



## STANDARD I

### Mission and Institutional Effectiveness

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

## Standard I.A. Mission

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

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### Summary

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



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

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

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

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

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### **Descriptive Summary**

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

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

The mission, vision, and values statements (1.9) provide the basis and context for integrated strategic planning and the implementation of programs and services. For example, the mission serves as the starting point of many documents such as the SBVC Strategic Plan 2008-2013 and the draft SBVC Strategic Plan 2014-2019 (hereafter referred

to collectively as Strategic Plans; 1.1), EMP (1.10), FMP (1.11), and Technology Strategic Plan (1.12), to name a few. These plans are regularly reviewed and updated. The SBVC Planning Model was reviewed and updated in spring 2013 and approved by collegial consultation groups in fall 2013. The EMP one-sheets were updated in 2013-2014 with the 2012-2013 data and made accessible for editing. Deans were asked to distribute information to faculty, who were to update the EMP one-sheet narrative section by October 2013 (1.13). The comprehensive academic and vocational programs, along with a variety of opportunities for cocurricular student learning opportunities, begin with the mission of SBVC.

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

Table 14. *College Diversity, Fall 2013*

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

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

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

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

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

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

I.A. The Online Program Committee (1.16) website provides a comprehensive view of how SBVC meets ACCJC Standards and how DE relates to the SBVC mission.

### **Self-Evaluation**

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

The data analysis received from the CC Benefits software, which provides information on student success and campus efficiency, is invaluable for program review and strategic planning. The CC Benefits data are enhanced by data from an environmental scanning hub

within SBCCD's Professional Development Center. Both data points are used to facilitate planning at SBVC. Additional services to support institutional planning and effectiveness, related to research, learning, evaluation, or meeting program needs, have been made possible through software purchases such as SPSS, Nvivo, SNAP, and the statistical analysis program R.

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

Of the students surveyed,

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



Of the faculty surveyed,

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

- 85.0 percent responded favorably to the statement, “Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students” (Question 15).
- 81.0 percent responded favorably to the statement, “The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity” (Question 23).
- 82.0 percent responded favorably to the statement, “Policies and practices of the college clearly demonstrate commitment to issues of equity and diversity” (Question 33).

Of the staff surveyed,

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

Of the managers surveyed,

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

### **Actionable Improvement Plan**

None.



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

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**Descriptive Summary**

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

**Self-Evaluation**

The institution meets this standard.

**Actionable Improvement Plan**

None.

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

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**Descriptive Summary**

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

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



## **Self-Evaluation**

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

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

The mission is communicated in many publications of SBVC, in e-mail signatures, on flyers posted on bulletin boards, in classrooms (1.20), and on the SBVC website. The mission statement also appears on various policy documents, including those related to collegial consultation and program review, and is integrated into many departmental mission statements.

## **Actionable Improvement Plan**

None.

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

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## **Descriptive Summary**

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

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

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

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

### **Self-Evaluation**

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

### **Actionable Improvement Plan**

None.

**Evidence—Mission**

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