

SBVC College Council MINUTES September 10, 2014

Gloria Fisher, SBVC Interim President, Chair
Jeremiah Gilbert, Academic Senate President, Co-Chair
Brandon Brown **A**
Marco Cota
Colleen Gamboa **A**
Rania Hamdy **A**
Leticia Hector
Rick Hrdlicka

Celia Huston
Haragewen Kinde
Sheri Lillard **T**
Ricky Shabazz
James Smith
Scott Stark
Cassandra Thomas **A**

TOPIC	DISCUSSION and ACTION
Approval of September 10, 2014 minutes	<p>Dr. Fisher entertained a motion to approve the September 10, 2014 meeting minutes, Rick moved, Leticia second, and the group voted as follows:</p> <p>AYES: Fisher, Gilbert, Cota, Hector, Hrdlicka, Huston, Kinde, Shabazz, Smith, Stark, NOES: None ABSENT: Brown, Gamboa, Hamdy, Thomas TARDY: Lillard</p>
AP/BP 4040 Update – C. Huston	<p>The group had the opportunity to review the edits discussed in the last meeting to AP 4040 via email. Since there were no other edits the document, Dr. Fisher entertained a motion to approve the document as presented. Rick added a friendly amendment to approve the document with a minor edit, as discussed. Dr. Huston moved, Jeremiah second, and the group voted as follows:</p> <p>AYES: Fisher, Gilbert, Cota, Hector, Hrdlicka, Huston, Kinde, Shabazz, Smith, Stark, NOES: None ABSENT: Brown, Gamboa, Hamdy, Thomas TARDY: Lillard</p>
AP 2225 (AP 2510) – G. Fisher	<p>Dr. Fisher asked the group to consider the inclusion of representation on this council from the Black Faculty, Staff and Administrators Association and the Latino Faculty, Staff and Administrators Association as they are represented on District Assembly. Discussion among the group ensued with regard to additional edits to the AP in addition to the inclusion of representation from the two associations. Jeremiah will take the proposal to include the two associations to the council membership in addition to other edits to Academic Senate in October for their review and input, and will bring back to this group for further discussion. The group consented.</p>

<p>Accreditation Update – H. Kinde</p>	<p>Dr. Kinde updated the group on the status of the accreditation team visit, open forums, exit interviews, and handed out the meeting schedule to the group. Dena will send out meeting invitations to those participating in the interview process. We will get the final results of the visit in February.</p> <p>Dr. Huston handed out a draft addendum to review the update of standards, progress on actionable planning agenda, and the copy of the letter addressing third party comments. Discussion among the group ensued with additions and edits to the addendum. Dr. Huston requested and other edits or additions be sent to her by the tomorrow morning.</p>
<p>Locking Classroom Doors – S. Stark</p>	<p>Scott advised the group that there is a need to develop a consistent process for securing classrooms and buildings after use. After discussion among the group with regard to developing a process, legal responsibilities, and assigning a task force to develop a process and craft a policy. Scott will take the item to the first Facilities and Safety committee for discussion and task a subgroup with the development of a process and policy for securing classrooms and buildings. Once they have finalized their work it will come back to this group for review and approval. The group consented.</p>
<p>Campus Plans Approval Process – J. Smith</p>	<p>James reviewed the current SBVC Planning Model with the group and opened the floor for discussion on how to improve upon what we currently have for a clearer, accurate model which integrates with other planning/budget models and ties into the mission and vision of the college.</p> <p>The group brainstormed some ideas for a new model and Rick entertained a motioned to have Dr. Huston and Dr. Smith work on new models based on the discussion and bring back to the group for review and further discussion. Scott second and the group voted as follows:</p> <p>AYES: Fisher, Gilbert, Cota, Hector, Hrdlicka, Huston, Kinde, Lillard, Shabazz, Smith, Stark, NOES: None ABSENT: Brown, Gamboa, Hamdy, Thomas</p>
<p>Surveys – J. Smith/C. Huston:</p> <ul style="list-style-type: none"> • Campus Climate • Committee Evaluation 	<p>Dr. Smith informed the group that the Campus Climate survey, in its full context, is available online. The next survey will be distributed to the committee members instead of to the committee chairs (as done previously) in an effort to increase the number of responses to the survey.</p> <p>Dr. Huston and Dr. Smith informed the group that they will investigate trends of the Campus Climate survey further and bring back to the group for discussion. The group brainstormed ideas on how to expand the survey for more context rich questions, and how often the survey should be distributed.</p>

Strategic Planning – J. Smith	<p>Dr. Smith handed out the Strategic Plan – Working Draft 5 2014 to 2019 document to the group for review and approval of the living document.</p> <p>After a brief discussion Rick motioned to approve the document as presented, Scott second, and the group voted as follows:</p> <p>AYES: Fisher, Gilbert, Cota, Hector, Hrdlicka, Huston, Kinde, Lillard, Shabazz, Smith, Stark, NOES: None ABSENT: Brown, Gamboa, Hamdy, Thomas</p>
Student Equity Plan – R. Shabazz	<p>The Student Equity Plan is about 95% complete. James Smith has provided a lot of the data for the plan. Dr. Shabazz reviewed differences in the two plans (Student Equity Plan and SSSP Plan), mandates, closing the gaps, and budget allocations for both plans. Dr. Fisher briefly updated the group on the status of position descriptions and approval of positions which will be delayed. Dr. Fisher is looking further into any exceptions to move the approval of positions forward expeditiously.</p>
SSSP Plan – R. Shabazz	<p>Dr. Shabazz gave a brief summary on the training session that he and Marco attended at the Chancellor's Office last week. He commended the Student Success and Enrollment Management committee for their work on writing the plan as they are further along in the completion of the Student Success plan than 95% of any other colleges in the state. He shared the handouts from the training with the group highlighting several areas of comparison (attached). This plan will go to board in October.</p>
Committee Reports	<p>Rick reported that there is an issue with the mobile application. Glen is pulling back with the current vendor and is evaluating other vendors.</p>
OTHER:	

AP 4040 LIBRARY AND OTHER INSTRUCTIONAL SUPPORT SERVICES

MISSION

Libraries in the San Bernardino Community College District provide instruction, information resources, and services to support and supplement the instructional programs and mission statement of the District. Additionally, the colleges support professional, personal, intellectual and cultural development and learning for students, faculty, and staff of the college communities served.

As part of the District's Instructional and Student Support Services, the library shall support student learning by providing instruction in critical thinking, information literacy, and educational technology.

In support of this mission, it is the responsibility of faculty librarians to ensure that the libraries provide a wide range of learning resources, at varying levels of difficulty, with diversity of appeal and the presentation of differing points of view, in order to meet the needs for educational development the college community including students, staff, and instructors.

The District supports the Standards and the Association of College & Research Libraries (ACRL) and the American Library Association's (ALA) Library Bill of Rights, and operates in accordance with the Education Code, Sections 78100, 78101, 78103 and Title 5, Section 51023.

ETHICAL AND PROFESSIONAL CONSIDERATIONS FOR ACQUISITIONS AND COLLECTION MANAGEMENT

STATEMENT OF ETHICS

Overarching acquisition guidelines are based on the following tenets from the American Library Association's *Library Bill of Rights*:

- Books and other library resources should be for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas

COLLECTION MANAGEMENT

Collection management is required by the standards of the Accrediting Commission of California Junior and Community Colleges (ACCJC), a branch of the Western Association for Schools and Colleges (WASC) Accreditation Commission. These standards are the means by which the Library is tasked to provide an organized collection of print and non-print resources that will meet institutional, curricular research, and instructional requirements, as well as supporting the development of the lifelong habit of reading.

Under the supervision of the appropriate administrator, faculty librarians will utilize their collection management training and skills to ensure that the cultural and personal enrichment needs of the college

Comment [Cjh1]: Instructional Support Services vary on each campus, Instructional Support Services may need their own AP, or a generic statement within this AP stating that Instructional Support Services are determined locally

Comment [Cjh2]: Text added per CHC Comments on p. 2

Comment [Cjh3]: Addresses CHC concerns on p. 4

Comment [Cjh4]: Per CHC Comments on p. 1 Reference to Civil Code 1798.90 removed, includes 78103 which is mention by CHC on p. 4.

Comment [Cjh5]: Addresses CHC concerns on pp. 4&5

community are met through the development and maintenance of library collections which best fulfill the above-stated requirements.

Broad objectives for selection of educational materials include:

- To provide materials that enrich and support the curriculum
- To provide materials that will stimulate growth in factual knowledge
- To provide a background of broad-based information resources to empower students to make informed judgments in their daily lives
- To provide materials representative of the diversity of the District, and
- To place library ethics above personal opinion and prejudice in the selection of materials.

As a measure of adequacy the library shall review its collection against the recommended lists of materials for community college libraries, professional journals in all disciplines taught at the college, and current bibliographic publications, and assess, supplement, or withdraw materials from all areas as needed.

CHALLENGES TO MATERIALS

On occasion, a patron may question or challenge the suitability of an item or items found in the collection. On these occasions, the complainant will be reminded that it is the obligation of academic libraries to promote intellectual freedom. As such entities, district libraries will provide materials that promote free, open, and educational discussion of sometimes-controversial matters in order to prepare students to make informed decisions about challenges in their daily lives. It is the sole responsibility of the librarians and library administration to make final decisions concerning inclusion and exclusion of materials in the libraries' collections.

CIRCULATION SERVICES

STUDENTS: Currently-enrolled SBCCD students have free access to library materials and services both on campus and online during posted hours. Students utilizing library materials or services will be held responsible for them and overdue fines/replacement costs will apply. At each time of checkout, students must provide to staff their student identification number and a current photo I.D. for protection against identity theft. Certain library material and items must be used in the college library only.

DISTRICT EMPLOYEES: Currently-employed District employees may borrow materials from the circulating collections of the libraries. Standard loan periods and fines may apply. Library services are cancelled upon termination of employment.

COMMUNITY MEMBERS and ALUMNI ASSOCIATION MEMBERS: All are welcome to use the library facility, circulating books, and reference materials while in the building. Upon proof of residence in a college's service area and the verification of a valid email address, individuals over the age of 18 may borrow a limited number of items as defined locally by each campus, from the general circulating collection. An activation fee may apply and vary by location. Community and Alumni Association members are prohibited from use of the Library Computer Lab and may not check out Reserve and Textbook Bank materials, student computers, nor obtain remote access to databases, as these materials and services are reserved for the exclusive use of the colleges' students.

LIBRARY FINES

Loan periods for library materials vary by item type. Notification of overdue materials will be sent via email, and it is the responsibility of every borrower to monitor the loan period of the materials s/he borrows. The following fines apply to borrowed materials not returned for any reason:

- **General Circulating Collection:** 10¢ per item, per day, accumulating to a \$5.00 maximum per item borrowed.

- ♦ **Replacement Cost for General Collection Materials:** A minimum charge of \$40.00 per title, or the cost incurred to replace the title, will be assessed, whichever is greater. If an item is overdue for more than three weeks, it will be considered lost, and a non-refundable clerical fee of \$2.00 per item will be charged in addition to the minimum charge as detailed above. If an item is returned in damaged condition such as to render it unusable by other students (as determined by the Library Circulation Supervisor or by the Library Administration), the same fees shall apply for replacement.
- **Reserve Materials:** 25¢ per item, per hour, accumulating to a maximum of \$10.00 per item borrowed.
- **Textbook Bank Materials:** 25¢ per item, per hour, accumulating to a maximum of \$10.00 per item borrowed.
 - ♦ **Replacement Cost for Reserve and Textbook Bank Materials:** If lost, the replacement textbook copy charge will be the amount incurred by the library to replace the item, plus the overdue fine.

SBVC and CHC STUDENT PRINTING SERVICES *(from AP 5030 Library Fees)

Students at CHC and SBVC are provided printing and copy services for a fee.

At the discretion of the department offering courses these fees may be waived, for classroom assignments, during scheduled class hours only.

Fees for utilizing these services are as follows:

- Photocopiers: ten cents (10¢) per page
- Laser printout from computers (black & white): fifteen cents (15¢) per page
- Laser printout from computers (color, with or without text): fifty cents (50¢) per page

Fees collected from student copiers become part of Campus Technology Services budget to maintain and support student printing and copying systems.

Comment [Cjh6]: Text added from CHC & SBVC Campus Technology Services comments on p. 2 & 3

BP/AP COMMENT FORM

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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
Reference the AP or BP number as shown below. BP 4025	Reference the group making the change as shown below. SBVC Classified Senate	Reference the line number with specific verbiage changes as shown below. If recommending new language for consideration, please include the new language. Line 31-...It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society societal problems. Line 35 - The procedures established by the chancellor shall be evaluated by the Academic Senate as to their adherence to the guidelines of Title V.	DO NOT USE THIS BOX. This box is used to track final changes that are agreed upon and made.
BP 4040	Ed Policy Committee, CHC	This document needs to be rewritten and brought back for feedback. See attached additional comments and suggestions submitted by Catherine Hendrickson, CHC librarian. She has submitted a written AP and BP for consideration. Speaking from the perspective of a Librarian, we would "not like to have a Reference to the Civil Code §1798.90 Reader Privacy Act included in SBCCD's BPs or APs because: I personally believe that it is an overly-broad invasion of student privacy, the title is misleading, and not all Community College Districts have included it. (This issue cries out for more research.)"	District Assembly Work Group recommended sending BP 4040 back out to College Councils for further review with comments.

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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
	Catherine Hendrickson (CHC Librarian)	<p>The District shall have library and other instructional support services that are a fundamental part of the educational program; and the Library shall support student learning by providing instruction in critical thinking, information literacy, and up-to-date educational technology.</p> <p>References:</p> <p>Education Code, Sections 78100, 78101, and 78103 Accreditation Standard II.C Title 5, Section 51023 Library Bill of Rights, American Library Association Standards for Libraries in Higher Education, Association of College & Research Libraries</p>	
AP 4040 Library and Other Instructional Support Services	CHC and SBVC Campus Technology Services	<p>AP 4040 LIBRARY AND OTHER INSTRUCTIONAL SUPPORT SERVICES</p> <p>We would like to suggest that this text be added to BP4040. There is draft document that has different text that refers to this as a library fee. Students are using the current board policy to get free printing in many areas around the SBVC Campus. AP 4040 is a new AP and has not existed before.</p> <p>Printing fees are currently listed under AP5030. And would be better placed or supplemented in this policy.</p>	District Assembly Work Group recommended sending AP 4040 back out to College Councils for further review with comments.

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		<p>Copiers and Printers are installed and maintained by Campus Technology Services</p> <p>Fees for printing and copying are collected by Campus Technology Services at each campus for the direct support of those systems.</p> <hr/> <p>Proposed Text:</p> <p><u>SBVC and CHC STUDENT PRINTING SERVICES</u> <u>*(from AP 5030 Library Fees)</u></p> <p>Students at CHC and SBVC are provided printing and copy services for a fee.</p> <p>At the discretion of the department offering courses these fees may be waived, for classroom assignments, during scheduled class hours only.</p> <p>Fees for utilizing these services are as follows:</p> <ul style="list-style-type: none"> ▪ Photocopiers: ten cents (10¢) per page ▪ Laser printout from computers (black & white): fifteen cents (15¢) per page ▪ Laser printout from computers (color, with or without text): fifty cents (50¢) per page <p>Fees collected from student copiers become part of</p>	

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[illegible]

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	Librarian)	<p>and standards of critical thinking and information literacy.</p> <p>Each library maintains a website providing up-to-date information about the library, links to printed and electronic books and database subscriptions; as well as an electronic Schedule of Courses which lists student services and instructional support details.</p> <p>The District supports the Standards of the Association of College & Research Libraries (ACRL) and the American Library Association's (ALA) Library Bill of Rights.</p> <p>References:</p> <p>Education Code, Sections 78100, 78101, and 78103</p> <p>Accreditation Standard II.C</p> <p>Title 5, Section 51023</p> <p>Library Bill of Rights, American Library Association</p> <p>Standards for Libraries in Higher Education, Association of College & Research Libraries</p>	
AP 4040	SBVC managers	<p>Samples do not reflect SBVC practices</p> <p>AP 4040 should be developed in consultation with the colleges' librarians</p>	<p>District Assembly Work Group recommended sending AP 4040 back out to College Councils for further review with comments.</p>
AP 4040	SBVC Academic Senate	<p>This is a new AP that has not existed in the past. This 'draft' is a cut and paste from 3 separate community</p>	<p>District Assembly Work Group recommended sending AP 4040 back</p>

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		<p>colleges and the language, policies and fines are NOT representative of policies and fine practiced at SBVC or CHC colleges. Fines recommended in the draft AP4040 directly contradict existing BP/AP. The proposed language opens the door to loss of library materials. The proposed language would allow community members full access to the computer labs when we don't have enough computers to serve our student population. Our campus libraries should serve and support the student population.</p> <p>AP 4040 is a new AP and has not existed before. The proposed language was all paragraphs/samples from other colleges, like RCC; but it represented other community colleges and not the SBCCD District Libraries.</p> <p>Library faculty have drafted an AP more reflective of campus policies and procedures. However, each campus has slightly different policies and perhaps the AP should allow the library policies and procedures to be locally defined by the campuses. This AP should be pulled for further discussion and written correctly.</p> <p>Suggested language for this AP as follow:</p> <p><u>MISSION</u> Libraries in the SBCCD provide instruction, information resources, and services to support and supplement the</p>	<p>out to College Councils for further review with comments.</p>

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		<p>instructional programs and mission statement of the District colleges by supporting intellectual, professional, personal, and cultural development and learning for students, faculty, and staff of the college communities served.</p> <p>To support this goal, it is the responsibility of faculty librarians to ensure that the libraries provide a wide range of learning resources, at varying levels of difficulty, with diversity of appeal and the presentation of differing points of view, in order to meet the needs for educational development of students, staff, and instructors.</p> <p><u>ETHICAL AND PROFESSIONAL CONSIDERATIONS FOR ACQUISITIONS AND COLLECTION MANAGEMENT</u></p> <p><u>STATEMENT OF ETHICS</u> Overarching acquisition guidelines are based on the following tenets from the American Library Association's <i>Library Bill of Rights</i>:</p> <p>Books and other library resources should be for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of</p>	

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		<p>those contributing to their creation.</p> <p>Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.</p> <p>Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.</p> <p>Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas</p> <p style="text-align: center;"><u>COLLECTION MANAGEMENT</u></p> <p>Collection management is required by the standards of the Accrediting Commission of California Junior and Community Colleges (ACCJC), a branch of the Western Association for Schools and Colleges (WASC) Accreditation Commission. These standards are the means by which the Library is tasked to provide an organized collection of print and non-print resources that will meet institutional, curricular research, and instructional requirements, as well as supporting the development of the lifelong habit of reading.</p>	

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		<p>Under the supervision of the appropriate administrator, faculty librarians will utilize their collection management training and skills to ensure that the cultural and personal enrichment needs of the college community are met through the development and maintenance of library collections which best fulfill the above-stated requirements.</p> <p style="padding-left: 40px;">Broad objectives for selection of educational materials include:</p> <p style="padding-left: 40px;">To provide materials that enrich and support the curriculum</p> <p style="padding-left: 40px;">To provide materials that will stimulate growth in factual knowledge</p> <p style="padding-left: 40px;">To provide a background of broad-based information resources to empower students to make informed judgments in their daily lives</p> <p style="padding-left: 40px;">To provide materials representative of the diversity of the District, and</p> <p style="padding-left: 40px;">To place library ethics above personal opinion and prejudice in the selection of materials.</p> <p>As a measure of adequacy the library shall review its collection against the recommended lists of materials for community college libraries, professional journals in all disciplines taught at the college, and current bibliographic publications, and assess, supplement, or withdraw</p>	

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		<p>materials from all areas as needed.</p> <p><u>CHALLENGES TO MATERIALS</u> On occasion, a patron may question or challenge the suitability of an item or items found in the collection. On these occasions, the complainant will be reminded that it is the obligation of academic libraries to promote intellectual freedom. As such entities, district libraries will provide materials that promote free, open, and educational discussion of sometimes-controversial matters in order to prepare students to make informed decisions about challenges in their daily lives. It is the sole responsibility of the librarians and their director or coordinator to make final decisions concerning inclusion and exclusion of materials in the libraries' collections.</p> <p><u>CIRCULATION SERVICES</u> STUDENTS: Currently-enrolled SBCCD students have free access to library materials and services both on campus and online during posted hours. Students utilizing library materials or services will be held responsible for them and overdue fines/replacement costs will apply. At each time of checkout, students must provide to staff their student identification number and a current photo I.D. for protection against identity theft. Certain library material and items must be used in the college library only.</p>	

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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
		<p>DISTRICT EMPLOYEES: Currently-employed District employees may borrow materials from the circulating collections of the libraries. Standard loan periods and fines will apply. Library services are cancelled upon termination of employment.</p> <p>COMMUNITY MEMBERS and ALUMNI ASSOCIATION MEMBERS: All are welcome to use the library facility, circulating books, and reference materials while in the building. Upon proof of residence in a college's service area and the verification of a valid email address, individuals over the age of 18 may borrow up to three (3) items from the general circulating collection. An activation fee applies for each specified academic term. Activation fees may vary by location. Community and Alumni Association members are prohibited from use of the Library Computer Lab and may not check out Reserve and Textbook Bank materials nor obtain remote access to databases, as these materials and services are reserved for the exclusive use of the colleges' students.</p> <p><u>LIBRARY FINES</u> Loan periods for library materials vary by item type. Notification of overdue materials will be sent to students via campus email, and it is the responsibility of every borrower to monitor the loan period of the materials s/he borrows. The following fines apply to borrowed materials</p>	

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		<p>not returned for any reason: General Circulating Collection: 10¢ per item, per day, accumulating to a \$5.00 maximum per item borrowed. Replacement Cost for General Collection Materials: A minimum charge of \$40.00 per title, or the cost incurred to replace the title, will be assessed, whichever is greater. If an item is overdue for more than three weeks, it will be considered lost, and a non-refundable clerical fee of \$2.00 per item will be charged in addition to the minimum charge as detailed above. If an item is returned in damaged condition such as to render it unusable by other students (as determined by the Library Circulation Supervisor or by the Library Administration), the same fees shall apply for replacement. Reserve Materials: 25¢ per item, per hour, accumulating to a maximum of \$10.00 per item borrowed. Textbook Bank Materials: 25¢ per item, per hour, accumulating to a maximum of \$10.00 per item borrowed. Replacement Cost for Reserve and Textbook Bank Materials: If lost, the replacement textbook copy charge will be the amount incurred by the library to replace the item, plus the overdue fine. Computer Checkout Number (District library may or may not choose to use them): If the laminated card bearing the computer identification number is not returned when the student has finished a session using a computer, the fine will be \$10.00 for late return of the card on the same day.</p>	

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		<p>If the laminated computer number is lost, there will be a \$22.00 charge to cover the loss.</p> <p><u>ICES</u> (*from AP 5030 Library Fees)</p> <p>The Library Computer Lab at SBVC and the Learning Resource Center at CHC provide computer workstations and software for students to complete coursework. Printing services are provided and the fees for utilizing these services are as follows: Photocopiers: ten cents (10¢) per page Laser printout from computers (black & white): twenty cents (20¢) per page Laser printout from computers (color, with or without text): one dollar (\$1.00) per page</p>	
AP 4040	SBVC College Council	<p style="text-align: center;"><u>AP 4040 LIBRARY AND OTHER INSTRUCTIONAL SUPPORT SERVICES</u></p> <p><u>MISSION</u> Libraries in the San Bernardino Community College District provide instruction, information resources, and services to support and supplement the instructional programs and mission statement of the District. Additionally, the colleges support professional, personal, intellectual and cultural development and learning for students, faculty, and</p>	<p>Instructional Support Services vary on each campus; Instructional Support Services may need their own AP, or a generic statement within this AP stating that Instructional Support Services are determined locally.</p>

BP/AP COMMENT FORM

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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
		<p>staff of the college communities served.</p> <p>As part of the District's Instructional and Student Support Services, the library shall support student learning by providing instruction in critical thinking, information literacy, and educational technology.</p> <p>In support of this mission, it is the responsibility of faculty librarians to ensure that the libraries provide a wide range of learning resources, at varying levels of difficulty, with diversity of appeal and the presentation of differing points of view, in order to meet the needs for educational development the college community including students, staff, and instructors.</p> <p>The District supports the Standards and the Association of College & Research Libraries (ACRL) and the American Library Association's (ALA) Library Bill of Rights, and operates in accordance with the Education Code, Sections 78100, 78101, 78103 and Title 5, Section 51023.</p>	<p>Text added per CHC comments on p. 2</p> <p>Addresses CHC concerns on p. 4</p> <p>Per CHC comments on p. 1 Reference to Civil Code 1798.90 removed, includes 78103 which is mentioned by</p>

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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
		<p><u>ETHICAL AND PROFESSIONAL CONSIDERATIONS FOR ACQUISITIONS AND COLLECTION MANAGEMENT</u></p> <p><u>STATEMENT OF ETHICS</u> Overarching acquisition guidelines are based on the following tenets from the American Library Association's <i>Library Bill of Rights</i>:</p> <ul style="list-style-type: none"> ▪ Books and other library resources should be for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation. ▪ Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of 	<p>CHC on p. 4</p>

BP/AP COMMENT FORM

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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
		<p style="text-align: center;">partisan or doctrinal disapproval.</p> <ul style="list-style-type: none"> ▪ Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment. ▪ Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas <p><u>COLLECTION MANAGEMENT</u> Collection management is required by the standards of the Accrediting Commission of California Junior and Community Colleges (ACCJC), a branch of the Western Association for Schools and Colleges (WASC) Accreditation Commission. These standards are the means by which the Library is tasked to provide an organized collection of print and non-print resources that will meet institutional, curricular research, and</p>	<p style="color: green;">Addresses CHC concerns on pp. 4&5</p>

BP/AP COMMENT FORM

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		<p>instructional requirements, as well as supporting the development of the lifelong habit of reading.</p> <p>Under the supervision of the appropriate administrator, faculty librarians will utilize their collection management training and skills to ensure that the cultural and personal enrichment needs of the college community are met through the development and maintenance of library collections which best fulfill the above-stated requirements.</p> <p>Broad objectives for selection of educational materials include:</p> <ul style="list-style-type: none">▪ To provide materials that enrich and support the curriculum▪ To provide materials that will stimulate growth in factual knowledge▪ To provide a background of broad-based information resources to empower students to make informed	

BP/AP COMMENT FORM

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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
		<p>judgments in their daily lives</p> <ul style="list-style-type: none"> ▪ To provide materials representative of the diversity of the District, and ▪ To place library ethics above personal opinion and prejudice in the selection of materials. <p>As a measure of adequacy the library shall review its collection against the recommended lists of materials for community college libraries, professional journals in all disciplines taught at the college, and current bibliographic publications, and assess, supplement, or withdraw materials from all areas as needed.</p> <p><u>CHALLENGES TO MATERIALS</u></p> <p>On occasion, a patron may question or challenge the suitability of an item or items found in the collection. On these occasions, the complainant will be reminded that it is the obligation of academic libraries to promote intellectual freedom. As such</p>	

BP/AP COMMENT FORM

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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
		<p>entities, district libraries will provide materials that promote free, open, and educational discussion of sometimes-controversial matters in order to prepare students to make informed decisions about challenges in their daily lives. It is the sole responsibility of the librarians and library administration to make final decisions concerning inclusion and exclusion of materials in the libraries' collections.</p> <p><u>CIRCULATION SERVICES</u> STUDENTS: Currently-enrolled SBCCD students have free access to library materials and services both on campus and online during posted hours. Students utilizing library materials or services will be held responsible for them and overdue fines/replacement costs will apply. At each time of checkout, students must provide to staff their student identification number and a current photo I.D. for protection against identity theft. Certain library material and items must be used in the college library only.</p>	

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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
		<p>DISTRICT EMPLOYEES: Currently-employed District employees may borrow materials from the circulating collections of the libraries. Standard loan periods and fines may apply. Library services are cancelled upon termination of employment.</p> <p>COMMUNITY MEMBERS and ALUMNI ASSOCIATION MEMBERS: All are welcome to use the library facility, circulating books, and reference materials while in the building. Upon proof of residence in a college's service area and the verification of a valid email address, individuals over the age of 18 may borrow a limited number of items as defined locally by each campus, from the general circulating collection. An activation fee may apply and vary by location. Community and Alumni Association members are prohibited from use of the Library Computer Lab and may not check out Reserve and Textbook Bank materials, student computers, nor obtain remote access to databases, as these materials and services are reserved for the exclusive use of the colleges' students.</p>	

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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
		<p><u>LIBRARY FINES</u></p> <p>Loan periods for library materials vary by item type. Notification of overdue materials will be sent via email, and it is the responsibility of every borrower to monitor the loan period of the materials s/he borrows. The following fines apply to borrowed materials not returned for any reason:</p> <ul style="list-style-type: none"> ▪ <i>General Circulating Collection:</i> 10¢ per item, per day, accumulating to a \$5.00 maximum per item borrowed. ♦ <i>Replacement Cost for General Collection Materials:</i> A minimum charge of \$40.00 per title, or the cost incurred to replace the title, will be assessed, whichever is greater. If an item is overdue for more than three weeks, it will be considered lost, and a non-refundable clerical fee of \$2.00 per item will be charged in 	

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		<p>addition to the minimum charge as detailed above. If an item is returned in damaged condition such as to render it unusable by other students (as determined by the Library Circulation Supervisor or by the Library Administration), the same fees shall apply for replacement.</p> <ul style="list-style-type: none"> ▪ Reserve Materials: 25¢ per <i>item</i>, per <i>hour</i>, accumulating to a maximum of \$10.00 per item borrowed. ▪ Textbook Bank Materials: 25¢ per <i>item</i>, per <i>hour</i>, accumulating to a maximum of \$10.00 per item borrowed. <ul style="list-style-type: none"> ♦ Replacement Cost for Reserve and Textbook Bank Materials: If lost, the replacement textbook copy charge will be the amount 	

BP/AP COMMENT FORM

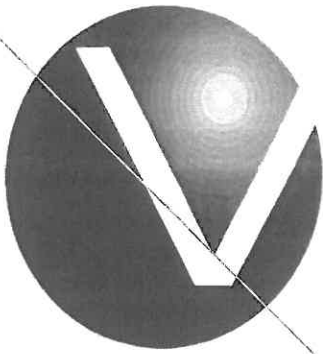
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BP or AP #	Representative group	COMMENT (please reference line numbers for all comments)	RESPONSE
		<p>incurred by the library to replace the item, plus the overdue fine.</p> <p>SBVC and CHC STUDENT PRINTING SERVICES *(from AP 5030 Library Fees) Students at CHC and SBVC are provided printing and copy services for a fee.</p> <p>At the discretion of the department offering courses these fees may be waived, for classroom assignments, during scheduled class hours only.</p> <p>Fees for utilizing these services are as follows:</p> <ul style="list-style-type: none"> ▪ Photocopiers: ten cents (10¢) per page ▪ Laser printout from computers (black & white): fifteen cents (15¢) per page ▪ Laser printout from computers (color, with or without text): fifty cents (50¢) per page <p>Fees collected from student copiers become part of Campus Technology Services budget to maintain and support student printing and copying systems.</p>	<p>Text added from CHC & SBVC Campus Technology Services comments on p. 2&3</p>

BP/AP COMMENT FORM

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San Bernardino Valley College

Strategic Plan—Working Draft 5

2014 to 2019

This planning document includes the goals and measurable objectives that the campus and community stakeholders defined for the college over the next five years.

Prepared by James E. Smith, Ph.D.

Dean of Research, Planning, and Institutional Effectiveness

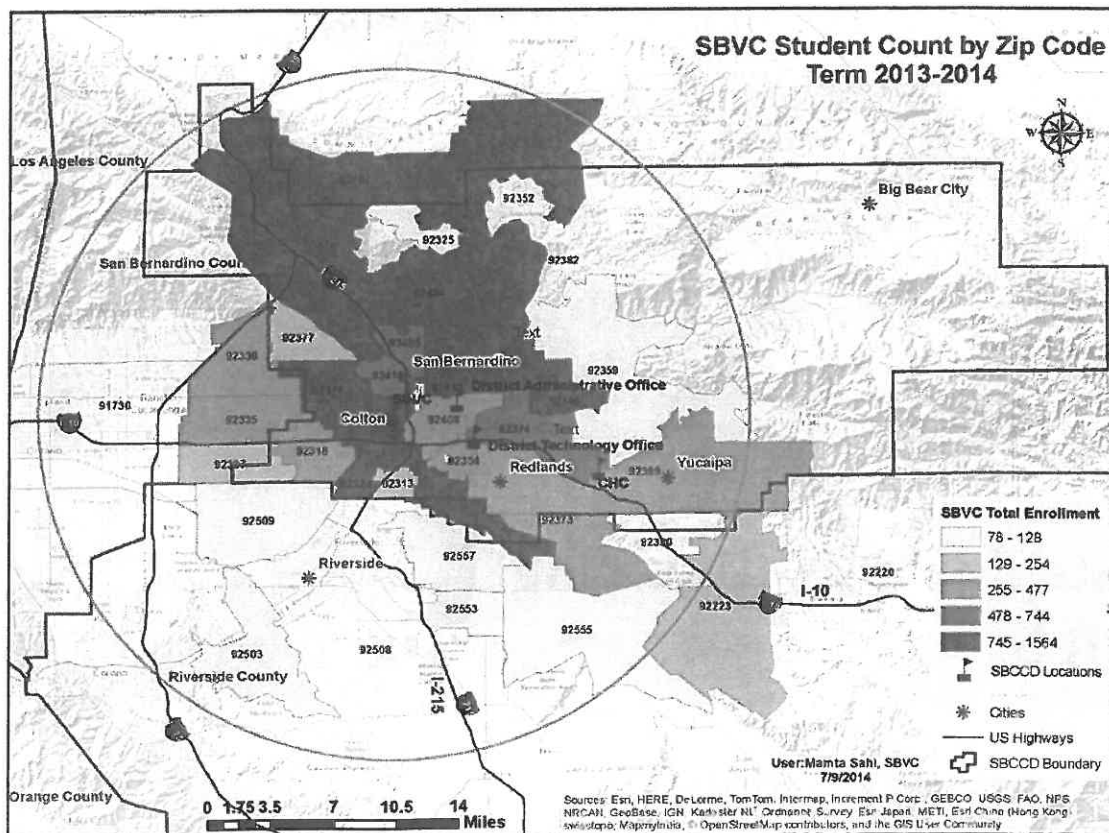
9/23/2014

I. Introduction

In 2013, SBVC celebrated its 87th year of serving students of the San Bernardino area. The campus occupies 85 acres in one of the most densely populated parts of the Inland Empire, close to the cities of Colton, Rialto, San Bernardino, Riverside, and Redlands. The campus is part of a two campus district, located in an area of the state with the largest projected population growth over the next two decades. The sister campus, Crafton Hills College, is located approximately 12 miles east of SBVC (See Figure 1). The campus is facing an important set of demographic challenges which include being located adjacent to zip codes that are among the lowest achieving K-12 systems in the state. Demographic studies forecast a smaller number of high school graduates, but a larger number of college aged residents (Madrid, 2013). For at least the next ten years the school can expect a larger number of unprepared students who need access to educational opportunities.

SBVC enjoys one of the most ethnically diverse student populations in the country, with 62% Hispanic, 14% Black, 15% White, 5% Asian, and .3% Native American (CCCCO Data-Mart 2012-2013). The average head count is 12,000 students per semester. In recent years, the campus experienced a slight enrollment drop, but this is considered to be temporary and part of a normal cycle. The campus is classified as a medium size community college because of its FTES, normally between 9,000 and 10,000 (see Figure 2).

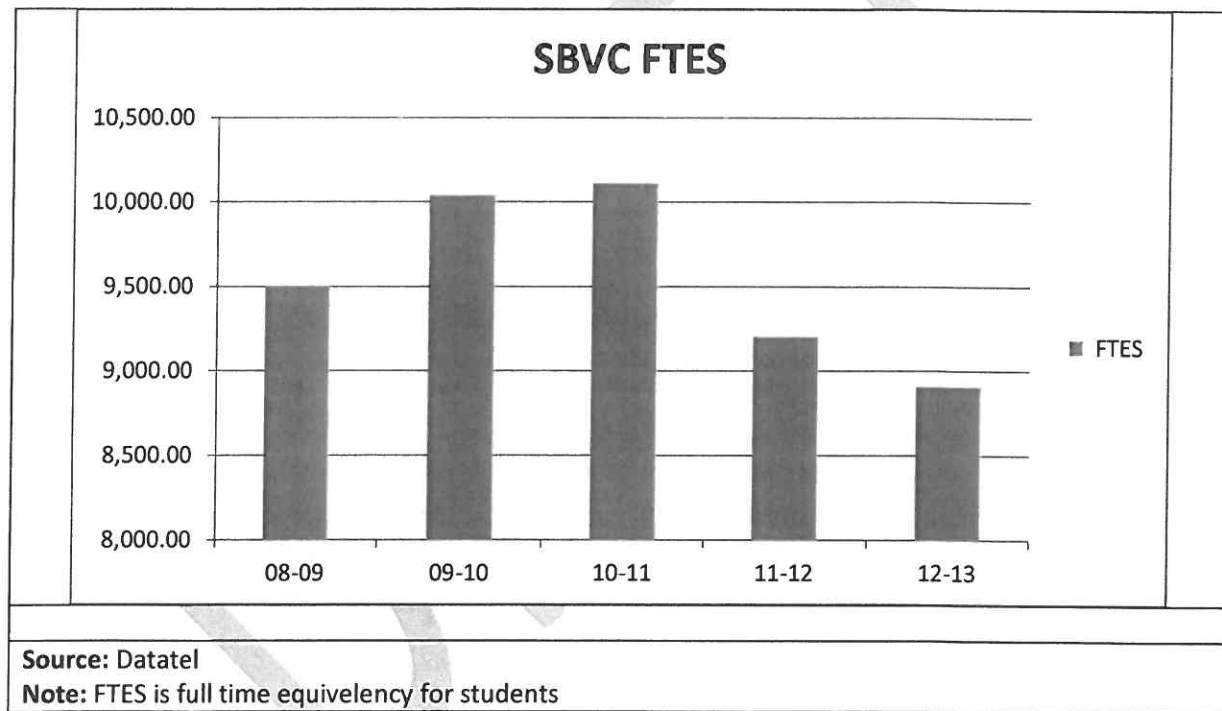
Figure 1. Map of the Service Area with a 30-mile Buffer



Source: SBVC Office of Research, Planning & Institutional Effectiveness (2014)

SBVC enrolls approximately 1,500 new freshmen each year. Most are from ten major feeder campuses in San Bernardino, Colton, Rialto, Redlands, Bloomington, and Fontana. However, the campus serves a large number of returning adult students as well. The average age is 28, with many students who are returning for career changes and pursuing Career Technical Education (CTE) options¹. Approximately three quarters of the students take part-time course loads of less than 12 units. The college has a number of unique characteristics, which include a large number of CTE programs and a Middle College High School campus facility adjacent to the campus. As an early adopter of distance-education, SBVC is a leader in the state with over 17% of the sections delivered through distance-education. SBVC also has a number of grant-funded programs that have led to unique approaches to basic skills success. The programs include accelerated math courses that allow students to complete their math requirements in half the normal time, contextual learning programs that allow students to pair basic skills courses with their content areas in CTE, and numerous learning communities for basic skills and science, technology, engineering, and several combinations of humanities and math (STEM) students/courses.

Figure 2. SBVC FTES for the



II. The Current Plan in Historical Perspective

SBVC maintains and updates a number of planning documents, but the strategic plan has the most comprehensive scope. The strategic plan incorporates the goals and objectives of most of the other plans. It has wide-ranging implications for the campus in key areas that include access to courses, partnerships, budget, and facilities. The history of strategic planning on the campus spans several decades, but the first formally titled strategic plan was developed in 2004. It defined a set of strategic goals and objectives with a 15 year time-frame. The goals were ambitious and not designed for measurement—they provided a vague roadmap addressing theoretical ideas. The next edition was

¹ Approximately 33% of course offerings are classified as CTE or occupational.

developed in 2008 and made five major improvements: (1) it included input from a wider range of stakeholders to establish themes and priorities for goals, (2) it defined a set of strategic initiatives with specific and measurable objectives, (3) it established benchmarks as starting points with each objective, and (4) it called for the use of data from a variety of sources including campus-wide surveys, campus data archives on student success (Datatel), and statewide data sources maintained by the state chancellor's office (ARCC Report) and, (5) it reduced the time horizon from 15 years to 5 years.

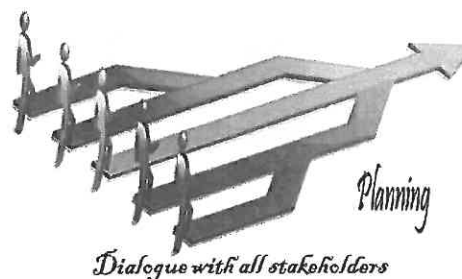
The current plan builds on the previous two plans by incorporating the strong points of both and adds several additional features. First of all, it provides more social and historical context to the planning process. Secondly, it makes a stronger effort to be inclusive in collecting input from stakeholders to establish goals and objectives. Finally, it incorporates an evaluation component. Not only will progress toward achieving the goals and objectives in the plan be measured, but the validity and efficacy of the planning process itself will be evaluated at regular intervals. This plan will continue with the five-year strategic planning cycle. The previous cycle ended in the 2012-13 academic year.

A report summarizing the progress made on the six strategic initiatives was presented to the campus during opening-day activities, Fall 2012. At that time, the President initiated a new five-year cycle by directing the Dean of Research Planning and Institutional Effectiveness to develop a planning framework and begin collecting data from campus stakeholders. The planning framework included the following principles: 1) inclusiveness, 2) transparency, 3) active involvement and oversight of college council, 4) coordination and integration with other plans (see the SBVC Planning Model in Appendix A-1).

III. Data Collection and Analysis

The data collection process for this plan proceeded in three phases. Phase one began with surveys--campus climate surveys, self-study surveys, and SWOT surveys. Phase two included focus groups, and town-hall style meetings. Phase three involved an environmental scan that gathered an extensive set of demographic, enrollment, and economic data on the district and campus service area(s).

In the spirit of inclusiveness, data was collected from the widest possible cross-section of campus and community constituents, including students, faculty, staff, and community members to determine what they identified as priorities for the campus. These groups communicated their concerns in the areas of student access, student success, community partnerships, campus facilities and resources, along with a wide range of other topics. Raw data from all sources was grouped into themes and presented to the SBVC College Council Committee² for review. The initial list of thematic groups included 17 categories to be considered for strategic directions. After reviewing the raw data, the College Council Committee reduced the number of thematic groups from 17 to 6 goal categories. The committee reorganized these



² College Council is a committee with representatives from all other campus committees. Typically, the chair or co-chair of each committee attends college council meetings to report on the activities of his/her respective committee. These meetings provide an excellent opportunity to integrate planning goals with committees involved in special area plans like the technology plan, enrollment management plan, and the student success plan (See Appendix A-1 for the planning model).

ideas into a smaller more condensed group of thematic categories while making a special effort to preserve all the activities and goals suggested by the stakeholder groups. Thematic goals were defined as ideas that reoccurred with several sources. The final categories are used to define the strategic directions for the campus in this new five-year plan³.

IV. The Planning Process

Guiding principles were maintained from the previous planning cycle and provide a framework for this process: The guiding principles are shown in Appendix D and the planning model is shown in Appendix A-1.

Steps in the Strategic Planning Process:

- (1) **Reviewed Progress Toward Achieving the Goals and Objectives from the Previous Plan.** A final review of the progress made toward achieving the objectives linked to the 2008-13 goals was presented to the campus and posted to the website. Data was presented to the entire campus at the Fall 2012-13 opening day all-campus meeting summarizing the progress made by the campus toward achieving the previous cycle of measurable objectives.
- (2) **Reviewed the Mission Statement (Core focus of the campus)** Mission: "SBVC provides quality education and services to support a diverse community of learners." The mission was reviewed and discussed with all stakeholder groups: students, faculty, classified staff, community members, and campus administrators. It was reaffirmed as the core focus of the campus. It is displayed on routine correspondence, in the college catalog, in the schedules each term, and published on the campus website. Additionally, the Mission was recited to groups before every focus group or town-hall meeting as a starting point for dialogue when collecting data for this plan.
- (3) **Solicited Input From all Stakeholders:** The Office of Research and Planning collected input from a wide range of stakeholders on and off campus. Over 2000 on-campus stakeholders responded to requests for input. These stakeholders included faculty, students, classified staff, managers, foundation members, and SBCCD Board Members. Nearly 1000 off-campus stakeholders responded, including community residents, business leaders, K-12 representatives, and political officials. Surveys, focus groups, community forums, SWOT questionnaires, and individual interviews were used to collect and gather responses.
- (4) **Established Strategic Goals and Directions:** Interviews, focus groups, and town hall meetings were transcribed and coded. Survey data was tabulated and summarized. Ideas that occurred multiple times were identified as themes. Themes were used to define goals. Goals were ranked according to how much they conformed to the mission of the college. Six goals emerged.

Faculty, Board Members,
Administrators

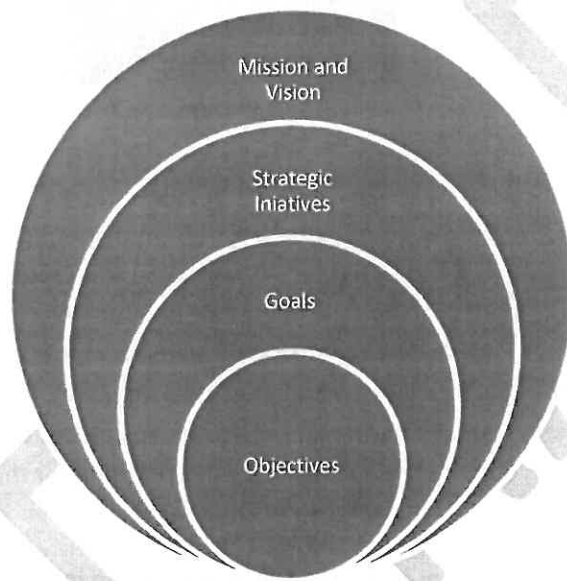


³ The committee discussed the possible move to a three-year from a five year plan to increase the relevance of the initiatives. The committee will make this recommendation for the next planning cycle.

Measurable objectives were defined for each goal. Benchmarks, that established starting points, were established for each goal, and five year incremental improvement targets were set.

- (5) **Presented updates to College Council Twice a Month.** Strategic planning was a standing agenda item for College Council, and the Dean of Research Planning and Institutional Effectiveness made regular presentations. The committee provided feedback on the substance and process. Exercises were used to generate and clarify goals, objectives, and timetables.
- (6) **Presented regular campus-wide updates to all Stakeholders.** Updates on the process (during the planning development phase) and progress toward achieving goals and objectives were scheduled for the beginning and end of each semester.
- (7) **Convened a sub-committee of the Academic Senate to review and edit the final draft.** The final draft was forwarded to the entire campus for review and recommendations.

Figure 3. Links between objectives and mission



The model shown in Figure 3 captures the essence of the SBVC planning structure. The SBVC Mission and Vision are positioned at the top, encompassing all other elements. All aspects of the plan are driven by the mission and vision of the campus. Strategic initiatives are on the next level and define the commitments necessary to achieve the mission. Goals within each initiative define specific areas to support the more general and abstract initiatives. Objectives provide measurability. Each objective is accompanied by

activities, timetables, targets, and they identify responsibility centers (See the data table in Appendix A).

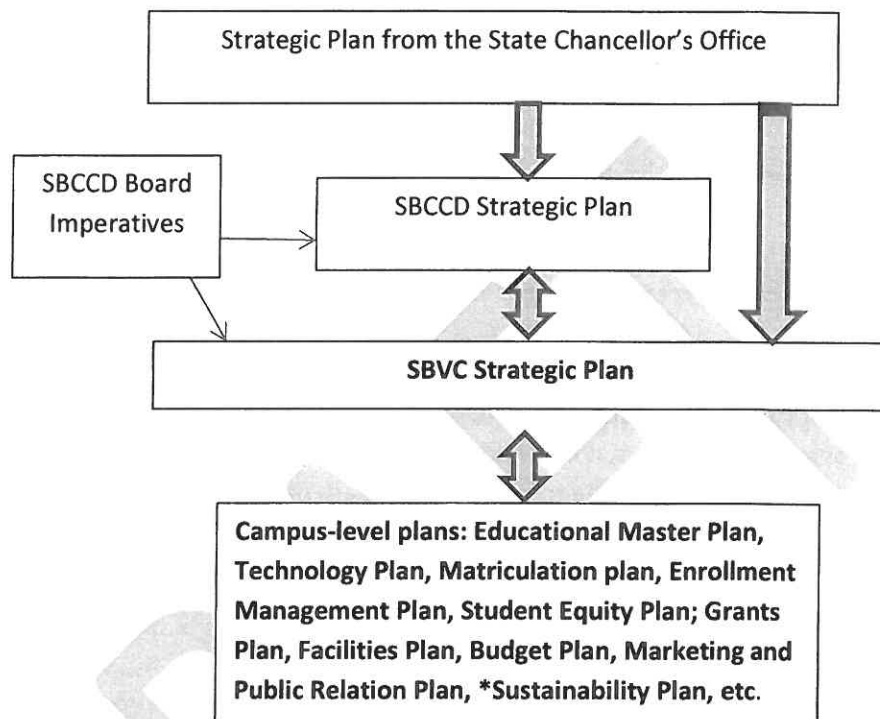
All these features come together in Appendix A with the logic model⁴⁴ table entitled “Strategic Goals, Objectives, and Strategies with Institution-Set Standards.” This table represents a tool for recordkeeping to measure progress and signal alarms if the campus falls too low on any given measure.

Integrating the planning objectives at every level of planning

As stated in the introduction, the goals and objectives of the SBVC strategic plan must align with a number of larger and smaller plans. The larger plans include the state and district strategic plans; the smaller plans include the campus-level plans shown in Figure 4.

⁴⁴ Logic models are tools used by planners and evaluators to assess the effectiveness of institutional activities. They illustrate the relationships between goals, resources, activities, and outcomes.

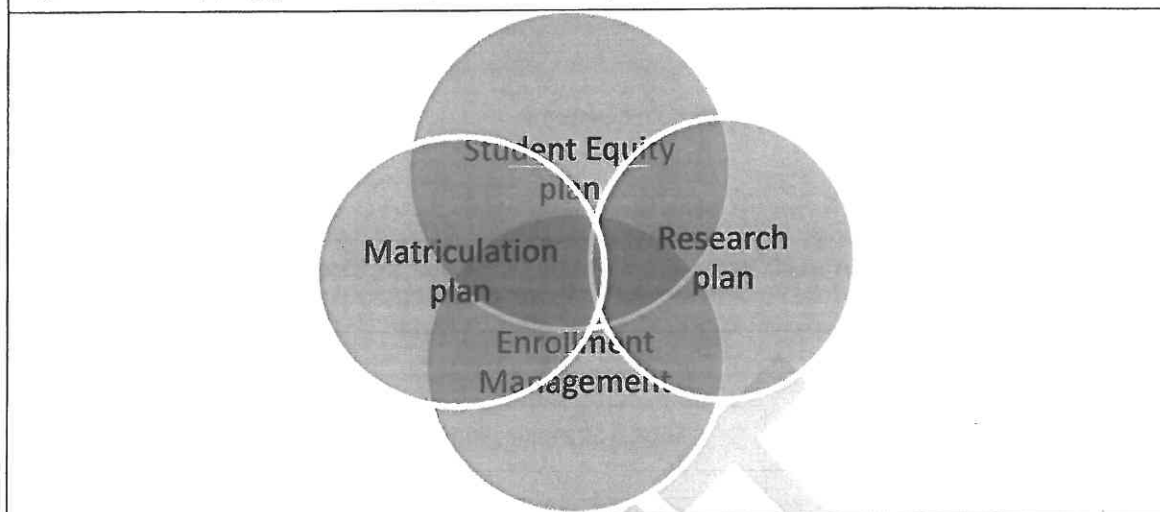
Figure 4. Integrated Planning with Larger and Smaller Systems



**Although the sustainability plan is a district-level plan, it is also a special area plan for SBVC.*

Many campus-level plans overlap with each other as well as with the campus strategic plan. Examples of this can be seen in Figures 5 and 6. One example of this is the overlap between the enrollment management plan, matriculation plan, and student equity plan.

Figure 5. Overlapping goals of four special area campus plans



These plans share numerous goals in the areas of student access and student success. They all share the goal of improved student tracking and better evaluation with the research plan. When progress is achieved for goals in one of the initiatives, it is recorded in all plans that share the goals and objectives. The committees or departments that oversee the special-area plans become the natural responsibility centers to monitor progress the related goals in the strategic plan. Consequently, they are accountable to manage the messaging, encourage success, and determine the need for intervention when we fall below the campus-set standards. The Office of Research and Planning provides annual reports to all committees, where dialogue and analysis occur.

Figure 6. Integrated Planning Model



Environmental Scan Findings

The environmental scan provides the campus with the ability to match community needs to campus resources and plan for the future. An environmental scan was conducted during the fall semester of 2013 to assess the character of the residential community and the nature of the business environment. The findings were divided into seven general categories: (1) Service area characteristics, (2) Demographics, (3) Psychographic profiles of neighborhoods, (4) List of colleges, universities, and trade schools within a 30 mile radius, (5) Current employment opportunities, (6) Top employers and business clusters, and (7) Job projections (See Appendix D for a summary of the Report).

This report helps the campus define the needs of the community we serve and identify job possibilities for our graduates. The needs of the community are linked to the socio-economic status (SES) of the residents. Because of the relatively small percentage of households in our area with a college graduate, SBVC can expect to enroll a large number of first-generation students. Because our service area is projecting an increase in the number of high school drop-outs, SBVC can expect to have a continuing need for basic skills coursework. Because of the overwhelming need for blue-collar workers in this community, SBVC can expect to have a strong demand for Career-Technical-Education (CTE). By examining the residential enrollment patterns among the four-year colleges and universities in the area, SBVC can better advise our students who have plans to pursue higher level degrees.

These data were discussed at numerous campus committee and planning meeting and contributed to the identification of threats and opportunities for the campus. Data from the vendor who produced the report was made available to produce reports for other campus planning.

The themes defined in College Council along with the strategic initiatives are listed in table one. These themes were derived from the data collections procedure. The initiatives were constructed to capture the spirit of theme.

Table 1. Goals and Initiatives that resulted from themes identified by stakeholders⁵

Goals	Strategic Initiative
-1- Access	SBVC will improve the application, registration, and enrollment procedures for all students.
-2- Student Success	SBVC will Increase course success, program success, access to employment, and transfer rates by enhancing student learning.
-3- Communication, Culture, & Climate	SBVC will promote a collegial campus culture with open lines of communication between all stake-holder groups on and off campus.
-4- Leadership & Professional Development	SBVC will maintain capable leadership and provide professional development to a staff who will need skills to function effectively in an evolving educational environment.
-5- Effective Evaluation & Accountability	SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.
-6-	SBVC will support the construction and maintenance of safe, efficient, functional

⁵Measurable objectives, expanded strategies, and target dates are located in Appendix A

Evaluation of planning process and planning objectives:

Evaluation of this plan is scheduled to occur on three levels by three planning bodies. Two of these evaluations will occur annually, the third will occur on a five-year cycle. The three levels are: (1) evaluate progress toward meeting measurable objectives, (2) assess the validity of the measurable objectives, method of measurement, and appropriateness of timetables, (3) evaluate the goals and initiatives—refined or reconstruction of the entire plan as needed every five years. The three planning bodies that will evaluate the plan are: 1) college council, (2) collegial consultation committees associated with each goal and objective—these committees typically oversee the campus level plans linked to particular goals, (3) Office of Research Planning and Institutional Effectiveness (ORPIE).

Evaluation cycles and levels

Level-1. All appropriate objectives in Appendix A will be assessed to evaluate progress toward meeting the goals and strategic initiatives. This will typically be done by measuring each objective. Although not all goals and objectives lend themselves to empirical measurement, we made every effort to craft objectives in a way they could be measured. The data table in Appendix A represents a logic-model style tool to track and record progress. Most strategic objectives have identified benchmarks with annual and long-term targets.

Level-2. This higher level assessment will examine the relevance and validity of objectives, targets and measurement procedures. College Council conducts an annual meta-evaluation to assess the relevance of objectives, measurement processes, and timetables. The recommendations to improve measurement and process are made annually.

Level-3. This level involves evaluating the relevance and applicability of the basic structure of the plan itself. This is scheduled to occur on a five year cycle and results in a fundamental re-examination of the goals and strategic initiatives. The review sometimes results in a change to the planning time cycle—the original strategic planning cycles as 10 years before it was reduced to five. This evaluation typically leads to the construction of an entirely new plan with broad-based campus and community input—the process is outlined in sections three and four of this document (see pages 3 and 4). Table 2 shows a summary of evaluation processes.

Table 2. Evaluation cycle for progress toward achieving objectives and validity of measures

Evaluation of Progress and Measurement		
Evaluation level	Frequency	Responsibility center
Assess progress toward meeting the measurable objectives associated with each goal	Annual	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness.
Assess validity of the goals and objectives	Annual	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness.

Assess the relevance of the goals and strategic initiatives	Five-year cycle	College Council; associated collegial consultation committees; Office of Research, Planning, and Institutional Effectiveness (with campus and community input).
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Evaluation of SLO/SAO⁶ processes will be conducted by collegial consultation committees beginning in 2015. Results of these committees' evaluations will inform the evaluation of the strategic planning objectives that use SLO/SAO's.

Programs and departments are evaluated on an annual cycle in the Educational Master Planning (EMP) process. Recommendation and data from the EMP sheets will be integrated with the strategic planning evaluation.

⁶ Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) are defined and assessed to determine student progress and program effectiveness.

Appendix A

Strategic Goals, Objectives, and Strategies with Institution-set-Standards

The table below is presented in the form of a logic model and presents the goals and objectives for each initiative. Under each goal is a list of measurable objectives along with (1) benchmarks, (2) targets, (3) institution-set standards (ISS), (4) activities, and (5) responsibility centers.

Strategic Initiative 1: SBVC will improve the application, registration, and enrollment procedures for all students.					
Goal 1: Access		Benchmark 12-13 year	ISS	Annual Target	5-year-Goal
1.1 Match the number of basic skills courses to student demand for courses		Wait list count		Establish systematic methods of determining demand: (1) wait lists, (2) educational plans, (3) assessment data	Meet established need
1.2 Increase the number of accelerated basic skills courses		Current count is 8 sections	X	Add two sections a year	16 sections
1.3 Increase the number of students in learning communities		# of students: 1,113 ((VB, STAR (200), Puente (31), Tumaini (20), EOP&S (594), CARE (60))		Increase the number of students in learning communities by 10% a year	50% increase
1.3.1 Increase access to linked-course (and enrollment)		Course count: 16 (fa12=10, sp13 = 6) Enrollment count: 446 (fa12 = 306 sp13 = 140)		New	new
1.4 Provide more pre-assessment workshops		Current count		Increase by 20% per year	Double the currently scheduled offerings
1.4.1 Publicize and promote pre-assessment workshops.				(1) include information about pre-assessment workshops on brochures and websites (2) counselors will recommend pre-assessment workshops to all students	25% will report attending either 1) Accuplacer sessions (2) SBVC developed sessions
1.5 Provide effective assessment for accurate		Current percentage of			Increases =
(1) Access (objectives)					MP

placement	students and faculty who indicate proper placement of the Placement and Prerequisite survey.			5% for Students 10% for faculty	
1.5.1 Improve access to counselors	602:1		(1) Increase the ratio of counselors to students; (2) Increase the percentage of visits by students (3) increase the number of sections of student development courses.	Meet 70 th percentile for state counselor/ student	(EP, EMP, MP, SEP) Dean of Counseling
1.5.2 Improve access to Financial Aid			Increase 2% the number of students who have their financial aid packets completed by the March 2 nd deadline.	10% increase over the benchmark year.	
1.6 Establish and maintain partnerships with community organizations, K-12 systems, and adult schools					
1.6.1 Increase educational partnerships with transfer destinations (four-year colleges and universities)	Current count			2% increase	Transfer center coordinator
1.6.2 Maintain effective partnerships with all feeder high schools	Current count/see list		(1) Add one additional HS per year; (2) Visit at least twice a semester for top 10.	twice a semester with top 15	Dean of Counseling
1.6.3 Increase the percentage of high school graduates who come to SBVC immediately after graduation	18%		1% increase a year	5% increase	MP
1.7 Explore and expand on-line advising opportunities.	14				
1.7.1 Implement and expand on-line scheduling of all counseling appointments	Current count		Increase count by 2%	10% increase	
1.7.2 Expand the use of online academic advising for Education Plans			Increase by 10% a year		
1.8 Improve access to courses that students need for transfer			Reduce waiting list count by 3% a year for high demand courses	15% decrease	(EP, EMP)
1.8.1 Conduct a study examining course scheduling and sequencing—implement recommendations	Spring 2014 Indicators		Identify appropriate indicators and conduct a pilot study during Spring 2014	Submit recommendations for future section cuts that minimize the impact on students—include	MP, EP

					them in Enrollment Management plan	
1.9 Increase access to courses that students need for CTE certificates	Spring 2014 Waiting list count for high demand courses				Reduce waiting list count by 10% a year for high demand courses	(EP, EMP, MP, SEP)
1.9.1 Match the number of Career Technical Education (CTE) sections to demand for courses	Spring 2014 Waiting list count for high demand CTE courses				Reduce waiting list count by 10% a year for high demand courses	reduce waiting list by %%
1.9.2 Increase access to Perkin's funds ⁷	Current Perkin's count=579				Increase the number of Perkin's surveys by 20% a year	RP,
1.10 Improve access to courses that students need for graduation						(EP, EMP, MP, SEP)
1.10.1 Improve access to classes for students who need a flexible schedule	88.1% agree	X			70% will indicate that scheduling met their needs	(EP, EMP, MP, SEP)
1.11 Promote lifelong learning						(EP, SEP)
1.11.1 Explore the use of audit courses	Discuss in district assembly				Define a policy	
1.11.2 Explore the use of community service courses (not for credit) ⁸	Discuss in district assembly				Define a policy	
1.11.3 Explore the expansion of non-credit courses ⁹	Discuss in district assembly				Define a policy	
1.11.4 Make better use of web content for online and traditional courses					Explore online applications in Professional Development committee meetings	(SEP, MP, EP, RP, TP)
1.12 Maintain balance between transfer and CTE programs offerings	33% CTE					(SEP, MP, EP)
1.13 Improve access to campus technology	Current computer to students ratio				Increase device access by 5% per year	TP
1.13.1 Explore implementing Virtual Internet lab to allow students access to lab classes in an online environment.	Discuss this issue in on-line committee					TP
1.13.2 Improve internet access on campus						TP

⁷Perkins funding refers to the program initiated by Carl Perkins to assist needy student finance the cost of postsecondary education for students pursuing vocational-technical goals.

⁸Community service courses are not-for-credit programs that provide community members with fee-based training in subjects for personal growth. Students typically pay the full cost of the class.

⁹Non-credit courses are courses that carry no college credit. Unlike not-for-credit courses, student fees do not need to cover the full-cost of the course.

Strategic Initiative 2: SBVC will Increase course success, program success, access to employment, and transfer rates by enhancing student learning.

(2) Student Success (objectives)		(Goal 2) Student Success				5-year-Goal		Campus Plans and Responsibility Center	
		Benchmark 12-13 year		ISS		Annual Target			
2.1 Increase the percentage of students who succeed in basic skills courses		Pass Rate = 61.4%				1% per year		(SEP, MP, EP)	
2.1.1 Provide more tutoring opportunities		1032 hrs. of tutoring				Increase by 2% per year		(SEP, MP, EP)	
2.1.2 Increase the number of students receiving tutoring (SARS sign-in count)		4,420				Establish benchmarks using sign-ins from SARS database			
2.2 Promote learning communities		2012-13 count (see 1.3)				Increase the number of students participating in learning communities 5% per year		(SEP, MP, EP)	
2.3 Produce and present annual reports that assess student success (see Initiative 5.7)		Scorecard and EMP Presentations				Office of Research and Planning (ORP) will make annual reports to Academic Senate.			
2.4 Expand the use of the early alert systems				X				(SEP, MP, EP)	
2.4.1 Fully implement SARS early alert system								Completely implemented	
2.4.2 Increase the number of faculty who submit reports by 10% a year		2014-15 count							
2.5 Improve performance on all—Student Success Scorecard measures¹⁰				X					
2.5.1 Completions		35.6%		X		.5%		2.5 %	
2.5.1.1 Degrees (calculated separately)								(SEP, MP, EP)	
2.5.1.2 Transfer (calculated separately)								(SEP, MP, EP)	
2.5.2 Persistence		55.5%		X		.5%		2.5 %	
2.5.3 30 units		58.5%		X		.5%		(SEP, MP, EP)	
2.5.4 Remedial Math		28.8%		X		.5%		(SEP, MP, EP)	
2.5.5 Remedial English		25.2%		X		.5%		(SEP, MP, EP)	
2.5.6 Remedial ESL				X				(SEP, MP, EP)	

¹⁰The Student Success Scorecard is an annual report provided by the California State Chancellor's office that tracks the progress of first-time students in cohorts over six (6) years on seven (7) measures including persistence, completion of 30 units, remedial math, English, and ESL success, CTE success, and over all completion (SPAR).

2.6 Increase individual student success measures	69.13%		.5% per year	2.5%	(SEP, MP, EP)
2.6.1 Increase online success rates compared to traditional course format		X	Maintain a success rate higher than the state average in online		
2.6.2 Increase the graduation rate (degrees and certificates)	1,225 Degrees & Certificates				(SEP, MP, EP)
2.6.3 Increase the transfer rate			5 % increase, relative to entering class cohort	25 % increase, relative to the cohort	(SEP, MP, EP)
2.6.3.1 Increase rate to CSU	202				
2.6.3.2 Increase rate to UC	27				
2.6.3.3 Increase rate to private and out-of-state schools	364				
2.6.4 Increase success rate of online compared to state average		X			(SEP, MP, EP)
2.6.5 Increase success rate of transfer level courses		X			(SEP, MP, EP)
2.6.6 Increase the percentage of students who succeed in CTE courses and programs	52%	X	Scorecard		(SEP, MP, EP)
2.7 Increase the use of low-cost and free online resources			Conduct focus group w/ faculty and students to identify opportunities		(TP)
2.8 Expand the number of partnerships					
2.8.1 Explore and implement programs that recruit, tutor, and mentor HS and MS students					
2.8.2 Build and maintain a partnership with Adult Schools			Pursue AB86 opportunities Pursue Ramp-up grant opportunities	Establish and maintain programs	
2.8.3 Initiate an Adopt-a-School program for local schools					(MP, EP M&PR, SEP, RP)
2.8.4 Increase partnerships with local K-12 systems to increase college readiness among feeder high schools			Pursue ASSETS Program		(EP, SEP)
2.8.5 Increase partnerships with four-year colleges	Current count				(MP, EP, EMP)
2.8.6 Increase partnerships with businesses	count				(EMP)
2.8.7 Increase the number of student interns placed in local businesses and government offices	2012-13 count				
2.8.8 Increase participation on CTE advisory groups	2012-13 count				
2.8.9 Increase partnerships with community organizations	2012-13 count				
2.8.10 Maintain an up-to-date curriculum		X			
2.9.1 Maintain a curriculum that is relevant to		X			

community needs						
2.9.2 Make better use of web content for online and traditional courses			X			(SEP, MP, EP, RP, TP)
2.9.3 Educate the whole person—as measured by the core competencies (academic, social, ethical)	Campus climate survey					(EMP, PR, MP)
2.10 Encourage greater full-time enrollment	Current count					(SSI, MP, EP)
2.11 Use SLOs/SAOs in an ongoing, systematic cycle of continuous quality improvement						(EMP, PR, MP, SLO)
2.11.1 Reach and maintain 100% assessment in active courses in the college catalog, offered on the schedule in some rotation.	2012-2013 Count		90%			
2.11.2 Reach and maintain 100% assessment of SLO's and evaluation as per the Student Learning Outcomes Plan (course and program)						
2.12 Increase the number of students with terminal education plans—reach and maintain 100%	Current count				100%	(EMP, PR, MP)
2.13 Empower students						(EMP, PR, MP)
2.13.1 Increase the number of students who participate in campus clubs and organizations	28% (CC Survey)		-10%	+3	+15	(MP, SEP, GP)
2.13.2 Increase the number of students who participate in learning committees	2012-2013 count		-5%			
2.13.3 Increase the number of personal growth workshops	2012-2013 count					
2.14 Maintain and establish the appropriate ratio of full-time to part-time faculty	FA12: 31% FT FA13: 30% FT			Maintain state average – 2013FA = 30% FT http://data.maricopa.edu/FacultyStaff/Demo.aspx		
2.15 Increase the number of grant opportunities to support of student success	Current proposal count					
2.16 Improve student tracking (Initiative 5)	Current data tracking procedures				90% accuracy for students while they are on our campus, 80% for transfers, 60% to employment	

(3) Communication, Culture, & Climate (objectives)

Strategic Initiative 3: SBVC will promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus					
Goal 3: Communication, Culture, and Climate	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
3.1 Promote a sense of community and solidarity within the campus (students, staff, faculty)					(M&PR, MP, PDP, FD)
3.1.1 Sponsor regular alumni events.	No events		2 per year	4 per year	
3.1.1 Encourage campus organizations, alumni association, foundation, etc., to sponsor more faculty and staff type events (bowling with alumni, pizza night, happy hour)	No events		2 per year	4 per year	
3.1.2 Publicize campus events in local newspapers to improve the visibility of college sports, cultural events, and educational programs	2012-13 Count*		One news release a week	At least 52 news released a year	(M&PR)
3.1.4 Provide Increased access to campus information	SBVC Website HP page-views: 2,364,121 Unique HP page-views (undup): 1,768,993		50% increase in website and social media traffic	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)
3.1.5 Increase the use of social networking tools, i.e., Facebook	-Count for total weekly likes = 7,484, -Count for average weekly engaged users = 313.		50% increase in likes; 50% increase in engaged users;	Double the website and social media traffic	(M&PR, MP, PDP, MP, TP)
3.1.6 Provide a website that is user-friendly.	85% of students agree		1% increase per year	90% of students and employees will say	
3.2 Promote budgetary transparency (regular updates)					

3.2.1 Inform employees about the SBVC and District budget	2012-13 CC Survey			80% of employees will say that they are informed	
3.2.2 Provide regular campus communiques about budget and planning	Current count		Provide 1 budget summary a semester	Provide 1 budget summary a semester	(M&PR, BP)
3.2.3 Improve access to regular board of Trustees meeting updates	2012-13 count		Distribute board minutes after every meeting	Distribute board minutes after every meeting	(M&PR)
3.2.4 Hold campus-wide information forums	2012-13 count		Increase by 2 per semester	Minimum of 3 forums a semester	(M&PR, EMP, RP)
3.3 Disseminate committee minutes and all plans online.	2012-13 count		Increase count of committee minutes by 25% a year	100%	
3.4 Build community recognition and networks by capitalizing on the deep roots and history of the campus	Community survey 2013-14 (3.6)		Establish new benchmark w/ Fall 2014 community awareness survey		(M&PR, TP, RP)
3.6 Establish a SBVC historical archive in the library-accessible online					(M&PR, RP, librarian)
3.5 Expand and enhance local business and community awareness of the campus	Community survey 2013-14 (3.6)		Increase community awareness by 5% with every survey	25% increase in awareness of campus and programs	(M&PR, MP)
3.6 Conduct community surveys to measure awareness of campus and programs.	Golden & Golden 2005			Bi-annual community surveys	
3.7 Increase partnerships with local businesses and community organizations (also see 2.8)					(M&PR, MP, EP)
3.7.1 Partner with local vendors for services they can provide-encourage them to offer bids	Current partnership count		Increase count by 10% per year.	Increase count by 50% per year.	(BP)
3.7.2 Explore an Adopt-a-Business program			Present the idea to advisory group members		(M&PR, RP)
3.7.3 Explore an Adopt-a-Student Program for businesses			Present the idea to advisory group members		
3.7.4 Encourage all members of the campus community to participate in local community organizations	Distribute a survey to establish		Increase by 10% per year	Increase by 50%	(M&PR, SEP, PDP)
3.8 Build stronger relationship with the SBVC foundation			Increase the number of presentations to foundation board form campus; from foundation members to the campus		
3.9 Ensure good customer service in all campus offices	CC Survey results				
3.10 Identify a clear identity for the campus	CC Survey results		Improve branding responses by 20% a year	Double positive branding responses	(M&PR)

	3.11 Work with District to streamline and expedite campus hiring practices					
	3.12 Improve campus morale	20% report high morale			Increase the number of employees who report high morale by 10% a year	Increase by 50%
	3.13 Promote and embrace diversity (students, staff, and faculty)	83%			Increase satisfaction with diversity by 2% a year	Increase by 10%
						(M&PR, TP, RP, SEP, EP)

Strategic Initiative 4: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

Goal 4: Leadership and Professional Development		Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
(4) Leadership & Professional Development (objectives)	4.1 Reduce the manager turnover--fewer interims/more permanent managers					
	4.1.1 Complete a district salary study and implement recommendations			Review the study		
	4.1.2 Identify and achieve recommended ratio of managers to FIES/FIEF					
	4.1.3 Increase the average tenure of managers	2012-13 measures				
	4.1.4 Provide career ladder information					
	4.1.5 Institute a mentorship program					
	4.2 Improve access to a wide variety of professional development activities that keep pace with a changing educational and technology environment					(PDP)
	4.2.1 Provide up-to-date training on campus policies and procedures			Provide ongoing workshops through professional development	Provide sessions each semester	(PDP)
	4.2.2 Provide ongoing training to faculty who teach online courses that keeps pace with emerging technology	Blackboard		Provide ongoing workshops through professional development	Provide sessions each semester	(PDP)
	4.2.3 Provide leadership training	Annual Managers training and Classified Senate Leadership conference (CCLC)		Provide annual training opportunities		
	4.2.4 Provide training in partnership with technology department	2012-13			10%	50%
	4.3 Encourage faculty and staff to participate in professional organizations			Provide incentives for faculty and staff to attend conferences, workshops and other		(PDP, M&PR)

	4.3.1 Improve professional development publicity									
	4.3.2 Maintain an up to date easily accessible professional development calendar									(PDP, M&PR)
	4.4 Maintain a personal achievement inventory for faculty and staff									
	4.5 Establish partnerships with other community colleges								Add one per year	Five new partnerships

Strategic Initiative 5: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

Goal 5: Effective Evaluation & Accountability					
	Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility center
5.1: Maintain up-to-date information on campus indicators					
5.1.1 Conduct regular campus climate surveys for faculty, staff, and students	Surveys completed by fall 2013				(RP)
5.1.2 Conduct annual SWOT surveys and focus groups	Conducted August 2013		Conduct SWOT surveys and focus groups annually		(SEP)
5.2 Maintain current evaluation data on all support and retention programs	5 out of 15 programs completed an EMP = 33.3%			100% of the 15 support and retention programs will complete yearly EMPs.	(EMP, RP, PR)
5.2.1 Improve data systems for tracking students over time (capture longitudinal data for cohort tracking)	Informers/ ARCC 2.0				
5.2.2 Review the validity of Campus Climate Survey questions bi-annually	2013 review				College Council: (RP)
5.2.3 Improve data quality for current students, transfers, and graduates					(RP, MP)
5.3 Improve and maintain effective Program Review procedures	surveys will begin fall 2014 (for spring 2013 program review)		PR process evaluation surveys will be distributed to all departments that undergo program review		(PR, EMP)
5.3.1 Generate EMP one-page sheets annually			Continue current activity		(EMP, PR)
5.3.2 Evaluate the format and content of the EMP data sheets—revise as recommended					(RP)
5.3.3 Conduct annual needs and efficacy reviews of scheduled programs					(PR, RP)
5.3.4 Produce annual reports analyzing employment data					

(5) Effective Evaluation & Accountability (objectives)

5.3.5 Produce annual reports analyzing enrollment trends and local demographic trends. (Goal 5)						
5.4 Evaluate all campus plans regularly						(RP)
5.4.1 Regularly evaluate data quality and recommend methods for improvement.						
5.4.2 Maintain a library of campus effective measures in a form accessible to the campus						
5.4.3 Evaluate the validity of strategic objectives, measurement procedures, and time-tables for long-term targets					Use a rating system to conduct an annual evaluation of the validity of each strategic initiative measure.	
5.4.4 Evaluate the validity of strategic goals & initiatives every five years					Hold campus-wide and community meetings to evaluate and reset goals	CC
5.5 Maintain up-to-date accreditation self-study evidence (RP)						RP
5.6 Produce and present annual reports that assess student success (see Initiative 2.3)						
5.7 Improve customer service	Constituents' Average: 54% (Breakdown: Mgr: 63%, Fac: 53%, Class: 30%, Student: 68%)				75% of students and employees will indicate that they are satisfied with the customer service they receive.	(PDP, RP)
5.9 Measure satisfaction with assessment and placement.	Current P&P results				80% Student (math, English, reading) 75% Faculty (Math, English, Reading) will report proper placement	(RP)
5.8 Manage grant expenditures and align them with grant objectives.	Survey of grant stakeholders				80% will stakeholders will indicate satisfaction management and alignment	(GP)

DRAFT

Strategic Initiative 6: SBVC will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees, and community.

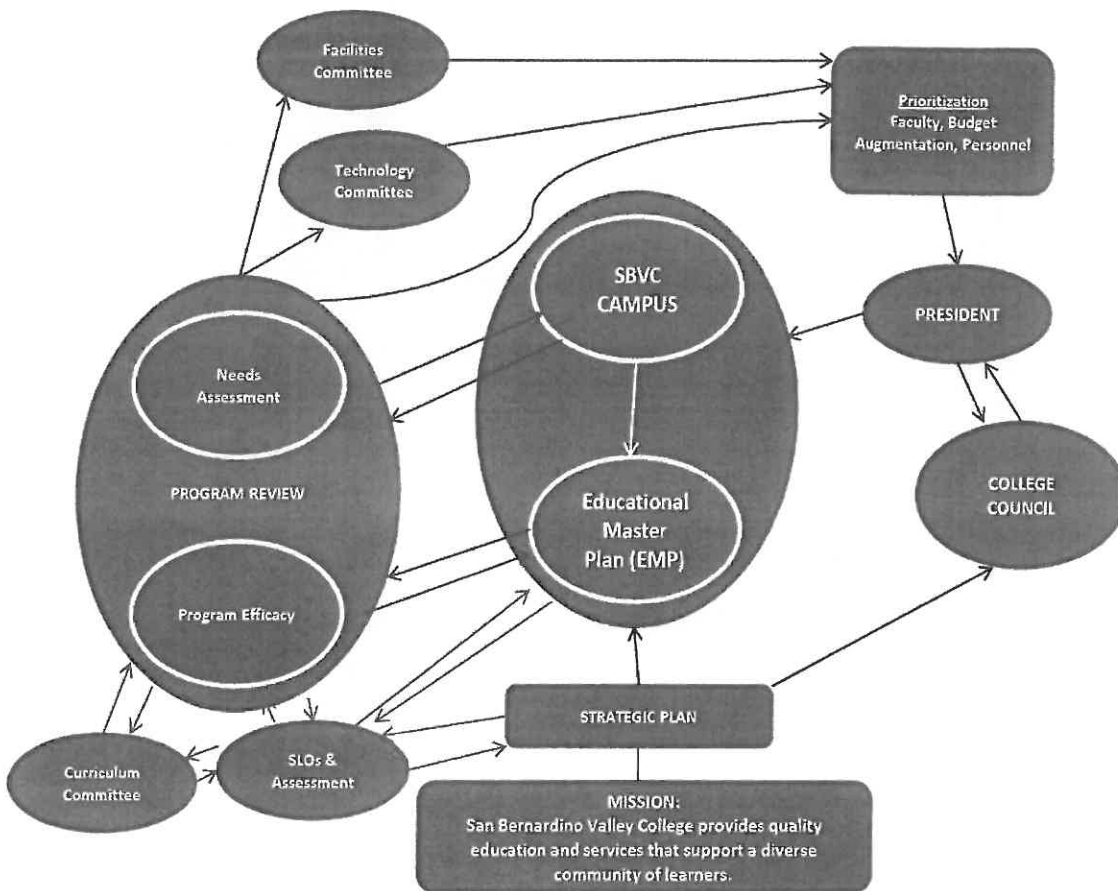
Goal 6: Facilities		Benchmark 12-13 year	ISS	Annual Target	5-year-Goal	Campus Plans and Responsibility Center
(6) Facilities (objectives)	6.1 Conserve resources					
	6.1.1 Define, advertise, and expand our recycling program					(SP, FP)
	6.1.2 Explore the possibility of installing solar power collectors					
	6.1.3 Improve heating and cooling system					(SP, FP)
	6.1.4 Maintain landscaping that is attractive and well suited to the climate					(SP, FP)
	6.1.5 Support the sustainability committee (integrate sustainability planning objectives into this plan)					(SP, FP)
	6.1.6 Expand the use of the campus garden by the culinary program					
	6.1.7 Encourage the use of digital archiving to minimize the unnecessary use of paper filing					
	6.2 Maintain a safe and secure environment			Install more surveillance cameras around campus (2) Provide more police patrol (3) Conduct a minimum of 2 preparedness drills a year (4) Maintain visible and working emergency phones around campus		
	6.2.1					
	6.3 Improve campus signage	Signs count		CC survey about sign (increase level of satisfaction by 5% per year)		(FP)
	6.4 Continue with facilities improvement plan			Upgrade technical building (2) Build/improve gym complex (3) Explore plans to restore the swimming pool facilities		(FP)
	6.5 Develop and maintain adequate parking	Classified: 55%		75% of students and employees will indicate that they are satisfied with the parking		

				availability.		
6.6 Provide exemplary technology and support while maintaining fiscal and environmental responsibilities	All CC Surveys: 72% (CC_Mgr: 85%, Fac: 70%, Class: 60%					
6.6.1 Hardware and software for employees	514 staff computers/719 staff = 72% have their own computers 492 current OS & apps/514 computer = 96% are up to date					
6.6.2 Current hardware and software for employees	1094 computers/11,781 students = 1064 Current OS/1094 computers =97% of OS are up to date					
6.6.3 Current hardware and software for students	11,781 students/ 1094 computers 1064 Current OS/1094 computers =97% of OS are up to date					
6.6.4 Explore a technology fee	Discussion resulted in no plans for a technology fee			Place item on the agenda in College Council		
6.6.5 Pursue grant opportunities for facilities expansion				Review grant opportunities for appropriateness each year	Submit at least one proposal	

PLAN CODE			
-(EMP)	Educational Master Plan	-(RP)	Research Plan
-(EP)	Enrollment Management Plan	-(SEP)	Student Equity Plan
-(GP)	Grants Plan	-(TP)	Technology Plan
-(MP)	Matriculation Plan	-(SP)	Sustainability Plan
-(M&PR)	Marketing and Public Relations	-(BSP)	Basic Skills Plan
-(PDP)	Professional Development Plan	-(SLO)	SLO Plan

Appendix A-1

San Bernardino Valley College Planning Model



Appendix B

Plan Alignment

SBVC and SBCCD are linked to the California Community College System strategic goals.



Appendix C

The timetable for the 2013-2018 planning cycle is outlined below:

Planning Events Time Table	Beginning Date
Evaluation of progress toward meeting strategic initiatives for 2008-2013 planning cycle.	January 2012, January 2013
Review mission statement in	Check College Council minutes
Focus groups on progress	
Educational Summit old goals and new goals	January 2013
SWOT Surveys	March 2013-May 2013
Focus group with faculty committees	March and April 2013
Focus group with classified senate	February 2013
Focus group with community group	April 2013
Focus group with foundation members	April 2013
Data presented to College Council to identify themes	May 2013
Campus Climate Surveys	
Sub-committee formed	November 2013
Environmental Scan	August 2013
Themes used to establish new goals and strategic initiatives	May, August, September 2013
Final review by committee	February 2014
Review by members of the campus community	March 2014

Appendix D

Diversity Statement

San Bernardino Valley Community College recognizes the inherent dignity of all individuals. We believe that students and staff are enriched by interaction with others whose backgrounds and perspectives are different from their own. We will continue to celebrate diversity and foster an environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds. We encourage the application of ethical practices and policies. We are committed to welcoming and extending the privileges of academic life to all. We value the cultural and intellectual diversity of the populations we serve because it enriches our lives and the community as a whole, promoting access, equity, and excellence. (Adapted from the statements of Texas Technical University (TTU) and the University of California, Riverside (UCR)).

SAN BERNARDINO VALLEY COLLEGE

Adopted by College Council, May 23, 2007

Institutional Guiding Principle: We are committed to quality and excellence in all of our efforts.

Guiding Principles

We are committed to:

- providing opportunities for acquiring educational and support services.
- providing a safe, welcoming, culturally rich learning-centered environment.
- upholding standards of accountability, continuous improvement, and conscientious resource management.
- encouraging community involvement and dialog.
- helping students succeed in their educational and career goals.
- creating An educational environment which utilizes state-of-the-art technology.

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

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**SBVC Self-Evaluation
Addendum
September, 2014**

Update of the Standards

Standard I

Correction page 81: Reference to Tables 7 and 8 to support the statement that " 74% of students are unprepared for college-level work...." is incorrect. 74% is also an incorrect figure. The 74% in refers to students in 900 level course only. It does not include courses that may be certificate applicable, but not transfer level course. Table 14, on page 83 is much more accurate. It indicates that 98% of students assess into pre-transfer courses. The tables below provide a three-year view of these data:

English Readiness	2010-11	2011-12	2012-13
Pre-Transfer English	79.3%	80.9%	78.7%
Transfer-level English	20.7%	19.1%	21.3%

Math Readiness	2010-11	2011-12	2012-13
Pre-Transfer Math	89.6%	91.0%	98.0%
Transfer-level Math	10.4%	9.0%	2.0%

Update of Table 17. Faculty Survey Responses

NOTE: ALL TABLES WILL BE UPDATED TO INCLUDE NUMBER OF RESPONDENTS FOR ALL AREAS

Question	Faculty - 2010	Faculty - 2011	Faculty - 2012	Faculty - 2013	Faculty 2014
In general, I am aware of the faculty/staff role at the college in	90% (45) agree	n/a	68% (39) agree	n/a	n/a
The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	53% (26) agree	n/a	34% (19) agree,	n/a	n/a
I have been given the opportunity to participate in the planning process for my division.	n/a	66% (47) agree	n/a	59% (24) agree	63% (27) agree
The district/college mission statement guides institutional priorities.	n/a	50% (34) agree	n/a	44% (17) agree,	52% (23) agree
I am satisfied with program review procedures.	n/a	54% (37) agree	n/a	51% (20) agree,	n/a

n/a= question not aligned

Question	Classified - 2010	Classified - 2011	Classified - 2012	Classified - 2013	Classified 2014
I am familiar with the SBVC mission.	98% (48) agree	98% (36) agree	n/d	94% (47) agree	95% (48) agree
My job contributes to the SBVC mission and vision.	96% (45) agree	97% (37) agree	n/d	88% (42) agree	94% (42) agree
SBVC sets goals to improve effectiveness.	80% (39) agree	n/a	n/d	69% (33) agree	73% (39) agree
Improving institutional effectiveness is valued throughout SBVC.	71% (35) agree	n/a	n/d	57% (30) agree	59% (32) agree
SBVC has an ongoing and systematic cycle of evaluation and improvement.	76% (36) agree	n/a	n/d	55% (27) agree	69% (37) agree
Student learning needs are central to the planning, development, and design of new facilities.	63% (31) agree	n/a	n/d	58% (25) agree	54% (23) agree
The college establishes governance structures, processes, and practices to facilitate effective communication among the institutions' constituencies.	60% (31) agree	41% (15) agree,	n/d	39% (18)	47% (25) agree

n/a = questions not aligned

n/d = no data due to software error

Standard II

The table below reflects the percentage of courses, programs and institutional core competencies that have achieved ongoing assessment after the Spring 2014 Data Collection Sheets were submitted. Three-year evaluations of Courses and Programs are in mid-October.

Cumulative Ongoing Assessment of Outcomes	thru 2012/2013	thru Fall 2013	Thru Spring 2014
SLOs	71%	85%	98%
PLOs	2.9%	20%	+/- 22%
Institutional	100%	100%	100%
SAOs	89%		

Page 191: Student complaint/grievance process that states that records are maintained in Office of Student Life for 5 years describes a new procedure the campus is implementing and is detailed in the Actionable Improvement Agenda update and in Appendix A & B. Previously, records of student grievance/complaint were maintained by the Division Dean.

SBVC Library has increased the number of e-books offered to 151,000 titles.

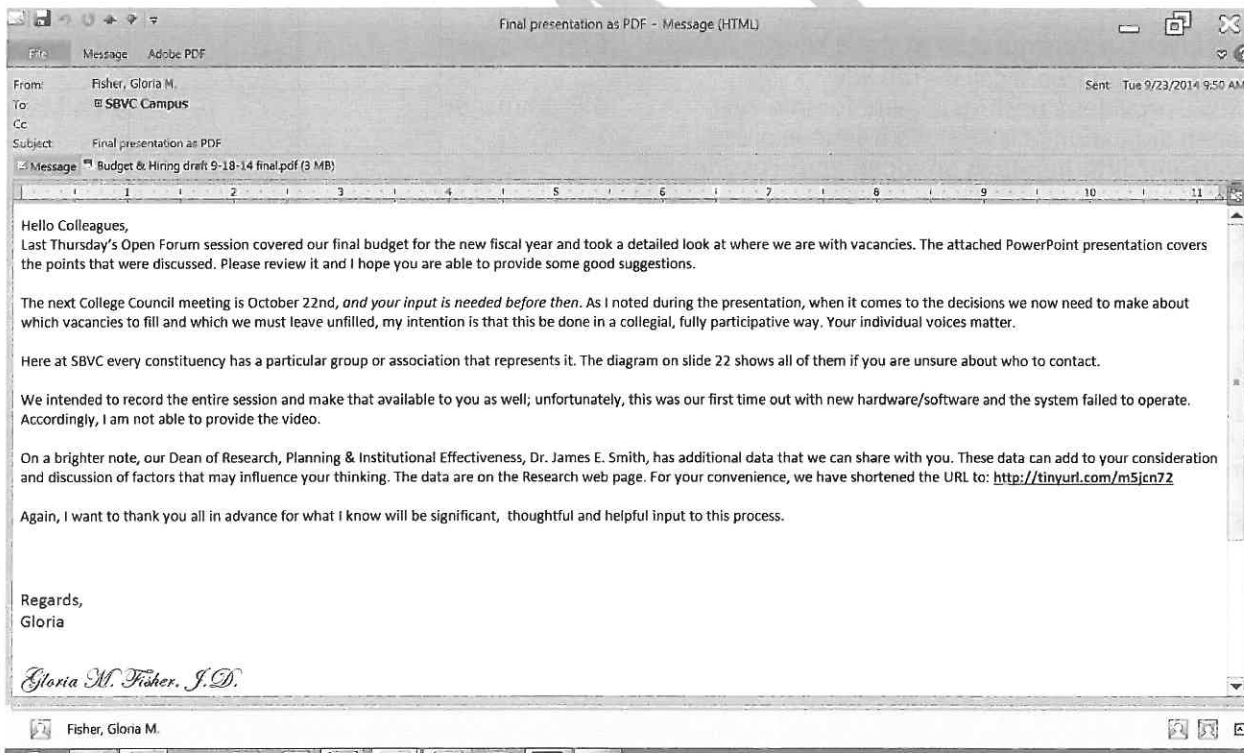
Standard III

Page 250: CSEA and the District reached agreement on salary increases in July, 2014.

Evidence requested for Standard III

- Most recent Actuarial Study pertaining to Other Post-employment Benefits (OPEB) - - Annual Reports - 2014 Futuris Public Entity Investment Trust Report
- 2010-11 SBCCD Financial Audit Report - Larry Strong - Annual Reports - Audit Annual Reports, 2010-2011
- Multi-year forecasting (page 306) - Fiscal Services Information & Reports - Final Budget -- Fiscal Year 2014-15, pp. 69-72
- Evidence pertaining to audit being disseminated throughout the college - Annual Reports - Audit Annual Reports, Chancellor's Chat Link to Audit Reports, Board Items, January 16, 2014, p. 175
- Evidence for property liability/worker's compensation insurance below the SWACC threshold (Appendix C)

Update on Budget and Hiring presented by Dr. Gloria Fisher on 9/17/2014 and made available to the entire campus.



The Power Point presentation appears in appendix D.

Standard IV

Update of Table 28. *Campus Climate Surveys (10.15)*

Percentage of employees who agreed with the following statements	2011	2012	2013	2014
Regular information about major campus issues or events is communicated	92% (24) Classified	n/d	80% (39) Classified	75 % (40) Classified
Suggestions regarding improvement on institutional effectiveness were valued	32% (12) Classified	n/d	26% (13) Classified	28% (15) Classified
Made a contribution to college policy making	21% (8) Classified	n/d	35% (17) Classified	25% (15) Classified
Aware of their role in SBVC's planning process	62% (23) Classified	n/d	53% (26) Classified	55% (29) Classified
District and the college established and utilized effective methods of communication	62% (23) Classified	n/d	49% (24) Classified	52% (28) Classified
Receiving information from the district in a timely manner	71% Faculty		64% Faculty	70% (30) Faculty
Senior administrators encourage good communication among the administration, staff, faculty, and student populations	46% Faculty		53% Faculty	59.5%(25) Faculty
Senior administrators at the college provide effective leadership to define goals, develop plans, and establish priorities for the institution	38% Faculty		30% Faculty	41.5% (17) Faculty
Employees are encouraged to share knowledge and work collaboratively	67% Managers			90% Managers
SBVC provides a positive climate for informal open discussion of issues <i>and</i> free to express divergent/differing views on topics of discussion	60% Managers			74% Managers
College leaders encourage all members of the college communities to take initiative in improving institutional effectiveness		50% Managers	63% Manager	n/a
Faculty/staff exercise a substantial voice in matters related to the development of institutional policies		50% Managers	50% Manager	n/a
Agree that staff involvement on committees assures that they have a voice in college policymaking		57% Managers	63% Manager	n/a
Representatives from all employee groups are involved in the planning process	48% (17) Classified	n/d	54% (27)	51% (27) Classified

Update of Table 30. IV.A.3. Selected Campus Climate Survey Results

Percentage of employees who agreed with the following statements	2010	2011	2012	2013	2014
Faculty/staff exercise a substantial voice in matters related to the development of institutional policies			63% Faculty 50% Managers		76% Managers (n/a) (composite)
Satisfied with the role that the faculty plays in the development and review of institutional policies for governance and decision making				37% Faculty	50% (21) Faculty
Staff involvement on committees assures that they have a voice in college policymaking.	56% (29)	21% (8) Classified staff	n/d	54% (27) Classified staff	50% (27) Classified staff
Agree that the college establishes governance structures, processes, and practices to facilitate <i>effective communication</i> among the institution's constituencies	60% (31) Classified staff 63% Faculty	41% (15) Classified staff 60% Faculty		76% Managers 39% (19) Classified staff	46% (25) Classified
The district and the college have established and utilized effective methods of communication with classified staff.	66% (34) Classified staff	62% (23) Classified staff		49% (24) Classified staff	52% (29) Classified staff
There is adequate coordination between the campus and the district.		23% Managers			45% Managers
The decision-making structures and processes are regularly evaluated, and the results are widely communicated to all members of the college community.				63% Managers	n/a
Senior administrators encourage good communication among the administration, staff, faculty, and students		46% Faculty			59.5% (25) Faculty
					59.5% Faculty

Update of Table 31. IV.A.5. Selected Campus Climate Survey Results

Percentage of employees who agreed with the following statements	2010	2011	2012	2013	2014
The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college	53% (26) Faculty		34% Faculty 67% Managers		n/a
SBVC promotes sufficient consultation about important decisions.		48% Faculty 60% Managers			64% managers n/a Faculty
The role of leadership is regularly evaluation.			67% Managers 37% Faculty		n/a
SBVC has an ongoing and systematic cycle of evaluation and improvement.	76% (36) Classified staff	n/d		55% (27) Classified staff	69% (37) Classified

PROGRESS ON ACTIONABLE PLANNING AGENDA

Institutional Effectiveness

I.B.2

SBVC will incorporate SLO/SAO data into EMP one-sheets. *[Office of Research, Planning and Institutional Effectiveness]*

- SLO/SAO data is not currently available in a database that allows for integration into EMP one-sheets. SLO/SAO data is hand entered into EMP one-sheets upon request. This actionable planning agenda item is linked with II.A.1.b

SBVC will revise the SBVC Planning Model. (II.D.1.a) *[College Council and appropriate collegial consultation committees, fall 2014]*

- Update on SBVC Planning Model Revision at 9/10/14 College Council Meeting
- Review of SBVC Planning Model Revision at 9/24/14 College Council Meeting

I.B.3

SBVC will determine appropriate course of action regarding institution-set standard for certificates awarded. *[Academic Senate, College Council, Dean of Research, Planning and Institutional Effectiveness, 2014-2015]*

- Upon review of data by the Dean of Research, Planning and Institutional Effectiveness it was determined that SBVC met the institution-set standard [I-SS] for certificates for the following reason: 2012-2013 reported to ACCJC which represents the number of students who received a degree or certificate was measured against historical data that represents the number of degrees and certificates awarded. Once the 2012-2013 data was corrected to represent the number of degrees and certificates awarded, it was apparent that SBVC met (Appendix E) the I-SS.
 - Reported at College Council 9/10/14 (verbal) & 9/24/14 (written)
 - Reported at Academic Senate 9/17/14 (written)

I.B.4

SBVC will compile, analyze, and distribute the results of the Committee Self-Evaluation survey in fall 2014. (I.B.5, I.B.7) *[College Council, 2014-2015]*

- Results reported to College Council 9/10/14 (Appendix F)

I.B.7

SBVC will prepare and conduct a validity check of the evaluative measures for the Strategic Plan. *[Dean of Research, Planning and Institutional Effectiveness, spring 2015]*

Instructional Programs

II.A.1.b

SBVC will gradually implement SLO software for easier outcomes tracking, evaluation, and analysis. (II.A.6) *[ASLO Committee, 2014-2015]*

- Discussed at ASLO meeting on 8/28/14 and determined that SLO software implementation should be a part of the spring 2015 discussions.

II.A.2.i

SBVC will conduct a campus-wide review of SLO processes during spring 2015 to further discuss and shape SBVC's future vision for SLOs at the course, program, and college levels. *[Academic Senate, ASLO Committee, spring 2015]*

- Initial dialogue took place at the Academic Senate Retreat; Academic Senate meeting on 8/20/14; and ALSO meeting on 8/28/14. It was determined that;
 - ASLO Committee should start pre-planning for spring 2015 dialogue.
 - Instructional Outcomes, Student Services Outcomes, and Administrative Services Outcomes should be discussed separately.

II.A.5

SBVC will develop strategies to track employment rates. *[Office of Research, Planning and Institutional Effectiveness]*

- SBVC has contracted with the Gradcast Company, an online job search assistance service, to assist student with finding jobs and assist the campus with tracking employment rates.

II.A.7.c

SBVC will complete a review of board policies and administrative procedures according to a designated cycle, in coordination with the SBCCD. (II.B.2.c, III.D.3.a)

- In progress in District Assembly (9/2/14); College Council (8/27/14); and Academic Senate (8/29/14, 9/3/14)

Student Services

II.B.2.c

SBVC will update the student complaint policy. *[VPSS]*

- The VPSS is currently working with the campus leadership to streamline and track student complaints and student grievances. The VPSS and Director of Student Life have developed a draft Student Complaint Form (Appendix A) that will allow for better tracking and responding to student complaints and new text for the college catalog and website (Appendix B). The goal is to work with faculty and staff leadership to have the form in place by the start of spring semester whereby all student complaints and student grievances will begin to be tracked in the Office of Student Life. The new form will outline the procedures and track the incidents.

II.B.3.c

SBVC will implement and evaluate the SSSP Plan. *[VPSS]*

Library and Learning Support Services

II.C.1.b

SBVC will incorporate SSC CC data for campus-wide analysis and dialogue on CCs. *[ASLO Committee, Tutorial Coordinator]*

Human Resources

III.A.1.a

The recommendations of SBCCD Three-Year Staffing Plan 2014-2017 will be reviewed in fall 2014 using collegial and transparent processes and will be implemented as appropriate. (II.A.4.b, III.A.6)

- In progress
 - Chancellor's Opening Day presentation 8/15/14
 - District Assembly 9/2/14
 - Board of Trustees Study Session 9/9/14

III.A.1.b

SBVC will establish better processes for tracking and completing employee evaluations.

III.A.1.c

Professional development will provide expanded training and opportunities to engage the campus in dialogues on SLOs, learning, and success.

III.A.6

The Hayes Group Salary Study will be reviewed using collegial processes and implemented as appropriate.

- Not yet completed expected completion in October, as reported at
 - Chancellor's Opening Day presentation 8/15/14
 - District Assembly 9/2/14
 - Board of Trustees Study Session 9/9/14

Facilities

III.B.1

SBVC will review and modify as required the safety components and responsibilities of various position descriptions.

SBVC will implement a more efficient and effective process for filling vacant positions.

III.B.2.a

SBVC will utilize information and enhanced data from cost analyses, reports, and new software for more effective use of resources and for long-range planning, staffing, and budget forecasting. (III.B.2.b) *[Administrative Services]*

Technology

III.C.1.a

SBVC will move all of the District information systems into one cohesive system that allows for electronic approval and documentation.

III.C.2

SBVC will implement mobile application selected by SBCCD.

- SBVC Mobile Application will be released in October 2014.
 - College Council, 9/10/14

Budget

III.D.1

SBVC will print the mission and goals on financial planning documents so they are visible, up front and center. SBVC will include the mission and goals in the developmental budget instructions to management with direction to consider these as the budget is developed.

III.D.1.a

SBVC will review and update SBVC Planning Model. *[College Council and appropriate collegial consultation committees, fall 2014]*

- College Council 9/24/14

III.D.1.b

SBVC and SBCCD will implement the recommendations of the DBC to the Chancellor's Cabinet. (III.D.2.e)

- Assessment for KVCR, EDCT and GASB reduced or removed from 2014/2015 campus budget.
- Multi-year budget projection included in the SBCCD Final Budget Fiscal Year 2014/2015 pp 69-72.

III.D.1.c

SBVC will develop the long-range SMSR planning tool and include it in the long-range financial plans for the College.

Decision-Making Roles and Processes

IV.A.1

College Council will develop plans to improve trends in campus climate and Committee Self-Evaluation surveys. (IV.A.3, IV.A.5)

- Committee Self-Evaluation Survey, Update of Campus Climate tables used in Self-Evaluation, and 2014
- 2014 Campus Climate Surveys results reviewed at College Council 9/24/14

IV.A.5

Campus climate surveys will be coded to enable longitudinal study. *[Office of Research, Planning and Institutional Effectiveness]*

Board and Administrative Organization

IV.B.2.e

SBVC will hire a permanent president for SBVC during the 2014-2015 academic year.

- SBVC President position was posted on district website 9/1/14. Position is cross listed in a number of academic journals and job sites, including ; *The Chronicle*, *CCC Registry*, *Hiredjobs.com*, *Women in Higher Ed*, *Hispanic Outlook*, *Journal of Blacks in Higher Ed*, *Asians in Higher Ed*, *ACCA*, *Tribal College Journal*, and *HACU - Hispanic Association of Colleges and Universities*
- Position announcement timeline includes a campus forum and January start date (Appendix G).

IV.B.3.c

SBVC will develop multiyear budget projections.

Copy of letter addressing Third Party Comment

Commission Policy on Public Notification of an Evaluation Visit and Third Party Comment

- The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

San Bernardino Valley College notifies the campus community of the date and purpose of each educational quality and institutional effectiveness review and any Follow-Up Reports or team visits requested by the Commission in the following ways.

- As per the Accreditation Self-Study pp. xiii, item C, SBVC maintains its accreditation status and informs the public of accreditation activities via the SBVC Website.
 - Archives of the Campus Website show that information about the Self-Evaluation and fall 2014 Accreditation Visit was available as early as May 2011 and included links to ACCJC publications (Appendix 1).
 - Archives of the Campus Website show that a direct link to ACCJC's home page, which includes information about how to contact ACCJC, has appeared as early as July 20, 2013 (Appendix 2).
 - The Campus Accreditation Website has included the dates of the Accreditation site visit since April 2014 (Appendix 3).
- Information about the Accreditation Self-Evaluation and the Accreditation site visit has been distributed to the campus via e-mail. For example;
 - E-mail of the letter verifying the dates of the site visit was sent on 3/28/14 (Appendix 4).
 - E-mail announcing the submission of SBVC's Self-Evaluation and the dates of the site visit was sent campus wide on 8/4/14 (Appendix 5).
- The District Website includes a compliance page which allows anonymous third-party comments (Appendix 6). Comments are forwarded to the appropriate body for investigation.
- The SBVC College Catalog has historically included ACCJC's contact information and SBVC Class schedules include an accreditation statement naming ACCJC and WASC (Appendix 7).
- As per the Accreditation Self-Study pp. vi, item 20 information regarding formal and informal complaint processes is provided in AP 3430.
- As per the Accreditation Self-Study pp. vii, item 21 "SBVC is committed to working with the Commission...and complies with all Commission requests, directives, decisions and policies, and strives for all documents to be complete, accurate, and honest."

SBVC has related information about the Self-Evaluation and the site visit at a number of meetings and workshops, including, but not limited to;

- Opening Day Spring 2013, Fall 2013, Spring 2014 and Fall 2014
- Adjunct Orientation Spring 2014 & Fall 2014
- First draft forums Fall 2013
- Discussion forums Spring 2014
- Accreditation discussions have taken place in local constituencies and campus committees, including, but not limited to;
 - Board of Trustees
 - College Council
 - Academic Senate
 - Classified Senate
 - CSEA

All meetings are open to the campus community and the public.

- Students have participated in the accreditation process in the following ways
 - Students have representation on most collegial committees
 - Students have representation on the Board of Trustees
 - Student Government was specifically involved in editing Standard IIB
 - Students participated in the self-evaluation forums
- The institution stands ready to cooperate with the visiting team and assist with follow up on third party comment. Currently, the institution has not received notification of third party comment.
(Attachments not included, available upon request)

Appendix

Appendix A: San Bernardino Valley College Student Complaint/Form

DRAFT: SAN BERNARDINO VALLEY COLLEGE STUDENT COMPLAINT/INCIDENT FORM

Students are encouraged to resolve complaints at the appropriate level of the dispute. Any complaint about a grade, an instructor, or a course should be first made to the instructor involved. However, should this approach fail or be inappropriate, students may submit a written complaint through the Office of Student Life or the Division Dean. A Student Complaint/Incident Form may be found on the Office of Student Life website at <http://www.valleycollege.edu/current-students/student-life>. All pertinent information should be listed on the Student Complaint/Incident Form including date, time, location, parties involved, witnesses, any attempts to resolve the issue, and desired resolution. Forms submitted without contact information will not be processed. All official complaints/Incidents must be made in writing. Once received, the complaint will be forwarded to the appropriate college official for review, and the complaint will receive a response as soon as possible. If the complaint is related to faculty/instruction, please see the Department Chair or Division Dean. For matters regarding, grade appeals, student grievances, discrimination or sexual harassment, please refer to the college's policies relating to those matters. This form should **NOT** be used to submit complaints or grievances regarding:

??Harassment ??Disabilities ??Grade Appeals ??Student Conduct Appeals

Please see the student handbook for additional information.

If this is an emergency situation, please contact campus safety and police at (909) 384-4491.

If you have questions about this form or would like to speak with a staff member about your complaint, please contact Carolyn Lindsey, Director of Student Life at: (909) 8282 or clindsey@valleycollege.edu.

PROCEDURES:

The Academic or Student Services Dean that has oversight of the department in which the complaint was made will investigate student complaints.

- The complaining party will be interviewed by the Dean or Director.
- The investigation may include contact with other parties involved.
- If appropriate, efforts may be taken to resolve a conflict by bringing parties together for discussion.
- Supervisors of employees may be contacted if complaints involve their areas.
- Complaints related to a college Dean should be referred directly to the Vice Presidents for Academic Affairs or Student Services.

- Written decisions will be sent to all parties involved.
- A record of complaints will be maintained in the Office of the Dean that investigated the complaint.

DRAFT



COMPLAINT/INCIDENT FORM

Student ID#: _____ Last Name: _____ First Name: _____

CONTACT INFORMATION:

Daytime Phone Number(s): _____

Email: _____

Date/Time of the incident: _____ Did this incident occur on campus? Yes ☐ No ☐

Did the incident include: ☐ Student ☐ Faculty ☐ Staff ☐ Other

Name the Party(ies) Involved:

INCIDENT SUMMARY: (If more room is needed, please attach a separate sheet of paper.)

If there were any witnesses, please list them here:

Has this incident occurred before? Yes ☐ No ☐

If so, please provide details of the previous occurrence:

Have you attempted to resolve this issue before filing the complaint? Yes ☐ No ☐

If yes, what were the results?

What is the desired resolution you are seeking for this incident?

Student Signature: _____ Date: _____

OFFICE USE ONLY

Administrator Signature: _____ Date: _____

Administrator's notes: (Use separate sheet if necessary.)

Appendix B: College Catalog & Website Text for Student Complaints**Draft: Student Complaints**

Students are encouraged to resolve complaints at the appropriate level of the dispute. Any complaint about a grade, an instructor, or a course should be first made to the instructor involved. However, should this approach fail or be inappropriate, students may submit a written complaint through the Office of Student Life or the Division Dean. A Student Complaint/Incident Form may be found on the Office of Student Life website at <http://www.valleycollege.edu/current-students/student-life>. All pertinent information should be listed on the Student Complaint/Incident Form including date, time, location, parties involved, witnesses, any attempts to resolve the issue, and desired resolution. Forms submitted without contact information will not be processed. All official complaints/Incidents must be made in writing. Once received, the complaint will be forwarded to the appropriate college official for review, and the complaint will receive a response as soon as possible. If the complaint is related to faculty/instruction, please see the Department Chair or Division Dean. For matters regarding, grade appeals, student grievances, discrimination or sexual harassment, please refer to the college's policies relating to those matters.

Appendix C: Report on Institution Set Standards for Certificates

Upon review of data by the Dean of Research, Planning and Institutional Effectiveness it was determined that SBVC met the institution-set standard [I-SS] for certificates for the following reason: 2012-2013 reported to ACCJC which represents the number of students who received a degree or certificate was measured against historical data that represents the number of degrees and certificates awarded. Once the 2012-2013 data was corrected to represent the number of degrees and certificates awarded, it was apparent that SBVC met the I-SS.

Institution Set-Standards 2012-2013

ACCJC Question	SBVC Student Achievement Data	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Institution Set Standard (One standard deviation below 7 year average)	2012-2013
14a	Course completion	65.3	60	60.6	61.7	63	63.8	67.7	60.3	70.1
15a	Combined awards	1,102	1,083	1,035	1,128	1,136	964	1,072	1,014	1,225
15b	Degree	698	693	648	707	678	598	728	635	816
15c	Certificate	404	390	387	421	458	366	344	352	409
17a	Transfer*	476	493	640	536	606	539	569	493	544

*CSUs, USCs, Private, and Out of State

Institution Set-Standards 2013-2014

ACCJC Question	SBVC Student Achievement Data	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Institution Set Standard (One standard deviation below 7 year average)	2013-2014
14a	Course completion	60	60.6	61.7	63	63.8	67.7	70.1	60.1	Coming soon
15a	Combined awards	1,083	1,035	1,128	1,136	964	1,072	1,225	1009	Coming soon
15b	Degree	693	648	707	678	598	728	816	627	Coming soon
15c	Certificate	390	387	421	458	366	344	409	359	Coming soon
17a	Transfer*	493	640	536	606	539	569	544	542	Coming soon

*CSUs, USCs, Private, and Out of State

Appendix D



Where's Our Money and Positions?

President's Open Forum

Gloria Fisher, J.D., Interim President, San Bernardino Valley College

September 18, 2014

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



Appendix E

Appendix F

Appendix G: Announcement for College President

College President, San Bernardino Valley College

Below you will find the details for the position including any supplementary documentation and questions you should review before applying to the opening. To apply to the position, please click the **Apply to this Job** link/button.

If you would like to bookmark this position for later review, click on the **Bookmark** link. To email this position to a friend, click on the **Email to a Friend** link. If you would like to print a copy of this position for your records, click on the **Print Preview** link.

[Bookmark this Job](#) | [Print Preview](#) | [Apply to this Job](#)

Please see Special Instructions for more details.

In order to receive consideration, interested candidates must submit the following documents: 1. A completed online Administrative Application. Do not state "see resume" on the application form. Paper applications will not be accepted. Incomplete applications will not be accepted. 2. A cover letter, five (5) pages or less, stating how your experiences and qualifications have prepared you to address the challenges and opportunities of this position. 3. A current resume summarizing your educational background, experience, achievements, and professional activities. 4. A list with names, contact numbers, and email addresses of nine (9) references: two (2) supervisors, two (2) direct reports, two (2) faculty members, one (1) student, and two (2) business or community leaders (candidates from sectors other than education should submit comparable references). 5. Unofficial Transcripts that show you meet the minimum education requirement for this position. Only transcripts showing the awarded minimum required degree or higher degree will be accepted. Copies of transcripts must be legible. Transcripts must be from a US accredited

institution. Transcripts from outside the US must include an official evaluation for equivalency. Copies of diplomas will not be accepted in lieu of transcripts. Official Transcripts will be required upon hire. If possible, please highlight the area indicating the degree name/major and date awarded or conferred. Applications that do not include all of the five (5) required documents will be deemed incomplete and will not be considered. The search committee will review all applications meeting minimum qualifications and conduct individual interviews with those applicants deemed most qualified. All inquiries and applications will be held in the strictest confidence by the search committee. The finalists will be interviewed by the Chancellor and will participate in public forums held on the campus prior to these interviews. Candidates invited for final interviews, and who travel more than 200 miles, will be provided reimbursement in accordance with San Bernardino Community College District policy. The new College President will be announced on or about December 11, 2014 and will assume duties on or about January 5, 2015. For more information, please contact Amalia Perez, Human Resources at (909) 382-4047 or amperez@sbccd.org. All inquiries will remain confidential. San Bernardino Community College District is an equal opportunity employer. We encourage applications from a diverse pool of candidates. As per the Clery Act of 1998, the campus security report can be found at: http://www.sbccd.org/District_Police_Department/Clery_Act.

Posting Details

Position Information

Does this position accept online application? Yes

Job Title College President, San Bernardino Valley College

Position Type Administrative

Number of Vacancies 1

Full-Time/Part-Time Full Time

Employment Period Administrative-Annual Contract

Temporary Positions

Requested Start Date 01/05/2015

Classification Title

Posting Text

Summary Description

The College President is the Chief Administrative Officer of the college and is in direct reporting relationship to the District Chancellor. The College President is responsible for administering and supervising the total college program. Plans, organizes, coordinates, directs and administers all departments, programs, activities, budgets and personnel of an assigned college within San Bernardino Community College District; participates in the development, review and implementation of District policies and procedures as they affect college activities; represents the college to the community and directs the development of quality educational programs; and provides highly responsible and complex administrative support to the Chancellor.

EXAMPLES OF DUTIES:

Examples of Duties

1. Assumes full management responsibility for an assigned college within San Bernardino Community College District including the budgets, personnel and activities of all college programs, divisions, departments and services.
2. Manages the development and implementation of goals, objectives, and priorities for assigned college and associated service area; recommends and administer policies and procedures.
3. Establishes, within District policy, appropriate service and staffing levels for assigned college; monitors and evaluates the efficiency and effectiveness of service delivery methods and procedures; allocates resources accordingly.
4. Assesses and monitors work load, administrative and support systems, and internal reporting relationships; identifies opportunities for improvement; directs and implements

changes.

5. Manages and participates in the development and administration of the assigned college budget; approves the forecast of funds needed for staffing, equipment, materials, and supplies; approves expenditures and implement budgetary adjustments as appropriate and necessary.

6. Participates in the formulation of District policy for Board consideration; develops administrative regulations and procedures, goals and objectives for the college consistent with District policy.

7. Directs professional staff in long-range education planning; develops and implements procedures for development, evaluation and revision of educational programs and related student services.

8. Directs a continuous program of research to improve colleges' programs and meet the education needs of the community.

9. Participates in and makes recommendations on the hiring and dismissal of college faculty and staff; assists in developing performance standards and is responsible for the evaluation of all academic and classified employees of the college.

10. Provides and encourages in-service training for college administrators, faculty and staff to promote professional growth, improve efficiency and quality of operations and to prepare employees for advancement.

CHALLENGES AND OPPORTUNITIES:

Reporting to the District Chancellor, the College President works collegially with campus constituencies to create excellence in all facets of college operations.

Expand access and educational opportunities for a diverse student population.

Increase the College's reputation for its exemplary educational and vocational programs and student success.

Foster mutual respect through the celebration of diverse democratic values among students, faculty and staff at the college and its communities.

Advocate for participation in activities and partnerships that will continue to strengthen the College's image, reputation, and academic capacity.

Recruit and retain talented and diverse faculty, staff, and administrators and provide them with the opportunity to achieve high standards and to succeed.

Promote opportunities for the innovative use of technology in the areas of teaching, learning, evaluations, student services, and systems improvement.

Lead the college through a challenging economic time while expanding alternate resource opportunities.

Work in conjunction with the Chancellor to meet goals and District objectives.

Education/Training and Experience:

1. A Master's Degree from an accredited college or university.

2. Five years of increasingly responsible management and administrative experience.

3. A sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students and personnel, including those with physical or learning disabilities.

DESIRED Education/Training and Experience:

1. An earned doctorate degree from an accredited college or university.

2. Two years of full time post-secondary classroom teaching experience.

The College President of San Bernardino Valley College must have the ability to be:

A student-centered leader, supportive of and experienced with the community college, consistently guided by students needs in all decisions.

An innovative educational leader, with demonstrated understanding and support of the potential of technology in an educational setting.

Minimum Requirements

Desired Qualifications

A leader who inspires and motivates others and who has a successful history of visionary leadership.

A person who inspires trust, confidence, and mutual respect.

A person of principles, integrity, personal responsibility and credibility.

A skilled and authentic communicator who facilitates communication with and among all College and community constituents.

A person who is approachable, diplomatic, empathetic, self-confident, straightforward, respectful of others, and who has a sense of humor.

A strong democratic leader who empowers staff and students in a cooperative atmosphere, with proven ability to work within a shared governance structure.

A proven leader who can diagnose and solve problems, set a strategic course of action, and make difficult choices among competing interests.

A person with proven ability to manage human, capital, and fiscal resources.

Working Hours

Flexible hours to meet the job demands of an administrative level position, typically and minimally met by working Monday through Friday 8:00am to 5:00pm.

Salary range of \$152,714 to \$185,629 per year for 12 months of service (or 246 service days).

Salary and Benefits

San Bernardino Community College District offers a comprehensive benefits package designed to meet the needs of all our employees. The College President position is offered the following package:

Medical Insurance (Anthem HMO/PPO or Kaiser); Dental Insurance (HMO and PPO option); Vision Insurance; Employee Assistance Program; STRS Retirement (employee contributes 8%); District Paid Life Insurance (\$30,000); Employee Paid Life Plan Options; Flexible Spending Accounts; Vacation Days (1.91 days per month); Sick Days (1 day per month); 15 Paid Holidays Annually; Tuition Reimbursement; \$1000 Monthly Expense Stipend; \$100 Monthly Cell Phone Stipend; \$95 Monthly Doctorate Stipend.

Posting Date

09/01/2014

Closing Date

10/15/2014

In order to receive consideration, interested candidates must submit the following documents:

1. A completed online Administrative Application. Do not state "see resume" on the application form. Paper applications will not be accepted. Incomplete applications will not be accepted.

2. A cover letter, five (5) pages or less, stating how your experiences and qualifications have prepared you to address the challenges and opportunities of this position.

3. A current resume summarizing your educational background, experience, achievements, and professional activities.

Special Instructions to Applicants

4. A list with names, contact numbers, and email addresses of nine (9) references: two (2) supervisors, two (2) direct reports, two (2) faculty members, one (1) student, and two (2) business or community leaders (candidates from sectors other than education should submit comparable references).

5. Unofficial Transcripts that show you meet the minimum education requirement for this position. Only transcripts showing the awarded minimum required degree or higher degree will be accepted. Copies of transcripts must be legible. Transcripts must be from a US accredited institution. Transcripts from outside the US must include an official evaluation for equivalency. Copies of diplomas will not be accepted in lieu of transcripts. Official Transcripts will be required upon hire. If possible, please highlight the area indicating the degree name/major and date awarded or conferred.

Applications that do not include all of the five (5) required documents will be deemed

incomplete and will not be considered.

The search committee will review all applications meeting minimum qualifications and conduct individual interviews with those applicants deemed most qualified. All inquiries and applications will be held in the strictest confidence by the search committee.

The finalists will be interviewed by the Chancellor and will participate in public forums held on the campus prior to these interviews.

Candidates invited for final interviews, and who travel more than 200 miles, will be provided reimbursement in accordance with San Bernardino Community College District policy.

The new College President will be announced on or about December 11, 2014 and will assume duties on or about January 5, 2015.

For more information, please contact Amalia Perez, Human Resources at (909) 382-4047 or amperez@sbccd.org. All inquiries will remain confidential.

San Bernardino Community College District is an equal opportunity employer. We encourage applications from a diverse pool of candidates.

As per the Clery Act of 1998, the campus security report can be found at:

http://www.sbccd.org/District_Police_Department/Clery_Act.

**Posting
Number**

2013P00319M

Supplemental Questions

Required fields are indicated with an asterisk (*).

* Please discuss your experience working with persons of diverse backgrounds (e.g., academic, socioeconomic, cultural, disability, and ethnic differences).

(Open Ended Question)

Applicant Documents

Required Documents

Resume

Cover Letter

Unofficial Transcripts

References

Optional Documents

Unofficial Transcripts 2

technology to do their job, and 72 percent of managers feel that computers, media, and software on campus are sufficient for teaching and learning.

Identification of technology needs also arise from requests for technology from departments and services that are made through the program review needs assessment process. Programs can identify and request technology not addressed by the Technology Strategic Plan through program review (8.21). The Program Review Committee collects technology requests during the needs assessment process. Program review forwards these requests to the Campus Technology Committee for review. The Technology Committee is made up of representatives from across SBVC and SBCCD. The Technology Committee then prioritizes these requests based on information sent from the program review process integrated with the principles in the Technology Strategic Plan. The Campus Technology Committee approves and prioritizes requests on a case-by-case basis. Minutes of the meetings of the Technology Committee document the decisions made by the committee (8.22). The prioritized requests are forwarded to the president's office and College Council for possible funding (8.23).

See Figure 27, the SBVC Planning Model, for a graphical representation of this process.

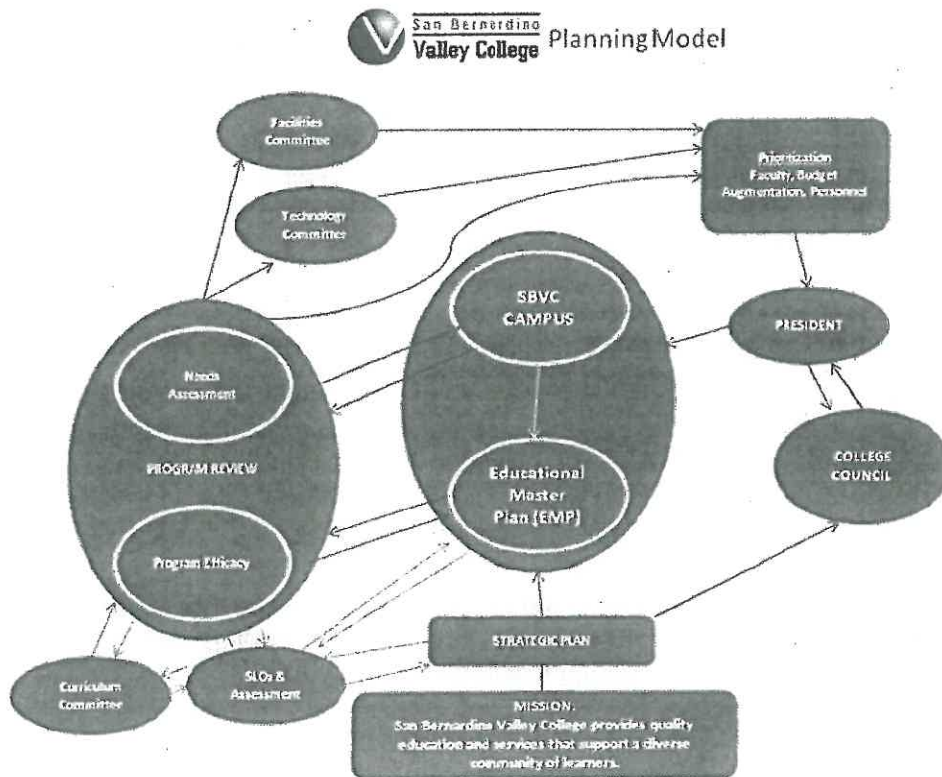


Figure 27. SBVC planning model.

Programs and members of the campus community are typically the best judge of technology needs to enhance their services. Committees or areas with specific and/or emerging

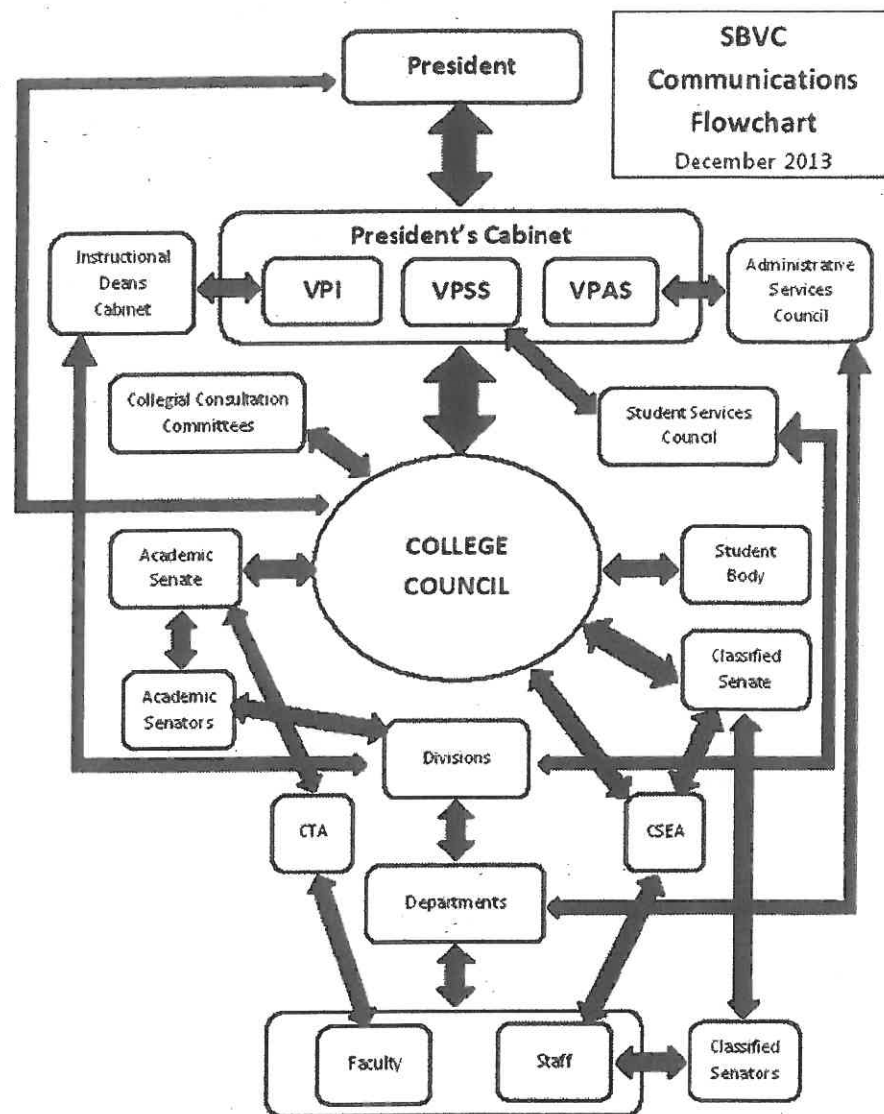


Figure 26. SBVC communication flowchart.

Dialogue is promoted in the following ways at SBVC:

Collegial consultation. Collegial consultation allows all interested members of SBVC to become involved in planning and decision-making activities. SBVC encourages managers, faculty, classified staff, and students to serve on committees. For faculty it is a function of their contractual duties (2.11). Most meetings are open to the various campus constituencies. For example, managers frequently attend Academic Senate.

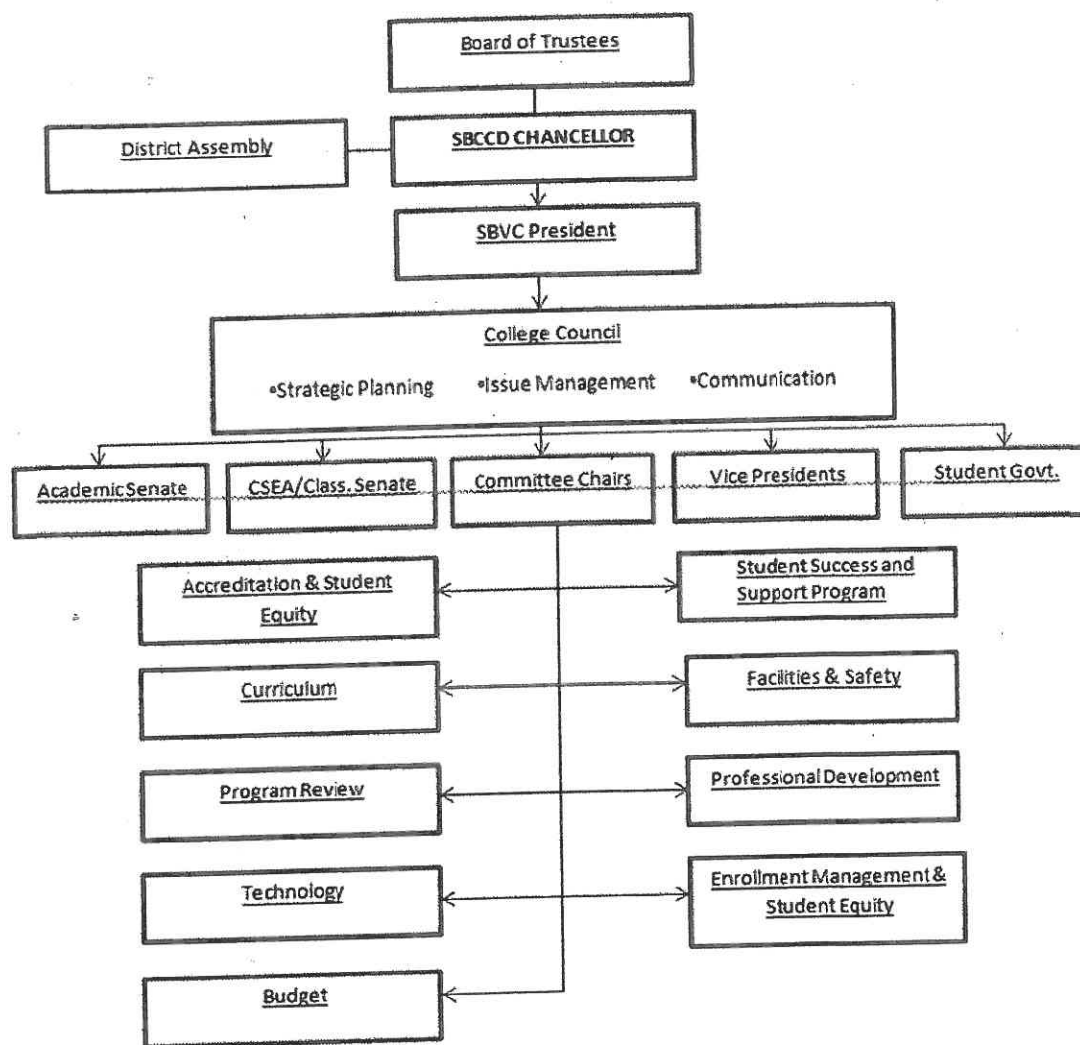


Figure 29. A diagram of SBVC's consultation flowchart.


Self-Evaluation

The institution meets the standard. The president works with College Council to ensure that institutional practices and decision-making processes are aligned. For example, when the Budget Committee was established, special care was taken to ensure that its charge (11.82) was inclusive of the mission, aligned with program review processes and the Strategic Plan. The charge and membership of the Budget Committee was properly reviewed and approved by the College Council as well as Academic Senate and Classified Senate before being added to AP2510 (11.9) for approval. Another example where the president and campus processes were instrumental in ensuring adherence to campus policies is the proposed K-12 Bridge Project between SBCCD, SBUSD, and a nonprofit public benefit corporation. The president

**Student Success & Support Program (SSSP)
Reporting Requirements:
Program and Budget Plan,
Mid-year Report,
Year-End Expenditures Report**

Chris Gralliat, SSSP Specialist
Barbara Mutsaers Kwoka, SSSP Specialist


SSSP All Coordinators Training
September 16, 2014



CALIFORNIA COMMUNITY COLLEGES

Student Success & Support Program

- Funding Issues
 - Carryover of 13-14 funds – 6 months
 - Credit SSSP can be used for Non-Credit SSSP in 2013-14 and 2014-15
 - Credit Match Requirement for 2013-14 3:1
 - Credit Match Requirement for 2014-15 2:1




CALIFORNIA COMMUNITY COLLEGES

SSSP Reporting Requirements

2013-14 Reports

- 2013-14 Mid-Year Report (Declaration of Unused Funds) for Credit and Noncredit – Due September 30, 2014
- 2013-14 Year-End Expenditures Report for Credit and Noncredit – Due February 13, 2015



CALIFORNIA COMMUNITY COLLEGES

SSSP Reporting Requirements

2014-15 Reports

- 2014-15 Student Success and Support Program Plan and Budget Plan for Credit only – Due October 17, 2014
- 2014-15 Mid-Year Report (Declaration of Unused Funds) for Credit and Noncredit – Due February 13, 2015
- 2014-15 Year-End Expenditure Report for Credit and Noncredit – Due September 15, 2015



CALIFORNIA COMMUNITY COLLEGES

SSSP Credit Plan

4 Sections:

- Signature Page
- SSSP Services
- Policies & Professional Development
- Attachments

In addition, there is a separate SSSP Credit Budget Plan



CALIFORNIA COMMUNITY COLLEGES

Student Success and Support Program Core Services

SSSP funding must be expended on Core Services:

- Orientation
- Assessment
- Counseling, Advising & Other Education Planning Services
- Follow-up for at-risk students



CALIFORNIA COMMUNITY COLLEGES

Student Success and Support Program Budget Plan

Budget Plan

- Planned SSSP Fund Expenses by each core service for:
 - Salaries and benefits
 - Supplies & Materials
 - Other operating expenses
 - Capital Outlay
 - Other outgo
- Planned District Match Expenses by each core service
- Separate Budget Signature page



CALIFORNIA COMMUNITY COLLEGES

Noncredit SSSP Plan

- Plan Update
 - Ad Hoc Workgroup
 - Timeline for Completion of Noncredit Program Plan and Budget Plan



CALIFORNIA COMMUNITY COLLEGES

Noncredit Programs

SSSP core services are funded for these noncredit programs:

- English as a Second Language (ESL)
- Citizenship for Immigrants
- Elementary and Secondary Basic Skills
- Courses for Persons with Substantial Disabilities
- Parenting
- Short-Term Vocational



CALIFORNIA COMMUNITY COLLEGES

Student Success & Support Program

Questions?



CALIFORNIA COMMUNITY COLLEGES

For more information contact:

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dsheldon@cccco.edu

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Barbara McIsaac Kwoka, Specialist, Student Services and Special Programs, Chancellor's Office
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CALIFORNIA COMMUNITY COLLEGES

SSSP Funding Guidelines

Jeff Spano, Dean
Student Services and Special Programs
Chancellor's Office, California Community Colleges

SSSP All Coordinators Training
September 16, 2014



CALIFORNIA COMMUNITY COLLEGES

Presentation Overview

- Purpose and conditions of SSSP funding
- How do we earn SSSP funds?
 - Credit Funding Formula
 - Noncredit Funding Formula
- How can we spend SSSP funds?
- What counts for match?



CALIFORNIA COMMUNITY COLLEGES

Purpose and Conditions of SSSP Funding

Purpose

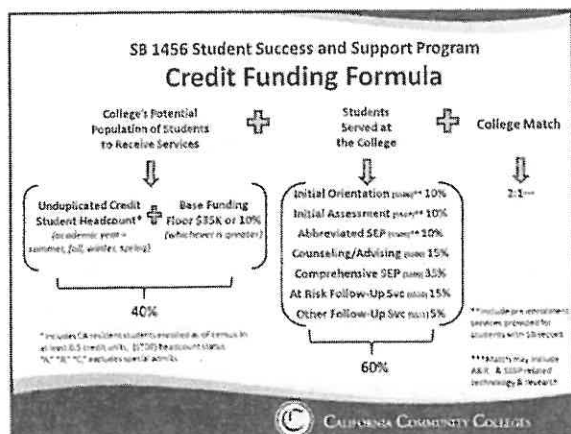
- Only for Core Services:
 - Orientation
 - Assessment
 - Counseling, Advising and Other Education Planning Services
 - Follow-Up for At-Risk Students

Conditions

- Must agree to implement BOG approved Common Assessment
- Develop and maintain a Student Equity Plan
- Implement BOG Accountability Scorecard
- Contribute matching funds



CALIFORNIA COMMUNITY COLLEGES



Funding Formula/MIS Data Elements

Service	%	Element	Frequency in Formula
Initial Orientation	10%	SS06	once during time student is served by the college **
Initial Assessment	10%	SS07	once during time student is served by the college **
Abb. SEP	10%	SS09	once per year per student
Counseling/Advising	15%	SS08	once per year per student
Comprehensive SEP	35%	SS09	once during time student is served by the college *
At Risk Follow Up Svcs	15%	SS10	once per term (after first)
Other Follow Up Services	5%	SS11	up to four times during the year (after first term)

CALIFORNIA COMMUNITY COLLEGES

Credit Funding Formula Phase-In

- Goes into effect for 2015-16 allocations
- Based on MIS data for 2014-15 enrollments and services (reported starting Summer 2015)
- 2015-16 funding guaranteed at 80% of prior year allocations to allow for transition
- 2016-17 allocations guaranteed at 50% of 2014-15
- 2017-18 and beyond, guarantee returns to 95% of prior year for stability (as long as budget allows)

CALIFORNIA COMMUNITY COLLEGES

Noncredit Funding

- Colleges administering Noncredit programs certify eligibility in September 2014
- Funding for FY 2014-15 will be based on the old Matric formula
- Separate Noncredit Program and Budget Plans (in development) will be required for 2015-16
- New funding formula will be developed during 2014-15
- New formula will be based on a combination of eligible students and services



CALIFORNIA COMMUNITY COLLEGES

What Else Should I Know?

- Carryover has been approved through Dec. 31, 2014-15 for 2014-15 SSSP Funds
- Credit SSSP funds transferred to Noncredit in 2014-15 (if for Noncredit, 1:1 match applies)
- SSSP funds can be *earned* by providing services through FTES generating courses.
 - But SSSP funds cannot be *spent* on providing services provided through FTES generating courses (no double dipping)
 - FTES funding for services can count as match



CALIFORNIA COMMUNITY COLLEGES

Fundable Services

- Orientation
- Assessment
- Abbreviated SEP
- Counseling and Advising
- Comprehensive SEP
- Follow-up services



CALIFORNIA COMMUNITY COLLEGES

Allowable Use of Funds: General Rules

- Justifiable
- Reasonable
- Used to support and meet costs of core services
- Any expenditure not in SSSP Plan must be approved by the Chancellor's Office.
- Noncredit requires a minimum of ninety percent of funds expended on direct services to students.



CALIFORNIA COMMUNITY COLLEGES

Allowable Expenditures

- SSSP Program Director/Coordinator and Staff
- Office Supplies and Postage
- Publications and Outreach Materials
- In-State Travel and Training
- Computer Hardware and Software and Equipment
- Food and Beverages



CALIFORNIA COMMUNITY COLLEGES

Allowable Expenditures (cont.)

- Counseling, Advising, and Other Student Education Planning Services
- Follow-Up Services
- Orientation Services
- Assessment for Placement Services
- Research, Admissions and Transfer Functions Directly Related to Fundable SSSP Services



CALIFORNIA COMMUNITY COLLEGES

Expenses Not Allowed

- Construction
- Gifts
- Stipends for Students
- Office Furniture
- Other Staff Salaries and Benefits
- Political/Professional Dues/Memberships, Contributions
- Rental of Off-Campus Space



Expenses Not Allowed (cont.)

- Legal and Audit Expenses
- Indirect Costs
- Unrelated Travel Costs
- Vehicles
- Clothing
- Courses
- Admissions and Records functions unrelated to core services
- Research functions unrelated to core services



What are the Match Requirements?

Credit: The new match is 2:1 for all Credit SSSP funds, starting with 2014-15 (3:1 for 2013-14).

- "Transitional Services" are now permanent
- Institutionally-funded tutoring and supplemental instruction costs for at-risk students count

Noncredit: The 1:1 match remains



Expenditures Allowed For Match

- Expenditures from non-program fund sources for core services and related direct program costs
- Cost of a FTES-generating course
 - the counseling faculty member's salary/benefits, where the outcome of the course is the completion of students' orientation and/or education plan.
- Expenditures formerly allowed under Matric
- Institutionally-funded tutoring and supplemental instruction costs for at-risk students



CALIFORNIA COMMUNITY COLLEGES

Expenditures Not Allowed For Match

- Except for services specifically listed as allowable for match, expenditures that are not allowed for SSSP
- State Funded Categorical Programs:
 - State funded student services categorical program expenditures (EOPS, DSPS, CARE, Student Equity or Board Financial Assistance Program-Student Financial Aid Administrative Allowance)



CALIFORNIA COMMUNITY COLLEGES

Funding Guidelines

Questions?



CALIFORNIA COMMUNITY COLLEGES

Student Equity & SSSP Relationship

Why are we talking about Student Equity at the SSSP All Coordinator's training? How are they related?

- Student Equity is broader - SSSP supports Equity
- SSSP focuses on services for entering students
- SSSP identifies individuals needing more help
- Student Equity identifies groups needing more help
- SE focuses on services and instruction for new and continuing students through completion
- SB 1456 requires coordination of SSSP & SE Plans
- Student Equity Plan Matrix addresses SSSP services
- SE funds can be spent on SSSP, other services, & curricular redesign if justified by the disproportionate impact study.

Student Equity: 101

Equity Overview


- Relationship of Student Equity and SSSP
- Student Equity History
- Regulations and Legislation
- Funding
- Planning

SSSP All Coordinators Training

Student Equity 101

Debra Sheldon, Specialist,
Student Equity & Success


September 16, 2014



Student Equity Funding

2014 June—Governor & Legislature appropriate \$70 million of Student Equity Funding under the SSP umbrella to the CCCs with specific conditions and requirements:

- Strengthens requirement for districts to maintain an equity plan; now in statute as opposed to regulation.
- Adds additional requirements to the planning process:
 - Specific goals and activities to address disparities.
 - Coordinated with other categorical programs.
 - Process must include faculty, student services and other constituencies.
- Adds Foster Youth, Veterans and Low-income students as target populations.



Student Equity Background


2008-09 to 2012-13 — Plans suspended due to:

- 40% to 52% budget cuts to programs
- Categorical program flexibility

2011 — Student Success Task Force established

2012 — Student Success Act of 2012 (SB1456) and reaffirmation of student equity goals

2013 — Student Equity Workgroup convened



Student Equity Background

1992 — BOG adopted a student equity policy

1996 — BOG established student equity plan as a minimum standard for receipt of state funding.

2002 — BOG adopted title 5 regulations requiring colleges to develop Student Equity Plan

2003 — Chancellor's Office provided guidelines to colleges for development of the plan

2005 — Chancellor's Office asked colleges to update/complete Student Equity plan

Student Equity Funding

- Requires districts to maintain a student equity plan as condition for receiving *all* Student Success and Support Program funding
- Pre-defines criteria and methodology for determining high need students and allocating funds:
 - Number of high need students
 - EFC Eligible for Pell Grant
 - Educational Attainment by Zip Code
 - College/District Participation Rate
 - Socioeconomic Status of District
- Requires that districts with a greater proportion or number of high-need students receive greater resources.



CALIFORNIA COMMUNITY COLLEGES

Student Equity Allocation Formula

CCCCO criteria (based on available MIS data and ESRI data using Census estimates):

- Annual District FTES – 40%
- Pell Grant Awards – 25%
- Ed. Attainment by Zip Code (Lowest 40%) – 10%
- District Participation Rate – 5%
- Socioeconomic Status of District
 - Household Income – 18%
 - Unemployment Rate – 2%



CALIFORNIA COMMUNITY COLLEGES

Student Equity Allocations

- Allocations were run and sent out via listservs on Sept. 2, 2014
- Several problems related to Year 1 addressed:
 - Changes in plan requirements
 - Plan due date: changed from 11/21/14 to 1/1/15
 - Authority to spend \$\$ prior to plan completion
 - Carryover authority: 3 mos.



CALIFORNIA COMMUNITY COLLEGES

Student Equity Plan Requirements

- Establish Committee
- Conduct Research on Disparities in Success
- Develop Goals and Outcomes
- Develop Actions to Address and Monitor Disparities
- Develop Budget that Supports Actions
- Implement Actions
- Coordinate with the SSSP Plan (SB 1456)
- Review progress and Make Needed Changes

Student Equity Plan Template

This document is a template for the Student Equity Plan. It is intended to be used by the governing body of the college to develop a plan that addresses the needs of all students, with a particular focus on students who are underserved. The plan should be developed in consultation with the faculty, staff, and students, and should be reviewed and updated regularly.

Student Equity: Expenditure Guidelines

Basic Elements of Student Equity Expenditure Guidelines:

- Meet the purpose, and address the Student Equity populations and indicators as defined in statute & title 5.
- Be based on the disproportionate impact study, goals and activities described in the college Student Equity Plan.
- Colleges will be asked to provide an annual report on expenditures and progress toward goals.
- No match is required.

Student Equity Plan: Populations

Populations to be addressed by *gender* and *as defined in US 2010 Census*:

- American Indians or Alaskan natives
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- Whites
- Some other race
- More than one race
- Current or former foster youth
- Students with disabilities
- Low income students
- Veterans



CALIFORNIA COMMUNITY COLLEGES

Student Equity Plan: Indicators

Success Indicators

- Access
- Course Completion
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer



CALIFORNIA COMMUNITY COLLEGES

Student Equity Plan: Goals & Activities

SB 860 stipulates that colleges must develop:

- Goals and activities for access to, and completion of, basic skills, career technical education and workforce training, and transfer for:
 - The overall student population, and
 - Each population group of high-need or disadvantaged students
- Activities designed to effectively meet the goals must include:
 - The adoption of evidence-based models of remediation,
 - Implementation of *placement tests and policies* that more accurately predict student success and identify students' remedial needs



CALIFORNIA COMMUNITY COLLEGES

Student Equity Plan: Coordination

SB 860 also requires the student equity plan to include coordination with these categorical or campus-based programs:

- DSPS
- EOPS
- Fund for Student Success:
 - MESA
 - Middle College High School
 - Puente Project
- SSSP
- Programs for foster youth
- Programs for veterans
- CalWORKs
- Student Financial Aid Administration
- Basic Skills Initiative and students



CALIFORNIA COMMUNITY COLLEGES

Student Equity Plan: Other Elements

SB 860 or title 5 also include a few other requirements:

- Sources of funds for activities
- Schedule and process for evaluation
- Signature page with board approval
- Executive summary to include
 - Student groups for whom goals have been set
 - Goals and activities to address them
 - Resources budgeted for that purpose
 - College contact for further information
- Starting in 2016–17, a detailed accounting of how funding was expended
- An assessment of the progress made in achieving the goals



CALIFORNIA COMMUNITY COLLEGES

Some Guiding Questions

- Where is disproportionate impact an issue?
- Who is or needs to be involved in this effort?
- What data can be accessed to explore the issue?
- What strategies and approaches have colleges successfully implemented to mitigate it?
- How can colleges use this information for action planning and improvement?
- What kind of training or professional development is needed?
- What relevant analyses can be conducted to monitor changes in disproportionate impact?



CALIFORNIA COMMUNITY COLLEGES

Student Equity Plan: Budget

SB 860 or Title 5 also include a few other requirements:

- List all sources of funds for activities
- All institutional funds can be viewed as resources for student equity (title 5 §54220(a)(4))
- Must clearly link expenditures to the disproportionate impact study, goals and activities
- Student Equity funding expenditures must adhere to allowable uses of funds described in the Student Equity Expenditure Guidelines
- A year-end expenditure report will be required. More details to follow....



CALIFORNIA COMMUNITY COLLEGES

SE Budget: Expenditure Guidelines

Examples of Eligible Expenditures and Activities

- Outreach to underrepresented student groups and communities.
- Student services and categorical programs that directly support improved outcomes on success indicators for populations prioritized in the Student Equity Plan.
- Student equity related research and evaluation.
- Hiring a student equity program coordinator and staff.
- Supporting student equity planning processes.



CALIFORNIA COMMUNITY COLLEGES

SE Budget: Expenditure Guidelines

Examples of Eligible Expenditures and Activities (cont.)

- Professional development on the effects of inequities; methods for detecting and researching them; effective practices for improving outcomes.
- Adapting academic or career related programs and courses to improve student equity outcomes.
- Providing embedded tutoring, counseling support for learning communities, and other instructional support services.
- Targeted publications and outreach materials.
- In-State travel in support of student equity.



CALIFORNIA COMMUNITY COLLEGES

SE Budget: Expenditure Guidelines*Ineligible Expenditures and Activities*

- Construction
- Gifts
- Stipends for students to participate in SE activities
- Computers, office supplies and furniture
- Unrelated administrative, faculty or staff salaries and benefits
- Political or professional dues, memberships, or contributions
- Rental of off-campus space



CALIFORNIA COMMUNITY COLLEGES

SE Budget: Expenditure Guidelines*Ineligible Expenditures and Activities*

- Legal and audit expenses
- Indirect costs
- Unrelated travel costs
- Vehicles
- Clothing (except required student uniforms)
- Courses – *Program funds may not be used to pay faculty to deliver courses that generate FTES.*
- Unrelated research
- Supplanting



CALIFORNIA COMMUNITY COLLEGES

Student Equity Plan: Timelines**Student Equity Plan Timelines:**


- Required to be resubmitted every 3 years
- Annual Year-end Report
- Initial Plan *now* Due January 1, 2015



CALIFORNIA COMMUNITY COLLEGES

Student Equity Planning Resources
 Chancellor's Office Student Equity web page:
<http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>


- [Student Equity Plan Template](#)
- [Student Equity Fact Sheet](#)
- [Guide for Measuring Disproportionate Impact in Equity Plans](#)
- [2014-15 Allocations Memo](#)
- [Expenditure Guidelines](#)
- Student Equity related sections of [State Budget Act, SB 860 \(2014\)](#)



CALIFORNIA COMMUNITY COLLEGES

For more information contact:

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 Services and Special Programs
 Chancellor's Office
dsheldon@cccco.edu



CALIFORNIA COMMUNITY COLLEGES



Comparison: SSSP and Student Equity

	SSSP	Student Equity
Purpose	To increase California community college student access and success through the provision of core matriculation services with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of student. Students need a plan.	To close achievement gaps in access and success in underrepresented student groups, as identified in local student equity plans. Research based focus on identifying gaps in student success especially for targeted student groups through the provision of specialized support/services.
Focus	Core Services: Orientation, Assessment, Counseling, Advising, and Other Education Planning Services, +follow up for At-Risk Students	Closing achievement gaps in 5 success indicators/goals: Access Course Completion ESL and Basic Skills Completion Degree and Certificate Completion Transfer
Students to be served	New matriculating students, all students needing an education plan, undecided students, probation students, basic skills students	Campus based research as to the extent of student equity by gender and for each of the following categories of students: Current or former Foster youth Student with disabilities Low-income students Veterans Student in the following ethnic racial categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, some other race, more than one race
Mandates	SB 1456 & Student Success Task Force and Title V (revised and new)	SB 860 (Budget Act), Title V (New and revised),
Plan Content & Coordination	Description of core services, related research & technology, match, policies, professional development, prerequisites and budget. Req. coordination w/ Student Equity plan.	Disproportionate Impact (DI) Study Goals, Activities & Budget based on DI. Req. coordination w categorical or campus programs: EOPS/Care, DSPS, CalWORKS, MESA, Middle College High School, Puente Project, SSSP, BSI, foster youth and veterans' programs, BFAP and BSI
Plan Approval	Who signs off on the SSSP plan: -SSSP Coordinator -Chief Student Services Officer	Who signs off on the plan, (local board approval required): -College President

Comparison: SSSP and Student Equity

	SSSP	Student Equity
	<ul style="list-style-type: none"> -Chief Instructional Officer -Academic Senate President -College President -District Chancellor <p>Who signs off on SSSP budget, no local board approval required:</p> <ul style="list-style-type: none"> -SSSP Coordinator -SSSP Supervising Administrator or CSSO -District Business Manager -College President -District Chancellor 	<ul style="list-style-type: none"> -Vice President of Student Services -Vice President of Instruction -Academic Senate President -Student Equity Coordinator/Contact person
Plan deadlines	Oct 17, 2014	November 21, 2014 Revised to January 1, 2015 (SB 860)
Allocations Formula	<p>Year 1 (2014-15) Formula: Preexisting criteria: 2.4 x new credit students plus 1.0 x continuing students</p> <p>Year 2 (2015-16) Formula: 60% - Students Served at the College: Initial Orientation – 10% Initial Assessment – 10% Abbreviated SEP – 10% Counseling/Advising – 15% Comprehensive SEP – 35% Progress probation Services – 15% Other Services – 5%</p> <p>40% - College's Potential Population of Students to Receive Services: Unduplicated Credit Student Headcount (<i>academic year = summer, fall, winter, spring</i>) plus Base Funding Floor \$35K or 10% (<i>whichever is greater</i>)</p>	<p>New formula –(breakdown)</p> <ul style="list-style-type: none"> -40% - Annual FTEs -25% High need Students -10% - Educational Attainment of Residential Zip Code -5% - Participation Rate -18% - Poverty Rate -2% - Unemployment Rate
MIS reporting	<p>New data elements</p> <ul style="list-style-type: none"> -SS01 – Student Educational Goal -2202 – Student course of Study -SS03 – Student Initial Orientation (exempt status) -SS04 – Student Initial Assessment (exempt status) -SS05 – Student Initial Educational Plan (exempt status) -SS06 –Initial Orientation Services 	NA


Comparison: SSSP and Student Equity

	SSSP	Student Equity
	-SS07 –Initial Assessment Services -SS08: - Counseling and Advising -SS09 – Educational Plan -SS10 –Academic Progress/Probation Service -SS11 Student – Other Services	
Allowable expenditures	SSSP Director/coordinator and Staff Office supplies and Postage Publications and Outreach Materials In-State Travel and Training Computer Hardware and Software and Equipment Food and Beverages Counseling, Advising and other Student Education Planning Services Follow-up Services Orientation Services Assessment for Placement Services Research, Admissions and Transfer functions directly related to fundable SSSP Services	Outreach Student Services and Student services categorical programs Research and evaluation Hiring student equity program coordinator Support student equity planning process Professional development Adapting academic or career related programs or courses Instructional support services In – state travel Other Direct student Support
Unallowable expenditures	Construction Gifts Stipends for Students Office Furniture Other Staff Salaries and Benefits Political or Professional Due, Membership, or contributions Rental of Off-campus space Legal and Audit Expenses Indirect costs Unrelated Travel Costs Vehicles Clothing Courses Admissions and Records Office Research Office	Construction Gifts Stipends for Students Computer, office Supplies and furniture Other Administrative, Faculty or Staff Salaries and Benefits Political or Professional dues, memberships, or Contributions Rental of Off-Campus Space Legal and Audit Expenses Indirect Costs Unrelated Travel Costs Vehicles Clothing Courses- faculty salaries Unrelated Research Supplanting
Match	Credit: starting 14-15 revised to 2:1. 13-14 funds remain at 3:1 (prior backfill to matriculation can be counted as match) Noncredit: still at 1:1	NA

Core Services Student Success & Support Program (SSSP)

Debra Sheldon and Mia Keeley
Student Services and Special Programs, CCCC


SSSP All Coordinators Training
September 15, 2014



CALIFORNIA COMMUNITY COLLEGES

Presentation Overview


- Overview of Core SSSP Services
 - Orientation
 - Assessment
 - Counseling, Advising and Education Planning
 - Student Follow Up



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Student Success and Support Program Mission

To increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention. SSSP ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.



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Key SSSP Changes

- SSSP funding must be expended only on *core services*
- Institutional and *student* requirements
- *Incentives* for student completion of core services
 - Loss of Priority Enrollment
 - Withholding of Enrollment
- Incorporates *student equity* planning
- Linked to the Student Success *Scorecard*



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SSSP Core Services

SSSP funding must be expended on Core Services:

- Orientation
- Assessment
- Counseling, Advising & Other Education Planning Services
- Follow-up for at-risk students (§ 55525)
 - Enrolled in Basic Skills, no identified goal or course of study, on academic/progress probation



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Noncredit SSSP Core Services

SSSP core services are funded for these noncredit programs:

- English as a Second Language (ESL)
- Citizenship for Immigrants
- Elementary and Secondary Basic Skills
- Courses for Persons with Substantial Disabilities
- Parenting
- Short-Term Vocational



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General Exemption Information

- Title 5 provides exemptions to the requirement that students participate in core services, but...
- Exempt students may lose priority enrollment
- Exempt students must be notified of potential loss of priority enrollment
- Exempt students can participate if desired



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Reasons for Exemptions

Districts *may* develop exemption policies if a student has:

- Completed an associate degree or higher
- Enrolled for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or ESL
- Completed services at another community college
- Enrolled solely to take a course that is legally mandated for employment or for industry or licensure standards.
- Enrolled as a special admit student.



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Orientation: Purpose

Acquaints students with (title 5, § 55521):

- College programs
- Student support services
- Facilities and grounds
- Academic expectations
- Institutional procedures
- Other information as necessary



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Orientation: Required Components

- Academic expectations, and progress and probation standards
- Maintaining registration priority
- Prerequisite or co-requisite challenge process
- Maintaining fee waiver eligibility
- Descriptions of services and programs



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Orientation: Required Components

- Academic calendar and important timelines
- Registration and college fees
- Available education planning services
- Other issues, policies, and procedures the college deems necessary



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Assessment: Purpose

- Student Information:
 - Computational skills
 - English language proficiency
 - Study skills
 - Academic performance, career aspirations
 - Need for special services



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Assessment

Education code S. 78213 states that colleges are not required to use a "test." But, if using a test:

- Must be validated and approved by CCCCO
- Must use multiple measures
- Must use common assessment once developed.



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Assessment

- Assessment instruments must be used only for the purpose for which they were developed (S. 55522(c)).
- Assessments may not exclude a student from admission.
- Assessments may not exclude a student from a course or program, except that districts may establish appropriate prerequisites (S. 55522(c)).
- Assessment procedures and policies - including test preparation, how results are used, and ability to retest must be clearly communicated to students (S. 55522(b)).



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Assessment: Validity, Reliability & Bias

Colleges must:

- Evaluate assessment instruments to meet content validity, cut score validity, minimization of bias, reliability, and disproportionate impact standards provided in the Assessment Standards (S. 55522(a)).
- Determine if any assessment measure has a disproportionate impact
- When there is a disproportionate impact, implement a correction plan



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Assessment Validation & Standards

- CCCCO maintains a list of approved assessment instruments
- Assessment instruments must be evaluated at least every six years
- List is updated after each test review period (November and April)
- The CCCCO Assessment Workgroup reviews materials submitted by colleges and second-party publishers:
 - Determines the level and period of approval for the instrument
- *The Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the CCC* describes the studies that must be completed, documented, and submitted



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Assessment Submission Calendar

Fall

Test information due to the CCCCO and Buros Center for Testing	November 15, 2014
Preliminary feedback to colleges and publishers	December 17, 2014
Colleges & publishers submit add'l info in response to feedback	January 9, 2015
Assessment Workgroup meets	February 2015
CCCCO Reviews Recommendations	March 2015
Updated Approved Instrument List published	March 2015



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Assessment Submission Calendar

Spring

Test information due to the CCCCO and Buros Center for Testing	April 15, 2014
Preliminary feedback to colleges and publishers	May 20, 2014
Colleges & publishers submit add'l info in response to feedback	June 3, 2015
Assessment Workgroup meets	July 2015
CCCCO Reviews Recommendations	August 2015
Updated Approved Instrument List published	August 2015



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Assessment Standards Revision

- Standards not updated since 2001
- Computerized Adaptive and/or Diagnostic tests did not exist
- Expected draft of revised standards to Assessment Workgroup in October 2014
- Circulated among Stakeholders via listservs soon afterwards.



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Common Core State Standards

- K-12 education currently transitioning to the Common Core State Standards
 - CA adopted in 2010, full implementation 2014-15
- Anchored in expectations for college readiness
- Higher education agreed to participate in design of assessments with goal of recognizing 11th grade exam as evidence of college content-readiness



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CCC EAP Implementation

- SB 946 authorized the CCCs to implement EAP and access student test data
- Use of EAP test results for placement of students demonstrating college readiness in English and/or math:
 - Effective January 1, 2009
 - List of colleges accepting EAP results on CCCCO website:
<http://extranet.cccco.edu/Divisions/StudentServices/EAP.aspx>
 - Currently 76 community colleges are accepting EAP results and others are in discussion to adopt EAP



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Early Assessment Program (EAP) Transition

- AB 484 eliminates STAR creates CAASPP, includes EAP
 - Smarter Balanced (SBAC) computer-based assessment aligned to the Common Core State Standards
- SB 490 provides direction to CCCs accepting EAP
 - Sequence precollegiate and transfer-level courses to common core academic content standards
- Change allows all CA 11th grade students to take EAP and receive early college readiness signals



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EAP Transition

- 2014 EAP consisted of:
 - Full CST with extra questions/essay for ELA
 - Received a 2014 EAP Score Report, similar to 2006 student report (not the STAR report)
- 2015 EAP incorporated into the CAASPP designed by Smarter Balanced Assessment Consortium (SBAC)
 - There will be no additional questions/essay
 - CSU working on messaging with CCC



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Counseling, Advising, & Other Education Planning Services

- Services to include:
 - Assistance identifying education/career goal & course of study
 - Provision of information to enable informed choices
 - Development of an education plan (abbreviated or comp.)
- Require non-exempt first-time students to participate if:
 - On academic/progress probation or facing dismissal
 - Do not have a course of study after 15 semester units
 - Enrolled in Basic Skills
- Notify students at risk of losing BOGFW



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Counseling, Advising, & Other Education Planning Services

All nonexempt first-time students are required to have:

- **Abbreviated Ed Plan** is 1-2 semesters in length
- or -
- **Comprehensive Ed Plan** ...*take(s) into account a student's interests, skills, career and education goals, major, potential transfer institutions, and the steps the student needs to take...to complete their identified course of study.*

Title 5 Section 55524



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Student Follow-up

- Colleges shall evaluate progress of, and provide support services to, at-risk students
- At-risk students defined in 55525:
 - Enrolled in Basic Skills courses
 - Have not identified an education goal and course of study
 - On Academic or Progress Probation or facing dismissal



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Student Success & Support Program Core Services

Questions?

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ENROLLMENT PRIORITIES OVERVIEW

Mia Keeley, CCCCCO

SSSP Coordinators Training
September 15, 2014




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SSTF Recommendation 3.1

California Community Colleges adopt system-level enrollment priorities to:


1. Reflect the core mission of transfer, career technical education and basic skills development;
2. Encourage students to identify their educational objective and follow a prescribed path most likely to lead to success;
3. Ensure access and the opportunity for success for new students; and,
4. Incentivize students to make progress toward their educational goal.



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Title 5, Section 58108

- Builds upon the Student Success Task Force recommendations by prioritizing access for certain groups of students
- Specifies how certain qualified groups of students should receive enrollment priority
- Outlines requirements for loss of enrollment priority
- Amended July 2014 to reflect statutory changes, conform to other regulatory changes and provide clarification



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Regulation Amendments

- CalWORKs, DSPS, and EOPS added to "top tier" priority group
 - CalWORKs per Budget Act Language (July 2013)
 - DSPS and EOPS per AB 595 (Gomez) (Oct 2013)
- Conforms to BOGFW regulations
 - exempts foster youth from loss of priority due to academic standing/unit cap
- Aligns definition of first time student to § 55530
 - Enrolling @ college for first time, excluding those who transfer from another institution of higher education & concurrent enrollment



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Regulation Amendments

- Clarifications:
 - Term "continuing student" replaced with "not new student" - students not meeting the definition of new student per § 55530, must meet academic standards/unit cap requirements to be eligible for priority enrollment
 - Colleges may create subcategories of similarly situated students by units if necessary for server capacity; however, no one statutory group may register before another



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Priority Enrollment Eligibility

- All new students, *including those in statute*, must have completed orientation, assessment, and developed student education plans to be eligible for Priority Enrollment
 - DSPS
- Students that are not new, must be in good academic standing and not have exceeded unit cap to be eligible



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Loss of Priority

- Not new students lose priority if they:
 - Earn more than 100 units, not including:
 - Non-degree applicable basic skills and ESL
 - Special classes for students with disabilities as defined in section 55000
 - Districts may set the unit cap lower than 100
 - Are on academic and/or progress probation for two consecutive terms
 - Two consecutive terms is defined as the primary terms
 - Fall & Spring for semesters or Fall, Winter & Spring for quarters. This is consistent with title 5 section 55033, *Standards for Dismissal*.
 - "Consecutive" means a break not to exceed one primary term.



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Notifications

- Colleges must notify students who are in danger of losing enrollment priority:
 - Students on academic or progress probation
 - Students who have earned 75% or more of the unit limit
 - Notification shall include that a second consecutive semester on academic and/or progress probation, or hitting the unit limit, will result in loss of priority



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Exemptions

- Districts may adopt policies for exemptions from the 100 unit cap, including but not limited to:
 - Students enrolled in high unit majors or programs
 - Units earned from credit by exam, Advanced Placement, International Baccalaureate, or other similar programs
 - Other special circumstances (ex: units earned from another post secondary institution towards a degree/certificate already earned)



CALIFORNIA COMMUNITY COLLEGES

Questions?

- Mia Keeley
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Phone: (916)323-5953

Frequently Asked Questions

- First Year Experience programs
- New students that have participated in core services would have priority enrollment after the statutory groups.
- Middle College High School
- May have priority enrollment after statutory groups per education code section 76001(2)
- Concurrent Enrollment
- Low level of enrollment priority, per ed. code 76001(e)(2), to ensure these students do not displace regularly admitted students
- Colleges may not block seats/sections for these students (this includes early college programs)

Appeals

- Colleges must have an appeals process available
- Extenuating circumstances
- Verified cases of accidents, illness or other circumstances beyond student's control
- Disabled students who applied for accommodations but did not receive them in a timely manner
- Significant academic improvement
- Defined as achieving no less than the minimum grade point average & progress standard per section 55031
