assessment Instruments

In order to meet the standards, the team recommends that appropriate assessment instruments be developed to enhance student access, and student success. The issue of the effective delivery and overall efficacy of assessment appears most problematic with regard to off-site locations and distance education. (Standard II.B.3.e)

In response to the team's recommendation, and the college's own Planning Agenda, the office of institutional research conducted a study in 2008-2009 which explored assessment tests used at the college (a set of four locally developed math tests, a locally developed English essay test, and the Compass Reading Test). [1] In addition, the Accuplacer instrument was examined and compared to the tests in use at the time, to determine their efficacy.[2]

The College Council recommended the original assessment test study, which involved an evaluation to compare the effectiveness of the locally developed assessment to those developed by the Accuplacer and Compass testing corporations.[3] The Matriculation Committee oversaw the study methodology. The Office of Research and Planning (ORP) developed the methodology and carried out the study in conjunction with the Matriculation Committee and the Matriculation Office. ORP produced progress reports, and a final report included the minutes of the Matriculation Committee.[3] The ORP distributed written reports, made PowerPoint presentations at an Academic Senate meeting, at campus committee meetings, and to faculty groups in departmental meetings.[4]

The Matriculation Committee worked with the ORP and faculty in Math, English, and Reading to refine cut-scores. They were revised after a year of use in a pilot study period ending in 2010, and research is ongoing. The initial cut-scores were adopted from those used by Crafton Hills College (CHC). (A previous study had been conducted for the Matriculation Committee comparing SBVC students who had taken the Accuplacer assessment test at CHC with those who had taken the San Bernardino Valley College assessment test.)[5]

The Office of Research and Planning (OPR) examined student placement and student success, with success being defined as both course retention and course pass rate. The results of the pilot study revealed a trend toward higher success for students assessed with Accuplacer compared to students assessed with the existing measures. Results of the study were shared with College Council and the Academic Senate. Recommendations to adopt Accuplacer as the college's placement instrument for English, Math, Reading, and ESL were accepted by the College Council. [6] Accuplacer was put into use as the college's assessment instrument beginning in the 2009-2010 academic year. Faculty in English, Reading and Math continue to work to refine cut-scores based on research conducted annually.

Furthermore, Accuplacer has proven its portability in providing the opportunity to effectively facilitate assessment for students at high school orientations, Big Bear Center orientations, and for on-line students – all provided by access to the instrument, as well as sample tests through Web Advisor.

Evidence

1. Copy of Institutional Research Office study on assessment **[3.1IROstudyCompass.pdf]**

2. Review Study of Accuplacer. **[3.2Accuplacerstudy.pdf]**

3. College Council Minutes **[3.3collegecouncilaccuplacer.pdf]**

4. Mathematics Department Meeting Notes; English Department Meeting Notes **[3.4mathdeptmtg.pdf;**

englishdeptmtgnotes.pdf]

5. SBVC / Crafton Hills College Assessment Study**[3.5MathematicsDepartmentMeeting**

(March).pdf; MathematicsDepartmentMeeting(Agust).pdf; EnglishSepartmentMeeting.pdf]

6. College Council Meeting Minutes **[3.6collcouncilminutesaccuplacer.pdf]**

Recommendation 4: Record Retrieval and Destruction

To meet the standards, the team recommendations that the college establish a procedure for the storing, retrieval and destruction of records in all offices. (Standard II.B.3.b, f)

In immediate response to the team recommendation, the District developed a Board Policy for the retention and destruction of college records. This policy is Board Policy (BP) 3310.[1] It authorizes the Chancellor to establish a process for the retention and destruction of records, including student records, employment records, and financial records.

In addition, in February, 2009, upon the recommendation of the Chancellor, the Board of Trustees approved Administrative Procedure (AP) 3310 to further address the Visiting Team recommendation.[2] AP 3310 provides direct instruction to all college departments regarding the handling and destruction of institutional documents. The procedure outlines document definitions and classifications and the manner in which various records should be filed, for how long, and in what way they should eventually be destroyed.

These new procedures have been in place since the spring of 2009 and implementation has been under the supervision of management staff in instruction, student, and administrative services.

Evidence

1 – Copy of Board Policy 3310 [**4.1Boardpolicy3310.pdf**]

2 – Copy of Administrative Procedure 3310 [**4.2AdministrativeProcedure3310.pdf**]

Recommendation 5: Student Learning Outcomes as a Component of Evaluations

In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c)

In response to the team recommendation, compliance requires changes to the California Teacher Association (CTA) union contract, since evaluation is a contractual tool. As a result, the Vice Chancellor of Human Resources began working in earnest with CTA representatives to address the recommendation in 2010.

In a series of five meetings with CTA, SLOs and self-reflection of SLOs, were included on the agenda.[1] Several successive drafts of a Memorandum of Understanding (MOU) were discussed with CTA, which would have added to the evaluation process a question asking members to reflect on the effect of SLOs on student success in their courses. The Chancellor discussed at length the draft MOU with the CTA executive committee during a retreat held on July 17, 2010. The draft MOU was shared with the college's Academic Senate on August 18, 2010 and reviewed and discussed at the subsequent meeting of the Academic Senate on September 1, 2010.[2]

Subsequently, the District and CTA held negotiating sessions addressing the MOU and the CTA's concerns with regard to Student Learning Outcomes from fall semester 2010 through April 2011. The District received a *Demand to Bargain* letter from the local chapter of CTA in November, 2010 stating that ongoing planning and other actions by the District on Student Learning Outcomes created a significant impact on faculty hours, working conditions, and workload.[3] The CTA forwarded an initial proposal to the District regarding workload issues in August 2011. The Academic Senate President has stated that outcomes are an academic and professional matter and has appealed for progress in discussions between CTA and the District.[4] The CTA has thus tied the issues of workload and evaluation together requiring further negotiation and agreement. While there have been no specific agreements to this date, the District and CTA continue to meet to negotiate in good faith and are hopeful that the self-evaluation issue will be addressed in the very near future.

On August 31, 2011 the SBCCD Chancellor sent an email clarifying the District's position on faculty work on Student Learning Outcomes to the Academic Senate Presidents, the President of CTA, and the Chancellor's Cabinet, which includes the Vice Chancellors of Human Resources and Fiscal Services and the President of KVCR. The email stated the District's expectation that "…all faculty members continue to make progress on Student Learning Outcomes based on the plan of the individual College," and emphasized that, "Continued progress on Student Learning Outcomes is of vital importance to the continued accreditation of each campus."[5]

Evidence

1 – Bargaining Meeting Agendas **[5.1Agenda4.15.11.docx; Agenda4.8.11.docx; Agenda2.18.11docx;**

Agenda3.3.11docx; 3.18.11.docx; Agenda4.1.11.docx; Agenda3.4.11.docx]

2 – Draft MOU **[5.2facultysenateminutesMOU.docx]**

3 –Demand to Bargain Memorandum **[5.3DemandLetter11.17.10docx]**

4 – Academic Senate President Correspondence **[5.4AcademicSenateSLO.docx]**

5. Chancellor Statement of Support **[5.5Chancellorletter.docx]**

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

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

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)*
- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*
- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 4, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2)*
- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards III.A.1.b,c, III.A.6)*

District Program Review

- *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)*

Overview

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

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

Each unit has established effectiveness measures, analyzed data, and set goals and objectives. Improvements to both the process and to unit services have been realized and are contributing to a service-oriented culture. An integral part of the District Program Review process is a District Operations Satisfaction Survey sent annually to all employees, with results used to identify service gaps.[1] The survey provides an opportunity for the campuses to offer input on District services and for the units to enhance services.

Initial Planning and Implementation

In response to the team's recommendation, and as described in the October 2010 Follow-Up Report, an administrative steering committee began meeting in October 2009 to develop a District Program Review process.[2] The committee created a timeline, identified participating units, and developed templates for use in the process. All unit members were trained in November 2009 during an interactive workshop and received feedback on their initial work.[3] By December, all participating units had completed mission statements and selected measures of effectiveness to use in the process. Since a number of units had identified client satisfaction as an essential outcome, the steering committee crafted a new survey for distribution to employees and student leadership. The survey was administered for the first time in February and March 2010, with a response rate of 19 percent.[4] In late March, at a follow-up workshop, units completed drafts of their Program Review documents, with final documents submitted by early May. Several high priority items were funded as a result of the initial cycle completion.[5]

At the end of the first cycle, in the spring of 2010, the Steering Committee recommended the following process improvements for future cycles:[6]

1. Add a unit representative from each Area to the Steering Committee
2. Improve documentation to clarify the flow of information, the steps in the process, and the purposes of feedback
3. Incorporate the consideration of the District Strategic Plan, the District Technology Strategic Plan, and other applicable major planning documents
4. Evaluate, and if needed modify, the management of time and tasks associated with the workshops
5. Adjust the schedule for the next cycle to ensure timely completion of the process, and timely communication about the process and its results to the participants and the colleges
6. Modify descriptions of departmental functions in the next survey to clarify those functions, the differences among departments, and the differences between district-level functions and their college-level counterparts
7. Consider expanding the survey to assess district operational effectiveness in additional ways
8. Modify the web-based planning tool to ease navigation, data entry, and prioritization
9. Directions on the next survey will urge respondents to focus on each department as a whole rather than on individuals

Second Cycle and Process Improvements

During the 2010-2011 year, the District completed its second cycle of Program Review. Units that prepared Program Review documents in the first year of the cycle completed annual plans, while the remaining three units (Police, KVCR, and Economic Development and Corporate Training), received training and completed their own Program Review documents.[7] As in the first cycle, the District satisfaction survey was distributed to the appropriate clients during March 2011, with results analyzed and given to units by the end of that month.[8] The three units completing first-time Program Reviews were provided with individualized training, support, and feedback during the process. Units completing plans submitted drafts to the steering committee and received feedback during the process. Senior managers from all units met with the Chancellor on August 31, 2011 to review prioritized resource requests and discuss needed funding. The process of prioritization included the review of the District's Strategic Plan (recently updated) and the Long-Term Staffing Plan to ensure the priorities were in line and supporting the mission, vision and strategic plan of the district as a whole. The Chancellor has allocated $250,000 to assist with implementation of priorities. [9] At this point, all units are participating in the program review process.

As a result of the initial implementation, a number of improvements were made to the process. The timeline was adjusted to coincide with budget development for the upcoming year; however, the target dates were not achieved and the timeline will be revisited in 2011-2012. The steering committee was expanded to include a representative from each unit. The college presidents supported the committee composition, so no college representatives were added. [10] The satisfaction survey was improved by clarifying unit descriptions and modifying questions to align more closely with unit functions. In addition, customized questions were created for clients of the Economic Development unit and for KVCR. Finally, the steering committee kept the District as a whole updated on the status of the process, with updates provided at the District Assembly meeting each month. Progress reports were posted on the website. [11] Overall, the lessons learned from the first cycle were used to improve the process during the second year, and plans for additional improvements are in place for the 2011-2012 cycle.

Improvements to District Units

Actual improvements to district units have been implemented over the past two years and include:
• Human Resources representatives hold office hours on each campus
• Business Services is using standardized notifications to end users regarding the receipt of contracts
• Payroll has met its accuracy target to pay warrants in every cycle from March 2010 to present
• Fiscal Services distributes a monthly newsletter called Dollars and Sense to disseminate timely information regarding procedures, upcoming deadlines and overall best practices to the District and Campus communities [12]
• Human Resources distributes a monthly newsletter to disseminate timely information regarding changes in operating hours, upcoming events, current openings, and other relevant information [13]
• Payroll has been promoting the use of web-based systems for review of vacation and sick days, W2s, and paystubs providing timely information and reducing wait time[14]

Conclusion

In response to the team's recommendations, the District instituted an effective Program Review model which has sequenced through two planning cycles. Process development was the result of District-wide collegial consultation efforts. The plan, and inclusion in the process, was clearly articulated among all constituent groups and is now effectively aiding in the review and oversight of District functions and processes.

Evidence

1. District Operations Satisfaction Survey **[6a 2 DistrictStisfactionSurvey.pdf]**

2. District Program Review Timeline; Program Review Participants **[6a 3 DistrictProgramReviewTimeline.pdf]**

3. Training Agenda **[6a 4 TrainingAgenda.pdf]**

4. Summary of Survey Results **[6a 5 SummaryofSurveyResults.pdf]**

5. Priority List Status **[6a 6 PriorityListStatus.pdf]**

6. Report on Evaluation of Process **[6a 7 EvaluationResults on2009-10 Process.doc]**

7. Police Program Review; KVCR Program Review; EDCT Program Review; KVCR and EDCT Survey Results **[6a 8 PoliceProgRev.doc; 6a 8 KVCR ProgReview.doc; 6a 8 EDCT ProgRev.doc; 6a 8 Survey – KVCR ATTC.pdf]**

8. District Satisfaction Survey **[6a 9 District Satisfaction Survey.pdf]**

9. 2011-2012 Priority List **[6a 10 PriorityList.docx]**

10. Program Review Meetings **[6a 11 ProReviewreps.doc]**

11. Program Review Updates **[6a 12 District Assembly Minutes 10-5-10.pdf; 6a 12 District Assembly Minutes 11-2-10.pdf; 6a 12District Assembly Minutes 2-1-11.pdf]**

12. Dollars and Sense Newsletter **[6a 13 V1-i1.pdf]**

13. HR Newsletters **[6a 14 HR Monthly Newsletter.mht]**

14. Access for each employee is available through Campus Central at www.sbccd.org

District Strategic Plan

- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*

District Strategic Plan

Introduction

The district has completed and revised its first formal Strategic Plan. The Plan is composed of 6 strategic directions and 12 strategic goals.[1] It is fully aligned with both college educational master plans and has allowed the opportunity to discuss critical issues, to set direction for the district, and to provide a way of measuring progress. At the Fall 2011 In-Service Day, the Chancellor gave a presentation summarizing how the plans from each college aligned with the District Strategic Plan.[2]

Initial Planning and Implementation

In October 2009, the District Strategic Planning Committee was formed and was composed of broad and active shared-governance representation including faculty, administrators, classified staff, and students. Over the course of 2009-2010, the initial Plan was drafted based on a review and discussion of the colleges' Educational Master Plans, Board Imperatives, the California Community Colleges System Strategic Plan, environmental scan data, and other relevant information.[3] Once strategic directions and goals were established, they were distributed to all employees in March 2010 by the Chancellor with requests for feedback and input. The committee considered all input and in March and April 2010 prepared a draft of the Plan for distribution.[4] Once again, all employees were invited to provide feedback and the Chancellor held an open meeting for discussion. In addition, the Plan was presented to the District Assembly. All input was considered and a number of changes were incorporated into the final Plan, which was approved by the Chancellor in May and by the Board on August 27, 2010.[5]

Progress, Improvements, and Revisions

During 2010-2011, the District Strategic Planning Committee (DSPC) undertook the two major functions of monitoring the Plan's implementation and incorporating revisions to make it exemplary.   The committee maintained a broad, representative membership of administrators, faculty, classified staff, and students who met 14 times over the course of the year to accomplish these tasks. In September, the committee developed a schedule for its work and assigned point persons and subcommittees for reporting and making essential revisions such as updating research and incorporating KVCR and the Economic Development units into the Plan's goals and objectives.[6] The entire committee addressed additional substantive issues and changes to the Plan.

For Plan monitoring, a template was agreed upon during the October 8 meeting and point persons used this template to give status reports in December, March, and May.[7] The template is being used to create a Web Tool to more easily record progress on the objectives and activities in the District Strategic

Plan. The Web Tool will be available for use at the end of the 2011 – 2012 academic year. As a result of these reports, three completed objectives were removed from the revised plan while other objectives were revised.[8] The three completed objectives were:

- Objective 1.1.2.: Facilitate collaboration, cooperation, and coordination across the district.
  - This objective was completed by distributing the Chancellor's Chat and What Happened at the Board Meeting documents, and re-establishing the Economic Development Coordinating Committee
- Objective 3.2.1: Finalize overall organizational structure for the delivery of identified technology services
  - This objective was completed through the reorganization of District Computing Services, the definition of roles for each department, and the publication of the new structure.
- Objective 3.3.1: Integrate and coordinate campus level enrollment management with district resource allocation processes
  - This objective was completed through the completion of campus enrollment management plans

The process for monitoring progress using the template worked well during the first year of the Plan's implementation and will continue to be used in future years for tracking accomplishments and considering revisions.[9]

The committee's second major function for the year was to determine the nature of revisions to the Plan to make it exemplary. This task required making updates to research, thoughtful consideration of significant issues, gaining additional input from the campuses, and minor editing as needed.

To update the research and environmental scan data, the committee considered the existing research and discussed what additional data would enhance the Plan. A small subcommittee was formed that included the Director of Research and Planning from CHC, student representatives from both campuses, the Executive Director of Economic Development, and the President of KVCR. Over the course of meetings from September through March, the subcommittee reported progress, showed sample tables, charts, and maps, and based upon committee feedback finalized all updates.[10]

A number of substantive issues were discussed over the course of the year. One of these discussions dealt with the scope of the Plan and whether there should be a process for identifying emerging curricular needs based on environmental scan data and determining how the district as a whole would respond to those needs. As the committee considered the preamble and the main purpose of the Plan, it was decided that the phrase (to) "provide an integrated framework within which the Board, the district, and the colleges can work toward coordinated goals over the long term" was appropriate and no further additions would be made at this time. Another discussion addressed the role of the district entities in relationship to the colleges. The committee members ultimately agreed that the role of the district is to support the colleges in their service to the community.[11] The development of the Plan has allowed a forum for these kinds of meaningful discussions and helps clarify the direction for the district.

The committee also focused on integrating KVCR and the Economic Development units into the Plan. In September, a subcommittee was formed to incorporate KVCR and Economic Development into the Plan's goals and objectives. By November, the group had accomplished its work, finding that only 8 of the 20 objectives needed revision.[12] For example, objective 6.1.1 describes the development of a district marketing plan; the subcommittee agreed that KVCR and the Economic Development units should be included in developing this plan.

A critical part of this year's process was to align the District Strategic Plan with campus plans and to present the revised Plan to both campuses seeking input. At SBVC, the District Strategic Plan was reviewed and considered during SBVC strategic plan sessions. To gather further input, forums were held at both campuses and at the district office in early April. While much discussion took place at the forums, no comments were received via the website regarding recommended changes. The committee made final changes to the Plan at its May 13 meeting and forwarded the document to the Chancellor for consideration.[13] Having received the Chancellor's endorsement in early June, the 2011-2014 District Strategic Plan was presented to the Board of Trustees and approved on July 21, 2011.[14]

Conclusion

The District has established and revised its first Strategic Plan. The Plan is aligned with both colleges' Educational Master Plans and helps provide direction for college-level planning. During the 2011-2014 academic years, the focus will be on implementation and monitoring of progress. The recommendation for a district strategic plan has been addressed and work will continue to ensure alignment with college plans and activities.

Evidence

1. DSP Brochure [**6b 1 StrategicPlan DSP Brochure.pdf**]

2. Chancellor In-service Presentation [**6b 2 Chancellorinservice.pdf**]

3. DSP Minutes 11-20-09; DSP Minutes 12-11-09; DSP Minutes 12-18-09; DSP Minutes 1-15-10; DSP Minutes1-29-10; DSP Minutes 2-5-10 [**6b 3 DSPMinutes01-15-10.pdf**; **6b 3 DSPMinutes01-29-10.pdf**; **6b 3 DSPMinutes02-05-10.pdf**; **6b 3 DSPMinutes11-20-09.pdf**; **DSPMinutes12-11-09.pdf**; **6b 3 DSPMinutes12-18-09.pdf**]

4. Distribution Draft of DSP [**6b 4 DSP_Distribution_Draft_100425[1].doc**]

5. Board Minutes 8-27-10 [**6b 5 BoardMinutes07b_13_03.pdf**]

6. Task Schedule; DSP Minutes 9-24-10 [**6b 6 DSPMinutes2010-09-24.pdf**]

7. DSP Minutes 10-8-10; DSP Progress Template [**6b 7 DSPMinutes2010-10-08.pdf**]

8. DSP Minutes 3-4-11 [**6b 8 DSPMinutes2011-03-04.pdf**]

9. District Strategic Plan Appendix [**6b 9 District Strategic Plan Appendix.pdf**]

10. DSP Minutes 9-24-10; DSP Minutes 1-22-10; DSP Minutes 11-5-10; DSP Minutes 2-18-11 [**6b 10 DSPMinutes 10.22.10.pdf**; **6b 10 DSPMinutes 11.5.10.pdf**; **6b 10 DSPMinutes.pdf**; **6b 10 DSPMinutes2.18.11.pdf**]

11. DSP Minutes 10-8-10; DSP Minutes 10-22-10 [**6b 11 DSPMinutes10.8.10.pdf**; **6b 11 DSPMinutes10.22.10.pdf**; **6b 11 DSPMinutes2010-10-08.pdf**; **6b 11 DSPMinutes2010-10-22.pdf**]

12. DSP Minutes 11-5-10 [**6b 12 DSPMinutes11.5.10.pdf**]

13. DSP Minutes 5-13-11; Revised District Strategic Plan [**6b 13 DSPMinutes2011-05-13.pdf**; **6b 13 Revised District Strategic Planl.pdf**]

14. Board Minutes 7-21-11; Board Agenda 7-21-11 [**6b 14 BoardAgenda07-21-11.pdf**; **6b 14 BoardMinutes07-21-11.pdf**]

Strategic Plan for Technology

- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 4, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2)*

Introduction

The District has developed a coordinated strategic plan for technology that is aligned with College plans. It was created by shared governance committees and progress on implementation is well underway.

Initial Planning and Implementation

Over the past few years, the district's Information Technology department has undergone significant changes in order to become more responsive to college needs. A structural reorganization was completed that involved the elimination of outsourced management and technical roles.[1] A new governance model has been established with five committees overseeing major functions within the department.[2] Each committee includes representatives from both campuses and from the district office to ensure the inclusion of different perspectives and needs. These five committees are:

• Executive Committee – Charged with developing, monitoring, and updating the Technology Strategic Plan and ensuring alignment between the district-wide use of technology and the Board of Trustees' imperatives[3]

• Administrative Applications Committee – Charged with guiding all functions related to software purchases and management including the development of an over-arching strategy, implementing a Total Cost of Ownership model, and prioritizing projects[4]

• User Services Committee – Charged with developing software and hardware standards for desktop and peripheral devices, guiding training, and creating a catalog of services[5]

• Technical Committee – Charged with developing hardware and software standards for the core infrastructure, designing the core infrastructure and recommending a replacement cycle, and creating a communication plan[6]

• Web Standards Committee – Charged with developing strategic and long-range recommendations for all district websites, including design standards, defining roles and responsibilities regarding web presence, and recommending web development and management tools[7]

The Executive Committee worked during the beginning of the 2009-2010 academic year to develop the framework for the technology strategic plan including the vision and strategic directions. This framework was then forwarded to the four operational committees to develop specific goals and objectives within their purview. Once the draft was completed, all committees reviewed the plan and

the Executive Committee consolidated and developed the final document. Committee members agreed to enhance the plan during the second year by adding progress measures for each objective.

Progress, Improvements, and Revisions

In Fall 2010, the focus turned to making progress on the goals and objectives and adding measures of progress for each. At the October 1 meeting of the Executive Committee, breakout groups drafted these measures which were then compiled and distributed via email on October 4 to committee members.[8] All comments were due back by October 15; since no changes were recommended, the final measures were then incorporated into the plan and it was sent to members of all five district committees and to each campus technology committee for review. The plan was then finalized and posted on the website.[9]

Some of the significant accomplishments during the 2010-2011 year included:

• Determination of how Schedule25 (new software package) could be used to show a district-wide training calendar (Objectives 1.1, 1.3)

• Revision of the human resource, payroll, and financial services modules of Datatel to evaluate their efficacy in meeting district needs (Objective 2.1)

• Roll out of MIS pre-audit reports for use in the A&R Departments (Objective 2.3)

• Securing of the grant for an Alternative Text Production Center (Objective 3.1)

• Implementation of a communication plan (Objective 4.4)

• Distribution of a district-wide survey in Fall 2010 to measure satisfaction levels, to identify needed improvements, and to help guide planning. The survey results were discussed at the May 6 Executive Committee meeting. (Objective 7.2)

• Revision of the Computer Usage Policy (Objective 7.2)

• Development of District hardware and software standards (Objective 9.3)

Technical Support for the Monitoring, Assessing and Use of Financial Information

Progress was made this past year on identifying additional ways to support the colleges' daily management of financial information. Several meetings with Datatel were held to ascertain the cost and timeline for implementation of modules for Human Resources, Payroll, and Financial Services. The transition to a more fully integrated application would reduce dependency on the external county agency and reduce errors due to the current need to enter duplicate data. On June 1, 2011, a team of managers from human resources, payroll, information technology, and business services visited a neighboring college to discuss its migration to these Datatel modules. As a result of that meeting, it

became clear that a number of District business processes would need to be modified. An analysis by an outside expert is tentatively scheduled for Fall 2011.

Conclusion

The Technology Strategic Plan was developed by shared governance committees and is aligned with college plans. Implementation is well underway and is tracked through accomplishment of objectives and satisfaction with service levels. Two surveys, conducted in 2010-2011, established baseline measures of client satisfaction and will be referenced in future years. Accomplishments related to the Plan's objectives included the implementation of a communication plan, development of standards, and the award of a new grant. The recommendation for a coordinated strategic plan has been addressed and processes are in place for further progress.

Evidence

1. Organizational Study Presentation; Catalog of Services **[6c 1 OrganizationalStudyPresentation.pdf; 6c 1 CatalogofServices.pdf]**

2. Committee Structure **[6c 2 Committee Structure.pdf]**

3. Executive Committee Webpage **[6c 3 DETS Executive Committee.mht]**

4. Administrative Applications Committee Webpage **[6c 4 Administrative Applications Committee.mht]**

5. User Services Committee Website **[6c 5 User Services Committee.mht]**

6. Technical Committee Website **[6c 6 Technical Services Committee.mht]**

7. Web Standards Committee Website **[6c 7 Web Standards Committee.mht]**

8. Executive Committee Minutes 10-1-10; Measures Email **[6c 8 ExecCommMin10-1-10.docx; 6c 8 Measures.pdf]**

9. Final Technology Strategic Plan **[6c 9 Final Technology Strategic Plan.pdf]**

10. Progress Report **[6c 10 ProgressReport.docx]**

11. Executive Committee Minutes 5-6-11 **[6c 11 ExecCommMin5-6-11.docx]**

Development of a Long-Range Human Resources Plan

- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards III.A.1.b,c, III.A.6)*

Progress and Analysis

Work on the long-range Human Resources plan to assist the colleges in planning and prioritizing full-time hiring needs—which is now called the staffing plan—began in Fall 2009 with a review of sample HR-related plans provided by the Vice Chancellor for Human Resources. At her request, the accreditation consultant identified a pool of potential plan components drawn from that sample. On the basis of that research, in November the Vice Chancellor, the Director of Human Resources, and the Human Resources analyst recommended an outline of contents for the projected plan.[1] Its primary purpose is to provide information and guidance to the Colleges in determining hiring priorities. Therefore, the contents include:

• Description of the district's hiring and evaluation processes

• Current workforce demographics

• Historical staffing ratios

• Faculty loads by discipline

• Turnover rates

• Retirement projections

• Information on compliance issues such as the full-time faculty obligation and the 50 percent law

• Three measureable objectives to address district-wide needs

In 2011, the Staffing Plan was updated with new data wherever possible; however, not all data were available at the time of the revision.[2] Progress has been made on Objective 1, which proposes a mentoring program for new employees. The Chancellor's Cabinet at its August 17, 2011 meeting approved the draft for a district-wide mentoring program.[3] Beginning in fall 2011, the District will launch a New Employee On-Board Program which includes the mentoring component.[4] The program's goal is to help new employees adjust and succeed on the job through professional tutoring.

During the 2011-2012 academic year, the District will continue work on the Human Resource Staffing Plan that will result in the integration of the plan into the decision-making process at each College. This

will enable the Colleges to use the Plan as a tool in assisting with the planning and hiring of new staff. The specific next steps include:

• The College Council review of the Staffing Plan in August, 2011.[5] The eventual formal presentation of the Staffing Plan to college management will ensure a common understanding of how the plan can assist the College in hiring decisions. Additionally, campus recommendations to the plan will allow certain improvements to the plan as well as assisting in the development of a timetable for updating the plan in subsequent years.

• Presenting the Staffing Plan to each of the college's Program Review Committees allowing input on how best to integrate the use of the Plan in their processes.

• Placement on the District Strategic Planning Committee agenda in October 2011 to glean input for improvements as well as how to integrate the Plan into the Colleges' hiring processes and to ensure that the plan is in concert with the Strategic Plan's objectives.

• Assessment an appropriate and more systematic method to monitor and ensure the timeliness of the evaluation process (Objective 2 in the Staffing Plan). The evaluation procedure is subject to the guidelines outlined in both bargaining agreements. Human Resources will be working with both bargaining units to develop a more systematic method and timely submittals.

• Re-establishing committee meetings regarding District-wide professional development (Objective 3). These meetings began in Fall 2010 with each College's Professional Development Coordinator and other campus representatives. Discussions with the Chancellor will be forthcoming to identify his goals and vision for the District in regards to Professional Development.

Conclusion

The staffing plan is aligned with the missions of the district and its colleges (Standard I.A.4). It is also aligned with the District Strategic Plan, and includes information about the requirements and timeliness of personnel evaluation processes (Standard III.A.1.b). The plan provides the college the opportunity to engage in annual planning or program review with information that helps it plan for and prioritize its human resources needs, especially in the long term. That information also helps the District and the colleges understand and improve their efficiency in using human resources, and their compliance with mandates related to human resources (Standard III.A.6).

The development and implementation of the staffing plan has met the commission's recommendation that the district develop a long range Human Resources plan to assist planning and prioritizing staffing needs.

During 2010-11, the staffing plan will be reviewed and revised as needed, with appropriate input from the colleges.

Evidence

1. Human Resource Plan Outline **[6d 1 091125.doc]**

2. Human Resources Plan **[6d 2 HumanResourcesPlan.docx]**

3. Chancellor's Staff Meeting Minutes, August 17, 2011 **[6d 3 ChancellorStaff8-17-11]**

4. Staffing Plan, Updated August 2011; Mentoring Program Proposal **[6d 4 StaffUdate.pdf; 6d 4 MentorProposal.pdf]**

5. College Council Meeting Notes, August 24, 2011 **[6d 5 CollCouncil8-24-2011]**

6. Chancellor's Chat 8-18-2011 **[6d 6 Chancellor's Chat 8.18.2011.mht]**

Commission Recommendation 1: District Resource Allocation Process

The district's resource allocation process needs to be clarified and communicated to both colleges within the district. (Standards III.A.6, III.B.2.a, b, III.C.2, III.D.1.d, III.D.3, IV.B.3.a, c, d, f, g).

Establishment of the Resource Allocation Process

In October 2009, a Resource Allocation Committee was formed with representation from both colleges, the District Office, Economic Development and Corporate Training, KVCR, and all constituency groups.[1] The purpose of the committee was to develop a transparent model for the allocation of funds to district entities. The members reviewed the existing model, examined eight models used at other multi-campus districts, researched best practices, and generated a list of guiding principles for the SBCCD model.[2] By February 2010 a draft of the allocation model was ready for review, and after committee review and revisions was distributed to the campuses for feedback with a survey used to collect comments.[3] Presentations were made on both campuses to help explain the model and answer questions from the campuses. As a result of these meetings, further revisions were made and the committee approved the final version in May 2010.[4] It was then posted on the website and used to allocate resources for the 2010-2011 fiscal year.[5]

Further Discussions

In Fall 2010 a District Budget Committee was formed with responsibilities for the review and making of recommendations regarding District-wide processes related to budget development which may have a major impact on site operations or allocations.[6] The Committee's charges include (AP2225):

- Review and evaluation of current, projected or proposed Federal, State and local funding proposals affecting California Community Colleges and the related financial impact on the District
- Review of District budgetary policies, administrative procedures, allocation model formulas and guidelines across the District. Protect the financial well being of the District. Determine that procedures are responsive to strategic priorities as determined by the campuses and District Office. Union issues which are conducted as a part of labor negotiations are not a part of this Committee's responsibility
- Review both general fund unrestricted and restricted funding sources, enrollment growth projections, and other workload measures
- Review and make recommendations regarding District-wide budget assumptions (revenues, allocations, COLA and growth). Any District Budget Committee recommendations related to District-wide processes shall be advisory to the Chancellor
- Promote budget awareness, communicate budget issues and may assist in budget and finance training activities District-wide

The Committee's Membership includes:[7]

- Vice Chancellor, Fiscal Services
- Vice President Administrative Services from CHC
- Vice President Administrative Services from SBVC
- Management Appointment from CHC President
- Management Appointment from SBVC President
- Academic Senate Appointments from CHC
- Academic Senate Appointments from SBVC
- Classified Senate Member from CHC Appointed by CSEA
- Classified Senate Member from SBVC Appointed by CSEA
- ASB Member from CHC
- ASB Member from SBVC
- KVCR Member
- Executive Director from Economic Development and Corporate Training
- Executive Director of DETS
- Business Manager
- Director of Fiscal Services
- CTA Appointment
- CSEA Appointment
- CSEA Appointment from the District Office

The Committee met 10 times over the course of the academic year beginning in September and ending in May.[8] During each meeting an update on the State and District budgets was provided along with requisite training to assure that members understood the material. One of the most important functions of the Committee was to review the Resource Allocation Model and determine its effectiveness. As a result, a number of substantive issues were discussed over the course of the year and decisions made regarding the model:

- Parking Revenue. At the request of the Ad Hoc Parking Committee, discussions took place regarding whether parking revenue should be allocated to a restricted fund or left in the general fund.   The committee determined that parking revenue should remain as part of the general fund to allow for more flexibility in how it is spent.[9]
- Possible Solutions for Budget Shortfall. Committee members generated possible solutions to mitigate budget reductions including offering more fee-based classes and contract education, soliciting sponsorships or advertising, seeking grants, selling real property, and other items.[10]
- Status of District Strategic Plan Objective 3.1.2. This objective covered finalizing the Resource Allocation Model. Since the model was in its first year of implementation, committee members agreed to modify the objective to allow further annual review and analysis of the model.[11]
- Consideration of Centralizing Utility Costs. An analysis of the effects of centralizing utility costs was conducted for the committee's consideration. Since centralization would have added to the assessment for district services in an unfair way and would remove campus control over functions, costs, and savings, the decision was made to leave utility costs at the campus level.[12]

- Self-Sufficiency of KVCR. A number of discussions took place regarding the use of FTE generated funds to supplement the KVCR budget. Several committee members expressed concerns about supporting a non-FTE generating function that does not directly or indirectly serve students. The Committee made a formal recommendation to Chancellor's Cabinet that no FTE generated funding be used for anything other than students and their education.[13]
- Three-Year Repayment Rule. Committee members noticed that the model did not include previous debts incurred by entities within the district and discussed whether these should be included. It was agreed that a footnote would be added describing the requirement for internal units to repay debts within three years.[14]
- Use of Environmental Scan Data. The Committee discussed how environmental scan data impacted the model. Members expressed concern about how funding would be identified to meet emerging workforce needs and the lack of a forum for discussing the long-term mix of programs at both colleges. It was ultimately determined that the allocation model simply determines the distribution of funds and is not designed to address strategic issues such as program development. An informal recommendation was made to the Chancellor to identify a committee or forum for these discussions.[15]

As a result of these discussions, the committee voted to maintain the model as it currently exists and to continue analysis of its effectiveness.[16]

To communicate the resource allocation model to both colleges and within the district, the model will be included in the Final Budget Book adopted by the Board of Trustees on September 15, 2011. Upon approval from the Board, the Final Budget Book will be posted on the District's website. The Book will also be discussed at the District Budget Committee. Agenda items will include strategies on how to promote budget awareness and how to communicate budget issues; the committee will identify ways to assist in budget and finance training activities District-wide.

Conclusion

A transparent resource allocation model has been developed and implemented at the District. During the 2010-2011 academic year, the model was reviewed and evaluated by a newly formed District Budget Committee. No changes were made to the model in its first year of implementation, but further reviews will take place.

Evidence

1 – Resource Allocation Committee Minutes 10-20-09 [**CR1 1 Resource Allocation Committee Minutes 10.29.09.pdf**]

2 – Resource Allocation Committee Minutes 11-2-09; Resource Allocation Committee Minutes 11-30-09 [**CR1 2 Resource Allocation Committee Minutes 11.2.09.pdf**; **CR1 2 Resource Allocation Committee Minutes 11.30.09.pdf**]

3 – Survey Results [**CR1 3 Survey Results.pdf**]

4 –Resource Allocation Committee Minutes 5-17-10 [**CR1 4 Resource Allocation Committee Minutes 5.17.10.pdf**]

5 – Budget Model 2010-2011 [**CR1 5 Budget Model 2010-2011.pdf**]

6 – Budget Committee Webpage [**CR1 6 Budget Committee Webpage.mht**]

7 –Membership Roster [**CR1 7 Membership Roster.pdf**]

8 – Budget Committee Webpage [**CR1 8 District Budget Committee.mht**]

9 – Budget Committee Minutes 12-9-10; Budget Committee Minutes 4-21-11 [**CR1 9 Budget Committee Minutes 4.21.11.pdf**; **CR1 9 Budget Committee Minutes 12.9.10.pdf**]

10 – Budget Committee Minutes 2-10-11 [**CR1 10 Budget Committee Minutes 2.10.11.pdf**]

11 – Budget Committee Minutes 3-17-11 [**CR1 11 Budget Committee Minutes 3.17.11.pdf**]

12 – Budget Committee Minutes 3-17-11; Budget Committee Minutes 4-21-11; Budget Committee Minutes 5-19-11 [**CR1 12 Budget Committee Minutes 3.17.11.pdf**; **CR1 12 Budget Committee Minutes 4.21.11.pdf**; **CR1 12 Budget Committee Minutes 5.19.11.pdf**]

13 – Budget Committee Minutes 3-17-11; Budget Committee Minutes 4-21-11 [**CR1 13 Budget Committee Minutes 3.17.11.pdf**; **CR1 13 Budget Committee Minutes 4.21.11.pdf**]

14 – Budget Committee Minutes 4-21-11 [**CR1 14 Budget Committee Minutes 4.21.11.pdf**]

15 – Budget Committee Minutes 4-21-11 [**CR1 15 Budget Committee Minutes 4.21.11.pdf**]

16 - Budget Committee Minutes 4-21-11 [**CR1 16 Budget Committee Minutes 4.21.11.pdf**]

RESPONSE TO 2008 PLANNING AGENDA

In addition to responses to ACCJC 's Recommendations, this report includes follow-up analysis and review of the Planning Agenda included in the college's 2008 Self-Study. The Planning Agenda provided the promise of direction and action in the wake of discussions and planning done during the preparation of the Self-Study. Several of the visiting team's recommendations addressed issues the college had already identified as campus priorities and included in the 2008 Planning Agenda. What follows is an update of college progress in addressing all of the Planning Agenda items included in the 2008 Self-Study.

Institutional Effectiveness

(I.B) Initiate discussion and planning for an educational master plan in 2009

This Planning Agenda item was addressed in full in response to Recommendation 1 above on page 9.

(I.B) Encourage broad-based participation in information about the college.

Through a collaborative effort, the Marketing Office and the Resource Development Office developed information pieces that could be used to share data about the college both internally and externally. Some examples are:

- Brochures for the Valley-Bound Commitment program
- Top 10 Reasons to Choose San Bernardino Valley College brochure
- Alumni & Friends newsletter
- Annual Report

The information pieces are widely distributed through community mailings, are handed out during speaking engagements and at community events hosted on-campus by the college throughout the year. They are also available at the college's website.[1] The Annual Report was first produced in the Fall of 2010 and will continue to be revised, updated, and republished on an annual basis. The executive committee decided that distribution of information and communication about the college was more effective and practical to be carried out as described above instead of having one large community meeting.[2]

Evidence

1. SBVC Top 10 Reasons to Choose San Bernardino Valley College [**1.Ba 1 10Reasons.docx**]

2. Annual Report [**1.Ba 2 AnnualReport.pdf**]

(I.B) Develop a handbook for part-time employees to ensure key information is available on how the college works in 2008-2009 (budgeting, planning, and so forth)

The Instruction Office converted the *Adjunct Faculty Handbook* into a general *Faculty Handbook* with copies now available to all full and part-time faculty.[1] The handbook was first distributed in Fall 2009 and is revised annually. It is distributed to all faculty at the beginning of the academic year at the first in-service day and at adjunct orientation. The handbook includes information about college processes and procedures and contact information. This resource is used throughout the evaluation process as it contains tools for successful teaching such as teaching strategies, professional development information, and further professional support documents including SLO forms and directions on accessing the Campus Central information program.

In addition, the Administrative Services Office has produced an Emergency Procedures Flip Chart that addresses varied emergency scenarios and provides direction and contact information of what to do in case of emergency. Beginning in Fall 2009 these guides were distributed to all employees and have been posted in all classrooms and offices. The guides are updated and re-distributed annually.[2] The handbook and emergency information are also available on the college website.[3]

Evidence

1. SBVC Faculty Handbook [**1.Bb 1 FACULTY20%HANDBOOK20%final&208.18.pdf**]

2. Emergency Procedure Flip Chart 2011 [**1.Bb 2 FlipchartRevised1-31-11.pdf**]

3. SBVC website [**http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/administrative-services/Website%20info.2/Website%20info.2/Student%20directions/Staff%20directions/Student%20directions/Flipchart%20Revised%201-31-11.ashx** ;

   http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/instruction/FACULTY%20HANDBOOK%20final%208.18.ashx]

(1.B) Conduct meta-evaluation of College Council, Budget and Program Review Committees and process during the 2008-2009 academic year.

In 2008, the Dean of Research and Planning performed a meta-analysis of the Program Review process and found that while participants were generally satisfied with the Program Review model, there was a desire for improvements in the model.[1]

During 2009-2010, the Academic Senate reviewed all collegial consultation committee structures and suggested changes to College Council. The review included an examination of the Budget Committee resulting in a recommendation to dissolve that group and shift the responsibilities to College Council. The recommendation was accepted and implemented in 2010-11.[2]

Evidence

1. Focus Group Analysis, June 2008 **[1.Bc 4 GroupAnalysis.docx]**

2. College Council Minutes **[1B.c 4 CollcounEval.docx]**

(I.B) Inform campus on results of baseline data on meeting the goals of the SBVC Strategic Plan in fall 2008.

Each year, in an on-going process, the results of strategic plan data are published on the website. In January the college has an all-campus meeting that reviews the data and provides an opportunity for discussion and reflection on goal completion and action plans for next steps.

In January, 2010, the campus participated in a day-long review of the Strategic Plan document with constituent groups providing recommendations for priorities.[1] In turn, these priorities were reviewed and assessed by the Program for the Advancement of Leadership for Managers (PALM) group.[2] Finally, College Council reviewed the final draft and recommended the plan.[3] The College President then reviewed the final recommendations with the college community at Fall, 2010 Convocation.[4]

Evidence

1. Strategic Plan data report **[1B.d1 StategicData.docx]**

2. PALM notes **[1B.d2 PALMNotes.docx]**

3. College Council Minutes **[1B.d3 CollegeCouncilPALM.docx]**

4. Fall, 2010 President's Convocation Presentation **[1B.d4 CovocationPres.ppt]**

Instructional Programs and Services

(II.A) Continue review of SLOs and their assessment

During the 2007-2008 academic year, the college began formally assessing Student Learning Outcomes. Beginning in the 2008-2009 academic year, a three-year cycle was implemented to provide for assessment of all course SLOs. The then vice-president of instruction communicated her expectation as regards assessment of SLOs during a faculty chair meeting .[1] This past academic year, 2010-2011, marks the end of that first cycle. Each year, course-level assessments have been reported with Division offices submitting executive summaries of assessment activity. These reports include information relative to progress in achieving student learning outcomes and recommended changes to instruction, assessment, and/or outcomes.[2] Extensive dialogue has occurred in most departments regarding student success as related to this process. The SLO reports are distributed to all Division offices, the President's Office, and are housed in the Office of Instruction. Currently, 100 percent of courses have identified Student Learning Outcomes, and almost all of those outcomes have been assessed.[3]

Efforts to standardize reporting have resulted in the creation of a form to be submitted at the end of the spring semester for each course assessed.[4] Departments faculty have served as the leaders of SLO development and assessment as appropriate to the individual department goals.

Evidence

1. VPI Memorandum regarding 3-Year Cycle plan **[2B.a1 3YearPlanMemo.docx]**

2. 2010 SLO Report **[2B.a2 2010SLOReport.docx]**

3. 2010 SLO Report Executive Summaries **[2B.a3 2010SLOReport.docx]**

4. SLO Assessment form **[2B.a4 AssessmentForm.docx]**

(II.A) Conduct pilot study of assessment instruments (home-grown, Compass and Accuplacer)

This Planning Agenda item was addressed in full in response to Recommendation 3 above on page 14.

(II.A) Continue to explore first-year-experience programs in the form of learning communities

The college has had a successful Puente Program for more than two decades . In the fall of 2007, the Tumaini program was implemented to provide a cohort experience focusing on African-American history, culture and literature. The success of these two programs encouraged the faculty to explore additional first-year experience models.[1] In 2008, the college launched the Valley-Bound Commitment program, providing students from feeder high-schools an opportunity to attend San Bernardino Valley College free of enrollment fees, book costs, and with a small living allowance.[2] The program has received funding from the Basic Skills Initiative, the College Foundation, and from the San Manuel Band of Mission Indians.   The program has proven to support success and retention efforts.   The program received the California Community College State Chancellor's Office Student Success Award for 2010. The award recognizes colleges that demonstrate significant progress toward achieving student equity goals and success for all students.

Evidence

1. Tumaini Research Data **[2Ad.1 Tumaini.docx]**

2. Valley-Bound Program Brochure **[2Ad.2 ValleyBound.pdf]**

(II.A) Implement key recommendations for the basic skills initiative in accordance with the strategic plan and budgeting realities

The Basic Skills Committee created its first plan following a large-scale, campus-wide assessment which was facilitated by the Academic Senate, in Spring 2008.[1] The plan addressed the model practices as presented by the statewide Academic Senate, which recommended mandatory assessment and orientation. The plan has been reviewed annually, with many activities having been implemented. These activities included updating online orientation, which was launched during 2011. There has also been an expansion of Basic Skills course offerings beginning in Fall 2008. The Basic Skills committee committed to a bold Math pre-assessment workshop pilot program in Spring 2011. These workshops are designed to assist students in reviving dormant skills and knowledge in an effort to quicken the pace of their matriculating through Basic Skills sequences.   During 2010-2011, following the direction of the Academic Senate, the Basic Skills committee worked to identify strategies to implement mandatory assessment and orientation for all new students. [2]

The state-wide position is implicitly endorsed by the Center for Student Success and the RP Group document *Basic Skills as a Foundation for Student Success in California Community Colleges* and the Basic Skills Initiative that recommends assessment and orientation be mandatory. Our local senate

passed the attached resolution on January 19 and drove subsequent conversations in the spring regarding implementation. There are citations in the resolutions regarding state-wide positions on this issue.

Evidence

1. Basic Skills Committee Plan / 2008 **[2B.d1 BSIPlan2008.docx]**

2. Academic Senate Resolution FA10.3, recommending mandatory assessment and orientation

    [2B.d2 ResolutionFA10.03.Assessment.docx]

(II.B) Publish admissions policies in Spanish by fall 2009 in college catalog.

This Planning Agenda item was addressed in full in response to Recommendation 2 above on page 12.

(II.B) Update Student Handbook and place it on the college website in fall 2008.

The Student Handbook is scheduled to be updated and added to the campus website by the end of Fall 2011.

(II.B) Re-examine the links between the shared governance committees and budgeting in 2008-2009

This Planning Agenda item was addressed in full in response to Commission Recommendation 1 above on page 33.

(II.B) Link budgeting with strategic initiatives in 2008-2009
- **Reexamine links between the shared governance committees and budgeting**

This Planning Agenda item was addressed in full in response to Commission Recommendation 1 above on page 26

(II.B) Strengthen support for use of online processes such as application, registration, and free application for financial student aid (FAFSA) during peak enrollment periods in 2008-2009 for Big Bear

The college supports the Big Bear/Mountain Communities programs with both on-line as well as face-to-face services. Enrollment, registration, and financial aid processes are all accomplished through Web Advisor which is linked to the college web site. The library provides students with remote access to online reference databases for all registered students, 24/7 Chat Reference, e-mail the Librarian research assistance, and remote access to the library catalog. The bookstore, through the college website, provides textbook information for each class section. Textbooks and supplies can be ordered on-line from the bookstore and shipped directly to the student. Counselors dedicated to the Big Bear/Mountain Communities have provided services through both distance and face-to-face formats. Counseling services are provided over the phone for students located at a distance and use of Skype for counseling the students in the mountain communities is currently being piloted. Additionally, the counselors make appointments with current students once per semester and then travel to the Big Bear

site during evening hours to provide counseling services. The counselors also offer services in a face-to-face format for new and continuing students on a designated Saturday during fall and spring semesters.

Although enrollment, registration, and FAFSA applications can all be accomplished on-line, the college provides face-to-face services once a semester at an event called "Super Saturday." This is a one-stop event that affords students in the mountain region matriculation services in one day. Staff from Admissions and Records, Financial Aid, Assessment, and Counseling travel to the Big Bear site to provide these services. Also, some staff members remain on the campus to process enrollments so that new students can receive their student ID in one hour enabling them to take the assessment placement and register for classes all in one day. [1]

Evidence

1. Big Bear Education Center information, including schedules, concurrent enrollment forms,

   and Super Saturday announcements are available on the SBVC website

   [**http://www.valleycollege.edu/academic-career-programs/big-bear-mountain-center.aspx**]

(II. B) Develop One-Stop to meet needs of weekend and evening college students in 2008-2009

Beginning in Fall 2010, a One-Stop was implemented during peak periods.   During peak periods, Financial Aid and Admissions and Records staff members are housed in a single office (AD 100) for evening students. For weekend students, Financial Aid and Admissions and Records are opened the first two Friday evenings and Saturdays of the semester. Counselors are also available for evening and weekend students in the counseling department.

This information is provided to students in the semester schedule and in signage at the Admissions & Records Office as well as in the Counseling Office.

(II.B) Finalize Board Policy on free-speech areas by the end of 2009

 The District approved a new Board Policy (AP 5550) addressing free-speech areas in fall 2009.

Beginning in fall 2008, a District Free-Speech taskforce was convened by the Chancellor to review and revise the Speech: Time, Place, and Manner procedure (5500). The taskforce consisted of eight faculty members and one manager. The taskforce met monthly to review free speech policies from Los Angeles City College, San Diego Mesa College, and Citrus Community College.[1] The taskforce crafted a proposed procedure during spring 2009 and submitted it to District Assembly for distribution through the collegial consultation process. It was reviewed and approved by the College Council in March 2011.[2] The procedure, with corrections, was submitted to the Board and approved December 2009.[3]

Evidence

1. Samples of campus Free Speech Policies **[2B.i1 FreeSpeechSamples.pdf]**

2. College Council Minutes **[2B.i2 CollCouncilFree.docx]**

3. Administrative Procedure 5500 **[2B.i3 FreeSpeech.pdf]**

(II.B) Expand Counseling Department website in 2008.

The Counseling Department website has been expanded to include an AA/AS degree list, a certificated programs list, transfer major sheet, and complete information on CSU General Education Breadth Requirements (academic years 2000-01 to 2010-11). Also included on the site are the Intersegmental General Education Transfer Curriculum Requirements (academic years 2000-01 to 2010-11).   The website contains SBVC graduation requirements (academic years 1996-97 to 2010-11). [1]

The counseling department now offers online orientation through the WebAdvisor website to students who have taken the college's Placement Test.[2] Two counselors have weekly hours that are designated exclusively for online counseling. These counselors are available to provide students with answers to general academic questions concerning majors, courses, requirements, and procedures.

Evidence

1. SBVC Counseling webpage transfer information **[http://www.valleycollege.edu/student-services/counseling/approved-courses-for-transfer.aspx]**

2. SBVC Counseling webpage orientation information **[http://www.valleycollege.edu/student-services/counseling/orientation.aspx]**

(II.B) Conduct pilot study 2008-2009 of placement instruments and communicate results.

This Planning Agenda item was addressed in full in response to a similar item above on page 11 .

Library and Learning Resources

(II.C) Develop cost-benefit analysis of 24/7 chat reference services for research in Fall 2008

The 24/7 Chat program references a service initiated electronically, often in real-time, in which patrons employ computers or other Internet technology to communicate with reference staff, from a distance.[1] Chat reference is difficult to evaluate through usage numbers because, unlike other online products purchased by the library, chat reference is a live interactive service with an academic librarian. While the numbers below reflect the number of students who have utilized chat reference, they do not reflect the depth of the research questions asked.

The following usage numbers are reported per academic year (fall/spring):

2008-2009	2009-2010	2010-2011
FL 31/ SP 112	FL 262/ SP 294	FL 155/ SP in progress

These data demonstrate that in fall 2008, the service, which was new, was not widely used. However, usage more than tripled by spring 2009 as student users became increasingly aware that the service was available. In the 2009/2010 academic year, a chat widget was placed on the library homepage which increased usage even further.   However, contractual clauses between CCL Libraries, the consortium that provides the service, and Questionpoint (the company which provides the service), required that the widget be removed as consortium librarians were not able to meet minimum percentages of assistance directed via the widget.

Chat reference service is still available and serves all college students. Without the widget, the service is not as obvious or intuitive and usage numbers have fallen accordingly. The new library web page, which went live in May 2011, has a chat reference option on the sidebar of each library webpage.[2] It is hoped that this new presence will reinvigorate student interest in chat reference.

It is possible to review the transcripts of each chat transaction. This is a lengthy process and it is hard to place a value on a student's need for research assistance. However, there is one obvious trend that

emerged by a study of chat transcripts. Students often initiate chat sessions to ask for the login information for the databases.   Librarians have addressed this in cooperation with distance education by making the passwords available in Blackboard. The impact of the new webpage and the passwords will have on chat reference usage will become apparent in the 2011-2012 school year and chat service will be re-evaluated during its renewal period.

Evidence

1. Question Point 24/7 Chat webpage link

    [http://questionpoint.blogs.com/questionpoint_247_referen/]

2. Library webpage link to 24/7 chat services

    [http://www.questionpoint.org/crs/servlet/org.oclc.home.TFSRedirect?virtcategory=13003]

(II.C) Expand use of "One Minute Surveys"

In October, 2010, the college library joined with the California Library Association in a state-wide survey called "Snapshot" and collected relevant data from the college's students on a single day.[1] Students self-submitted their one-minute surveys.[2] Inquiries included items such as "Please tell us why you came to the library today."   The One-Minute Surveys are collected and placed in a notebook. Librarians review the responses regularly and incorporate the data into program planning.

Evidence

1. California Library Association website **[http://www.cla-net.org/displaycommon.cfm?an=1&subarticlenbr=124]**

2. Sample survey questions **[2.Cb 2 2011#1lib.survey.doc]**

(II.C) Distribute results from the Library User Survey each year

The survey results are available for distribution and review as requested. These survey results are included in the Library Program Review process with priorities developed in favor of meeting primary survey needs.[1]

Evidence

1.   Survey initiated material requests **[2C.d 1 wishlist.f2010.edoc]**

Human Resources

(III.A) Review and discuss consistency in hiring adjuncts in 2008-2009

Board policy 7210 refers to policies concerning all faculty members in non-management positions, including instructional, non-instructional, and adjunct faculty.[1] The adjunct hiring practices are defined in Administrative Procedure 7210 and were approved by the Board of Trustees on 9/13/2007. This document applies to all faculty, both instructional and non-instructional. Although adjunct hiring policy is described in the Administrative Policy, in 2008-2009, consistency in interpreting or following the adjunct hiring policy was reviewed by the instructional deans at Instructional Cabinet.[2]   The policy description addressing required teaching demonstration or role play was also discussed at Academic Senate meetings.[3]

Evidence

1.   SBCCD Board Policy 7210 **[3A.a1 7210_Academic%20Employees.pdf]**

2.   Instructional Cabinet Minutes **[3A.a2 InstCab7210.docx]**

3.   Academic Senate Minutes **[3A.a3 SenateMin7210.docx]**

(III.A) Develop an adjunct faculty hiring process checklist for campus use

A new, specific adjunct faculty hiring process check list for division office use has not been developed.   However, on the district website there is a checklist informing adjunct faculty of the required documents to be provided to the Human Resources Office. This document is now posted on the District website.[1]   The checklist of forms and processes for Division Offices is planned to be completed in 2011-2012 by the Instruction Office in cooperation with Human Resources.

Evidence

1. Human Resources Adjunct checklist **[3A.b1 AdjunctCheckList.docx]**

(III.A) Finalize draft on hiring policy for classified staff in *2008-2009*

A new Board Policy (BP 7230) was approved in the spring of 2010. It defines a classified employee as one not in an academic position and assures requirements of state law and regulation are met.[1] The hiring policy for classified staff, non-management is provided in detail in Administrative Policy 7230. This document was reviewed through the collegial consultation process by the Classified Senate, College Council, and District Assembly before approval by the Board of Trustees on April 8, 2010.[2]

Evidence

1. Board Policy 7230 **[3A.c 1 BP7230CLASSIFIEDapprovedMay2010.pdf]**

2. College Council Agendas and Board of Trustees Agenda **[3A.c 2 CollegeCouncil7230.docx; 3A.c2 Trustees Agenda4-8-2010.docx]**

(III.A) Complete a review of non-instructional faculty evaluation

The District Tools Committee, consisting of representatives from CTA, Academic Senate, management and Human Resources, reviewed and prepared a student evaluation form for librarians and counselors.[1] These forms are now being used in the evaluation process. There remain non-instructional faculty positions with different roles, such as the skills lab coordinator for the nursing program and the coordinator for Professional Development, which may need further review. Evaluation forms are being considered by the Tools Committee for additional non-instructional faculty with other roles, including those with coordinator positions.

Evidence

1. Student Evaluation Form [**3A.d1 StuEvalLib.docx**]

(III.A) Strengthen leadership opportunities on campus with advent of management training workshop

The management Training Institute, PALM (Program for the Advancement of Leadership for Managers), was launched in fall 2008, to provide leadership training. An outside facilitator was contracted to start the PALM meetings. At the conclusion of work with the facilitator, PALM continued with the management team taking ownership of leadership development. Since then, a variety of topics have been explored including, "Strengths Based Leadership," "Moving from Good to Great," "Reorganization," "Budgeting Priorities," "Accreditation Issues," and "Teambuilding." PALM meetings are held regularly throughout the academic year and serve to provide information and to facilitate discussion amongst the management team, provide District-wide training efforts, and to foster and support communication and leadership growth.[1]

Evidence

1. PALM Agendas 2010, 2011 [**3A.e 1 SKMBT_C45211081612530.pdf**]

(III.A) Finalize document "Administrative Employment Hiring Procedures for Managers"

Board Policy 7250 addresses management hiring processes and procedures. The policy defines all management positions and assures that the requirements of state laws and regulations regarding management employees are met.[1] In concert with BP 7250, the Board of Trustees approved a new Administrative Procedure (AP 7250) in the summer of 2010.   AP 7250 provides descriptions and guidance on hiring procedures for managers. The document was addressed through the collegial consultation process with review and input by the Academic Senate, College Council, and District Assembly, prior to submitting the final version to the Board in July 2010. [2]

Evidence

1. Board Policy 7250 **[3A.f 1 BP7250MGMTapprovedJuly2010.pdf]**

2. Academic Senate Minutes **[3A.c 2 CollegeCouncil7230.docx; 3A.c2 Trustees Agenda4-8-2010.docx]**

Physical Resources

(III B.) Conduct annual survey of employees as well as campus climate surveys for students with questions regarding safety and facility concerns

The college began conducting an annual campus climate survey in 2006.   The survey includes specific questions pertaining to each individual's perception of safety on campus and the degree of satisfaction that the respondent has with classrooms, laboratories, and public spaces throughout the campus.[1] This survey is distributed and evaluated electronically by the office of Institutional Research. Survey results are subsequently shared with the campus community via email and presented at various campus gatherings and/or meetings.[2]

Evidence

1. 2010 Campus Climate Survey **[3B.a 1 ClimateSurvey2010.docx]**

2. 2010 Office of Research and Planning Survey Report **[3B.a 2 2010Survey.docx]**

(III. B) Communicate survey information on buildings and infrastructure each year.

Data collected by the annual campus climate survey are distributed via email to the campus community as a whole. Specific building and infrastructure data were collected by Steinberg Architects in 2004/05 and included in the college's Master Plan document. The Master Plan referenced the size, age and functionality of each campus building and also assessed the age, capacity and replacement needs for all of the major campus utility systems. The Master Plan is used as a strategic planning tool to guide the construction schedule for new buildings and infrastructure funded through Bond Measures P and M. The college Master Plan is available for public access online at the SBCCD website.[1]

Buildings and facilities are inspected on a rotating basis. The District's safety consultant, Keenan and Associates, inspects an average of five facilities per year. A detailed report concerning safety items is prepared in writing and submitted to the college's Administrative Services office. The written document is available in this office for public review. Inspection results are also included in the Keenan Annual Stewardship Report and copies of that report are also available in the college's Administrative Services office.   Safety related corrections are executed by the college's Maintenance Department and subsequently re-inspected by the inspection team after completion.

The college maintains an Americans with Disabilities Act Access Plan and conducted a comprehensive update in spring 2011. This survey was completed by LPA Architects and will be used to correct any access challenges in Spring 2012, once input has been received from the California State Department of State Architects.

Evidence

1. Master Plan

    [www.http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/president/College%20Planning%20Documents/Educational%20Master%20Plan%202010.ashx]

(III. B) Communicate disposition of renovation requests sent to the Facilities and Safety Committee from Program Review each year.

Program Review was suspended for the 2009/10 academic year due to the state budget crisis. The process was resumed in 2010/11. The renovation requests submitted to Program Review are forwarded to the college's Facility and Safety Committee. Due to ongoing budget constraints, no formal action was taken and the requests were deferred until the following year. The status of major renovation and construction projects is shared routinely at major campus gatherings, such as convocation, and also at campus wide meetings to discuss the budgeting process and updates on the various campus construction projects.[1]

Evidence

1. President Reports **[3B.c 1 ConvocationPresentation.ppt]**

Technology

(III.C) Improve coordination of campus technology Needs

Since 2008, a Campus Director of Technology Services has been hired to coordinate all efforts to assure maximum access and utilization of Technology.   In addition, a Campus Technology Services (CTS) department was created and campus technology support staff are all centralized in this department. CTS provides support for academic and administrative computers, software, printers, copiers, conferencing, video delivery, and audiovisual services. Also, the Technology Plan was updated by the Technology Committee in order to coordinate and communicate the efforts of these services and to provide guidelines for implementation and maintenance of technology on campus.[1]   The plan is revised every three years.

The Technology plan:

- Identifies specific goals for the maintenance of technical support and meeting the demands of all persons on campus (administration, support services, faculty, staff, students, personnel)
- Outlines strategies to attain each of these goals
- Describes collaborative services utilized to attain the goals.

Information technology's guiding principles include:

- Support of student learning by providing access to the learning environment independent of time, space, or student financial constraints
- Electronic communicating that encourages openness and promotes accessibility to information and the learning environment
- Support of information literacy that is necessary for SBCCD to be a learning organization.
- Facilitates faculty and staff professional development and assisting employees to maximize their effectiveness

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources through the Program Review process and uses the results of evaluation as the basis of improvement.

In addition to the services provided for the Campus Technology Services Department, District-wide technology needs are provided by Technology and Educational Support Services (TESS). TESS provides

services to deliver on-line course work including the Blackboard system, EduStream services, database, central applications, and network services for the entire District.

Twenty-four hour support is provided to all members of the District community for learning and trouble shooting. On-line tutorials, live seminars, on-line courses, and Help Desk assistance can be accessed on campus or at home. Furthermore, live technologists are available on campus. The institution provides technology support via a centralized web portal, support of wireless technology, coordinating technology acquisition, and provision of online access to all campus members. Hardware and software updates are maintained throughout the campus. Feedback from each department is obtained to assure needs are met. Technology is upgraded or replaced within the budgetary constraints of the campus.

Evidence

1. Copy of the Technology Plan **[3C.a 1 TechnologyPlan.docx]**

(III.C)   Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis of improvement.

This Planning Agenda item was addressed in full in response to Recommendation 6 above on page 19.

Financial Resources

(III.D) Conduct a meta-analysis of the budgeting process as part of the planning cycle in 2008-2009

In June 2008, the college conducted a meta-analysis of the Program Review process under the direction of the Office of Research and Planning.   Among the recommendations made by the faculty and staff serving on the analysis group, was to dissolve the Budget Committee and place the task of budget oversight on College Council (which serves as the chief collegial consultation committee on campus).[1] College Council met and reviewed the budget process when reviewing the committee structure, considered the recommendations of the meta-analysis focus group, and concluded it best that College Council take on the task of budget oversight.

Evidence

1. College Council Minutes **[3D.a1 CollcouncilBudgetComm.docx]**

(III.D) Communicate budget processes and financial information more effectively with all employee groups

Both the District and the college have held regular all-campus meetings to discuss budget and financial issues.[1] Additionally, the president provides a budget review during convocation, shares budget updates via e-mail, and regularly attends meetings in each division in both fall and spring semesters to answer questions about the budget and other pertinent issues.[2]

Evidence

1. College Council Meeting Minutes **[3D.b1 CollCouncilBudget.docx]**

2. President Presentation **[3D.b2 ConvocationPowerpoint.ppt]**

For additional information see response to Recommendation 6.

(III.D) Establish guidelines for fundraising activities in 2008-2009

A fundraising policy for the College Foundation was developed in August 2009.[1] This policy clearly states that all fundraising and solicitations for private support rests with the College Foundation, and the Foundation Director must give prior approval of any fundraising activity in support of the college. The intent of the policy is to maximize the effectiveness and efficiency of fundraising programs and to avoid confusion on the part of donors and prospective donors.

The policy is posted on the college Foundation website and is consistently communicated to college managers by the college president.[2]

Evidence

1. Foundation fundraising Policy **[3D.c1 Foundation.pdf]**

2. Website page **[http://www.sbvcfoundation.org/]**

Decision Making Roles and Processes

(IV.A) Continue to use self-study survey to obtain longitudinal data; however, design a similar survey to be offered to part-time employees in 2008-2009

For several years the distribution of many campus surveys had been limited to full-time faculty (excluding part-time faculty). [Part-time classified workers were excluded from campus-wide surveys as well.]   In 2010, in response to the Planning Agenda recommendations, the Office of Research and Planning began to include part-time faculty in all campus-wide surveys. Inclusion of part-time faculty in the survey was most applicable to the campus climate and self-study surveys.   Part-time faculty members were already being included in most other surveys. The 2010-11 Campus Climate Survey was administered to all faculty members, part-time and full-time. The survey was modified to include a question asking the respondent's work status (full-time or part-time), allowing the data to be disaggregated for analysis.[1] All future surveys will include both part-time and full-time employees. Their responses will be analyzed separately when required.

Evidence

1.   Campus Climate Survey **[3D.d1 CampusSurvey.docx]**

(IV.A) Update shared governance document to reflect changes in fall, 2008

 It was determined that this Planning Agenda item was actually a sub-set included in the response in the item below.

(IV.A) Conduct evaluations of decision-making structures and processes and distribute results: demonstrate how evaluations lead to improvement.

The Academic Senate reviewed the existing committee structure in August 2009 in response to faculty concerns regarding the charge and scope of several committees and the workload inequities between various committee assignments. There was a concerted effort to streamline the structure, reduce redundancies in responsibilities, and improve communication and participation in the committee structure of the campus. Discussion among all stakeholders of the campus was encouraged within the committees and in larger campus dialogs such as the Academic Senate meetings.   Proposed language was developed by the Senate in consultation with the administration. The Academic Senate voted to

adopt a new committee structure in the spring 2010 semester and forwarded the recommendation to College Council and the President. [1]

Further debate at College Council resulted in slight variations in scope and charge of some committees. The President of the Academic Senate and the college met to resolve issues. The Academic Senate voted to approve the modifications at the end of the spring 2010 semester and the structure was implemented as Board Policy and campus practice for the 2010-2011 academic year. [3]

Evidence

1. Academic Senate Minutes **[3D.e 1 SenateMinutesStructure.docx]**

2. College Council Minutes **[3D.e2 CollCounStructure.docx]**

3. Board of Trustee Agenda **[3D.e3 TrusteeStructure.docx]**

(IV.A) Review programs where 50% or more are nearing the threshold of being offered through distance education each year.

The Instruction Office, in collaboration with the curriculum and online programs committees, reviews online course offerings. The online programs committee is currently preparing substantive change documentation for a variety of programs, with planned submission in Fall 2011.[1] Currently, courses have been approved for online and/or hybrid delivery which would enable students to take 50 percent or more of the course work on-line in 16 Associate Degree and 20 certificate programs. Additionally, General Education programs , including California State University General Education-Breadth, Intersegmental General Education Transfer Curriculum (both University of California and California State University) and SBVC's Associate Degree Option #2 (GE for non-transfer students) have more than 50 percent of the courses approved for distance education delivery. The initial documentation for substantive change was submitted to ACCJC in 2008-2009 under the prior accreditation liaison officer.[2] The committee determined that this documentation was not acceptable, following a transition to the new liaison officer during the 2010-2011 academic year, triggering the development of documents to be submitted in fall 2011.

On August 29, 2011, the Chairperson of the Distance Education Committee submitted a draft substantive change report for committee input and development. It is anticipated that this draft will be developed throughout the Fall, 2011 semester and submitted to the Accrediting Commission in January, 2012.

Evidence

1. Distance Education Committee Minutes [**3D.f1 DistEdCommChange.docx**]

2. Copy of Substantive Change submission [**3D.f2 SubChangesubmission.pdf**]