Institutional Self-Evaluation Report

In Support of an Application for
Reaffirmation of Accreditation

Submitted by
San Bernardino Valley College
701 S. Mt. Vernon Ave
San Bernardino, CA 92410

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

[insert date of submission: Month Year]
Certification

To: Accrediting Commission for Community and Junior Colleges
   Western Association of Schools and Colleges

From: Diana Rodriquez, President
       San Bernardino Valley College
       701 S. Mt. Vernon Ave
       San Bernardino, CA 92410

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

[Chief Executive Officer of Multi-College District, if applicable] [Date]

[Chief Executive Officer] [Date]

[Chairperson, Governing Board] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]

[Name, Title, Representing] [Date]
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Introduction

History of San Bernardino Valley College

An election to establish the San Bernardino Valley Union Junior College District was held on March 26, 1926. On June 23, 1926, the Board of Trustees met at a site on the east side of Mt. Vernon Avenue equidistant between the downtown areas of San Bernardino and Colton. It was suggested that approximately 30 acres in the northwestern section of the parcel being inspected would provide the ideal location for the new college.

The 1927-1928 SBVC faculty comprised 11 men and six women. Nearly 300 students enrolled for the fall semester of 1927, with the freshmen outnumbering the sophomores nearly six to one. Fifty-four courses were offered, nearly all with a strong academic orientation.

The effects of the Great Depression were felt on campus in the early 1930s but beginning in 1936 SBVC’s financial situation seemed to recover. Additional buildings were added, providing employment for over 500 individuals in the area. The auditorium was accepted by the Board of Trustees in October 1938, and during that same month, the Drama Department presented Shakespeare’s As You Like It as its first production. In other construction projects, State Emergency Relief Administration funds were obtained to construct a Greek Theatre, and Works Progress Administration (WPA) funds were used to build concrete bleachers for the stadium and a new vocational building.

The fall of France in 1940 and the passage and implementation of the Selective Service Act had a sobering effect on the SBVC campus. After the United States’ entry into World War II, the number of male students on the campus decreased drastically. The war impacted the college in other direct ways in both curriculum and campus activities. The vocational building, completed in the fall of 1941, was used to house a number of Off Reservation Training (ORT) courses. Courses in radio equipment repair and battery maintenance were also offered.

Some of the first veterans returned to campus in 1944, and a Veterans’ Club was organized. By the fall of 1945, the faculty men who had been on military leave began to return, and veterans enrolled in SBVC in ever-increasing numbers. A big expansion in enrollment came a year later in 1946 with the addition of many new faculty members and a rapidly growing student body.

Through the 1960s, 1970s, and 1980s changes in curriculum mirrored the changing social and economic conditions. The Civil Rights Movement resulted in a substantial increase of minority students. Occupational courses were in great demand, and courses in psychology and philosophy also became popular.

Faced with increasing enrollment and a cap on state funding, SBVC faculty and administration held a forum in 1991 to discuss “Whom Shall We Serve?” Initiatives to bring new populations
to the campus were reduced, while state-mandated tuition was increased, resulting in a sharp decline in enrollment. An earthquake in 1992 severely damaged the book stacks on the main floor of the Library, causing the facility to be closed down for the summer while repairs were made (2).

During the winter break for the 1995-1996 academic year, trenching began to determine the vulnerability of the campus to future seismic activity. The results of the study revealed that seven of the 15 buildings on campus straddled or were near the San Jacinto earthquake fault and would eventually have to be taken down.

In 1997, SBVC President Sharon Caballero was presented with an immediate challenge. There was a pressing need to identify a funding source to build new facilities to replace seven buildings that straddled the San Jacinto fault line, which traversed campus. A combination of District and College efforts as well as contacts with the Federal Emergency Management Agency (FEMA) resulted in the positive outcome of a state commitment of over $40 million to erect replacement structures (3).

In 2002, voters passed Measure P, a local bond measure totaling $190 million benefiting SBCCD and its two sister colleges. Steven Ehrlich, a noted architect, was hired to design the new buildings for the Library, Administration/Student Services, Campus Center, Health and Life Sciences, and the Art Building and Gallery at SBVC. These buildings were completed between 2005 and 2006. At the same time several outdated buildings were demolished, and three buildings were retrofitted (4).

In 2008, SBCCD asked voters again to approve funds to complete work laid out in SBCCD’s Master Plan. Voters approved a $500 million general obligation bond, Measure M (5), to complete construction projects at SBVC and Crafton Hills College (CHC). In fall 2008, SBVC began another phase of construction with a phasing in of three new buildings on campus and a fourth across Grant Street and the demolition of the old North Hall, the Physical Sciences Building, the Chemistry Building, and the Maintenance and Operations (M&O) Building. Four new buildings opened in 2010: North Hall, Media and Communications, Custodial, and M&O. The new M&O Building was soon converted to the Diesel instructional program, with M&O and Custodial using the same building. In fall 2011, another new three-story building opened, the 56,000-square-foot Physical Sciences Building, the campus’s first Leadership in Energy and Environmental Design (LEED) certified building (6)

The SBVC campus now features new access points, sweeping walkways, vistas, and an expansive greenbelt area. As visitors, staff, and students traverse the college grounds—from the Administration Building to the Campus Center—the area now equals the size of the Pasadena Rose Bowl. The revamped Business Building is Silver LEED Certified from the U.S. Green Building Council. A new state of the art Athletic building opened in fall 2016 (7).

In November 2018, voters approved bond measure CC to support new construction and retrofitting of buildings laid out in the 2016 Facilities Master Plan. In addition, SBVC will received $34 million from Prop 51 funding to support the construction of a new Career
Technology Education (CTE) building. SBVC is the developmental stages for construction of the CTE building and new parking structure (8).

SBVC has found that student success courses, learning communities (such as Valley-Bound Commitment [VBC] for low-income students), College Promise, faculty mentoring, curriculum redesign, guidance, tutoring, recruitment efforts, and celebration programs in STEM have resulted in improved achievement for students. The services provided to students include personal counseling, career counseling, workforce education and job placement, a Veterans Resource Center, programs and services for disabled students, tutoring, academic advising and matriculation, transfer services, vocational rehabilitation, and childcare for students who are parents. There are several tutoring centers on campus specifically dedicated to assisting students in need of academic help.

SBVC presently offers 88 certificate and 66 degree programs (2018-2019 Catalog). SBVC also maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology, and has more than 170 distributed education courses. Strong Workforce funding has enhanced offering and resources for CTE programs across campus. New programs include Sterile Processing, Baking, and Pharmacy Technology. For students interested in enrolling in a four-year college or university, SBVC offers 19 AA-T and AA-S transfer degrees that guarantee admission into the four-year CSU and UC systems. SBVC has one fully online degree path and one zero textbook cost degree path.

Despite challenges unique to SBVC, such as a massive construction project, statewide initiatives being implemented throughout the educational system, and uncertainty of the new funding model, SBVC has remained committed to maintaining a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners; its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

The COVID-19 pandemic of 2020 had significant impact on SBVC and SBCCD. Just prior to Spring Break SBCCD announced that in order to reduce the spread of the virus and for the safety students and district employees most classes and many student and learning support services would be moved online. The campus complied with the CCCCO’s Office and ACCJC requirements for waiving DE requirements. The District entered into MOUs with SBCDTA and CSEA on 3/16/2020. The campus moved forward in good faith to provide DE training for faculty, work at home training for all employees, and for department chairs and deans to identify classes which could be feasibly taught online. On March 19, 2020 the governor of California issued a stay-at-home order (Executive Order N-33-20) that further affected how classes and services might be offered. Faculty and staff began receiving training during Spring break (March 16, 2020 – March 22, 2020). Classes were suspended from 3/23/2020 - 3/30/2020 while faculty moved classes into a fully online format.
Campus and District shared governance processes were observed during the COVID-19 pandemic. The campus employees were resilient and strived to adapt and complete their workload in a work-at-home environment. Essential campus processes such as curriculum, program review, accreditation and outcomes assessment continued. The Professional Development Coordinator, DE Faculty Leads, and Technology and Educational Support Services provided outstanding support and training. Examples and evidence regarding SBVC’s response to the COVID-19 pandemic will be further addressed in the Standards.
Student Enrollment Data

Figures 1-4 show enrollment trends by semester for FTES and Unduplicated Head Count. Fall enrollments rose sharply from 2016 to 2017 but declined slightly in 2018. Spring enrollments also rose sharply in 2016, and have continued to rise the past two years.

Figure 1: FTES – Fall Terms
Figure 2: Unduplicated Head Count – Fall Terms

Figure 3: FTES – Spring Terms
Figure 4: Unduplicated Head Counts – Spring Terms
Table 1: First-Time Student Count

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>First-Time Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>1,820</td>
</tr>
<tr>
<td>2015</td>
<td>1,923</td>
</tr>
<tr>
<td>2016</td>
<td>1,808</td>
</tr>
<tr>
<td>2017</td>
<td>1,902</td>
</tr>
<tr>
<td>2018</td>
<td>1,614</td>
</tr>
<tr>
<td>Five-Year Average</td>
<td>1,813</td>
</tr>
</tbody>
</table>

https://datamart.cccco.edu/Students/Enrollment_Status.aspx

The table above includes first-time students of all ages. Approximately 75% of these students come from local feeder high schools within one year of graduation.

Figure 4: SBVC Student Veterans
**Labor Market Data**

Table 2: Labor Market Data

[Coming Soon]
Demographic Data

Figure 5: 2017-2018 Ethnic Enrollment Breakdown

SBVC is a federally designated Hispanic-Serving Institution with over 66% of students identifying as Hispanic. White Non-Hispanic and African-Americans make up just over 25% of the school population. American Indian/Alaskan Native, Asian, Filipino, Multi-Ethnic, Pacific Islander, and students who did not specify an ethnicity compose the remainder combined make up 9% of the student population. American Indian/Alaskan Native, Asian, Filipino, Multi-Ethnic, Pacific Islander, and students who did not specify an ethnicity compose the remainder combined make up 9% of the student population.
Figure 6: Ethnic Trends in Enrollment Over Three Decades

Ethnic enrollment trends over the past three decades show a decline in enrollment of white students with a concurrent increase in the numbers of Hispanic students. Since 2003, the majority of student on campus are Hispanic students. In 2007 the African American student population began to decline, the African American population was stable from 2017 to 2018. The Asian population varies by a few percent each years.
SBVC’s student population is predominately female.
The majority of SBVC’s students range in age from 19-29, with the 20-24 age group, being dominant. 2017-2018 saw an increase in students 19 or less, 30-34, and 35-39.
Socio-Economic Data

Table 3 shows the demographics for the ZIP codes where approximately 80 percent of the SBVC students live. Many of them are characterized by lower household incomes and higher-than-average poverty rates. These demographics show how essential SBVC is to the community’s well-being.

Table 3: Top 25 ZIP Codes Where SBVC Students Resided in 2018-2019

<table>
<thead>
<tr>
<th>ZIP code</th>
<th>City</th>
<th>Percent of Students in this ZIP code</th>
<th>Median Household Income</th>
<th>Percent below poverty level with less than a H.S. Degree*</th>
<th>Percent below poverty level with a Bachelor's Degree or higher*</th>
</tr>
</thead>
<tbody>
<tr>
<td>92404</td>
<td>San Bernardino</td>
<td>8.9%</td>
<td>$42,051</td>
<td>18.59%</td>
<td>13.85%</td>
</tr>
<tr>
<td>92407</td>
<td>San Bernardino</td>
<td>8.8%</td>
<td>$56,819</td>
<td>17.43%</td>
<td>16.31%</td>
</tr>
<tr>
<td>92324</td>
<td>Colton</td>
<td>8.5%</td>
<td>$48,578</td>
<td>17.45%</td>
<td>18.05%</td>
</tr>
<tr>
<td>92410</td>
<td>San Bernardino</td>
<td>7.7%</td>
<td>$27,383</td>
<td>5.71%</td>
<td>40.7%</td>
</tr>
<tr>
<td>92376</td>
<td>Rialto</td>
<td>7.2%</td>
<td>$60,732</td>
<td>12.07%</td>
<td>20.6%</td>
</tr>
<tr>
<td>92346</td>
<td>Highland</td>
<td>7.6%</td>
<td>$59,722</td>
<td>26.26%</td>
<td>32.1%</td>
</tr>
<tr>
<td>92405</td>
<td>San Bernardino</td>
<td>4.3%</td>
<td>$38,762</td>
<td>27.07%</td>
<td>29.5%</td>
</tr>
<tr>
<td>92411</td>
<td>San Bernardino</td>
<td>4.2%</td>
<td>$37,266</td>
<td>7.59%</td>
<td>12.07%</td>
</tr>
<tr>
<td>92374</td>
<td>Redlands</td>
<td>3.0%</td>
<td>$67,606</td>
<td>39.24%</td>
<td>20.6%</td>
</tr>
<tr>
<td>92335</td>
<td>Fontana</td>
<td>2.9%</td>
<td>$47,226</td>
<td>9.77%</td>
<td>29.5%</td>
</tr>
<tr>
<td>92399</td>
<td>Yucaipa</td>
<td>2.3%</td>
<td>$58,570</td>
<td>29.57%</td>
<td>29.6%</td>
</tr>
<tr>
<td>92336</td>
<td>Fontana</td>
<td>2.2%</td>
<td>$87,744</td>
<td>29.12%</td>
<td>16.1%</td>
</tr>
<tr>
<td>92354</td>
<td>Loma Linda</td>
<td>2.0%</td>
<td>$54,877</td>
<td>72.85%</td>
<td>29.0%</td>
</tr>
<tr>
<td>92316</td>
<td>Bloomington</td>
<td>2.0%</td>
<td>$53,648</td>
<td>25.24%</td>
<td>22.1%</td>
</tr>
<tr>
<td>92373</td>
<td>Redlands</td>
<td>1.9%</td>
<td>$65,403</td>
<td>39.86%</td>
<td>24.9%</td>
</tr>
<tr>
<td>92408</td>
<td>San Bernardino</td>
<td>1.8%</td>
<td>$38,949</td>
<td>19.71%</td>
<td>38.5%</td>
</tr>
<tr>
<td>92377</td>
<td>Rialto</td>
<td>1.6%</td>
<td>$77,094</td>
<td>21.34%</td>
<td>12.2%</td>
</tr>
<tr>
<td>92223</td>
<td>Beaumont</td>
<td>1.5%</td>
<td>$63,999</td>
<td>31.97%</td>
<td>19.5%</td>
</tr>
<tr>
<td>92313</td>
<td>Grand Terrace</td>
<td>1.2%</td>
<td>$65,565</td>
<td>38.12%</td>
<td>24.6%</td>
</tr>
<tr>
<td>92337</td>
<td>Fontana</td>
<td>1.0%</td>
<td>$76,046</td>
<td>8.6%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

* Population 25 years and over

\[\text{factfinder.census.gov}\]
Table 4: Top Ten Feeder High Schools

<table>
<thead>
<tr>
<th>High School</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colton</td>
<td>11.02%</td>
<td>10.68%</td>
<td>11.60%</td>
<td>Arroyo Valley</td>
<td>13.58%</td>
</tr>
<tr>
<td>Cajon</td>
<td>11.22%</td>
<td>10.50%</td>
<td>Colton</td>
<td>11.60%</td>
<td>Cajon</td>
</tr>
<tr>
<td>Arroyo Valley</td>
<td>10.09%</td>
<td>Pacific</td>
<td>9.62%</td>
<td>Cajon</td>
<td>8.93%</td>
</tr>
<tr>
<td>San Gorgonio</td>
<td>10.09%</td>
<td>San Gorgonio</td>
<td>9.53%</td>
<td>Rialto</td>
<td>8.76%</td>
</tr>
<tr>
<td>Rialto</td>
<td>9.40%</td>
<td>Arroyo Valley</td>
<td>7.94%</td>
<td>Pacific</td>
<td>7.04%</td>
</tr>
<tr>
<td>Pacific</td>
<td>8.11%</td>
<td>San Bernardino</td>
<td>7.10%</td>
<td>San Gorgonio</td>
<td>6.53%</td>
</tr>
<tr>
<td>Eisenhower</td>
<td>5.69%</td>
<td>Rialto</td>
<td>7.06%</td>
<td>Home School</td>
<td>6.44%</td>
</tr>
<tr>
<td>Wilmer Amina Carter</td>
<td>3.54%</td>
<td>Eisenhower</td>
<td>6.53%</td>
<td>San Bernardino</td>
<td>6.27%</td>
</tr>
<tr>
<td>Home School</td>
<td>2.93%</td>
<td>Home School</td>
<td>5.65%</td>
<td>Eisenhower</td>
<td>5.93%</td>
</tr>
<tr>
<td>Redlands</td>
<td>2.67%</td>
<td>Wilmer Amina Carter</td>
<td>4.94%</td>
<td>Wilmer Amina Carter</td>
<td>4.98%</td>
</tr>
</tbody>
</table>

*Only includes 12th grade and 2013

Figure 9: Top 12 Feeder High School Enrollments
Figure 10: Top Five Feeder High Schools
Sites

SBVC offers classes at two off-campus sites; one serves the population in the local mountains and another provides training in basic law enforcement at the San Bernardino County Sheriff’s (SBCS’s) Regional Training Center.

The Big Bear program, located at Big Bear High School, serves the residents of this mountain community. Surveys and focus groups have been held in Big Bear to determine the services and student learning programs of interest in the community. SBVC staff makes frequent trips to Big Bear to provide visibility, interest, and dedication to support a successful learning program.

Evening classes provide access to the mountain students who would have a long and difficult commute to the SBVC campus. The classes range from associate degree and transferable courses, such as political science, to certificate courses, such as child development. An on-site coordinator provides management and support for the classes. Many classes are offered using interactive television (ITV) technology, which provides two-way instruction between the SBVC campus and the Big Bear site. Most of the students and the instructor are located in a classroom on the SBVC campus, while some students participate from a classroom at the Big Bear site.

All matriculation services are provided to the students in the mountain communities. Counselors go to the site each semester to meet with the currently enrolled students. Counseling can also be provided by telephone or Cranium Café. There are two Super Saturdays, one in summer and one in late fall, that provide a one-stop array of services that help new students matriculate. Personnel from Admissions and Records, Financial Aid, Assessment, and Counseling all participate. On Super Saturday, students can apply, complete the online orientation, take the assessment test, speak to Financial Aid staff, and consult with a counselor.

Students registered for classes have access to SBVC’s digital library and can order textbooks from the campus bookstore and have them delivered to their residence.

The SBCS’s Academy is located 12 miles north of SBVC at 18000 Institution Road in San Bernardino. The Basic Academy is a partnership between the SBCS and SBVC. This partnership generates approximately 300 FTES yearly and has been in existence for the last 40 years.

The Academy is certified by Peace Officer Standards and Training (POST), and graduates of the program receive a certificate that allows them to be hired by most law enforcement agencies in the State of California. The Academy program is administered under a structured discipline format, which prepares officers for the stress related to law enforcement.

The Academy is 23 weeks in length and meets Monday through Friday 8:00 a.m. to 5:00 p.m. and occasionally in the evening for scenario and driver training. The Academy consists of Police 002, Police 100, Police 101, Police 102, and Police 103. The five classes total 39.75 units of college credit. Twelve of the units are transferable to CSU San Bernardino (CSUSB).
Enrollment is limited to those students who meet the screening requirements as outlined in the Government Code, California Penal Code, and the Commission on Peace Officers Standards and Training Administrative Manual. All prospective trainees visit SBVC for matriculation services. Trainees must apply, complete the online orientation, and take the assessment test. Financial aid, tutoring, and computer labs are available for all Academy trainees.
Specialized or Programmatic Accreditation

SBVC Accreditation Webpage, program webpages and SBVC Catalog lists the specialized and programmatic accreditations or certifications held by the institution.

Accreditation Commission for Education in Nursing (ACEN)
California State Board of Registered Nursing
California State Board of Vocational Nurses and Psychiatric Technicians
FAA Certification
Presentation of Student Achievement Data and Institution-set standards

[see Chapter 5.3B and Appendix E of Guide to Institutional Self-Evaluation, Improvement, and Peer Review]
Figure 12: Success Rates
**Figure 13:** CTE Success Rates

**Figure 14:** Certificate Count
Figure 15: Top 5 AA/AS Degrees Awarded

Figure 16: Top 5 Certificates Awarded
Table 5: CTE and Completion Success

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>CTE</th>
<th>Program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>50.3%</td>
<td>36.7%</td>
</tr>
<tr>
<td>African-American</td>
<td>51.9%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>52.2%</td>
<td>65.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>66.7%</td>
<td>46.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>51.3%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>75.0%</td>
<td>37.5%</td>
</tr>
<tr>
<td>White</td>
<td>45.1%</td>
<td>35.9%</td>
</tr>
</tbody>
</table>

CTE/ Program Completion (2016-17)
https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=982#home

Figure 17: AA/AS Degree Count
Organization of the Self-Evaluation Process

SBVC has actively engaged in the self-evaluation process, working collaboratively with faculty, staff, and administration. Accreditation is overseen by the Accreditation and Outcomes (A&O) Committee under the direction of the ALO and the accreditation faculty lead and composed of at least one faculty member from each division, and other interested faculty, administrators, staff, and students. As part of the charge of the A&O Committee, to prepare the campus accreditation self-study, to follow up on implementation of accreditation recommendations, and to prepare any follow-up reports or documentation, the committee met regularly to discuss, review, and educate the College on accreditation and SLO topics.

SBVC began preparing for the 2020 self-evaluation during the fall 2018 semester by reviewing the standards and assigning Accreditation Standard chairs. Accreditation Standard chairs and membership, which included representatives from administration, faculty, classified staff, and students, were finalized. Over the course of the 2018-2019 academic year the A&O committee visited collegial consultation committees, such as Curriculum Committee, Program Review Committee and Technology Committee, to review the standards and seek input on how the work of the committee meets the standard. In spring 2019 the A&O committee hosted Accreditation Interviews session for each standard.

The first full draft of the ISER was composed in summer 2019 and was reviewed by the A&O Committee. The second draft came out in late fall of 2019. This draft was presented to all constituency groups for review and feedback. The A&O Committee hosted forums for each standard and the QFE. The ISER Flex Day workshop, conducted virtually due to the COVID-19 crisis, was well attended. The feedback from the second draft was used to develop the final draft. First reading of the final ISER took place in May, 2020 and the second reading and approvals took place in August.

On March 17, 2020 the Board of Trustees approved resolution #2020-03-17-BOT01 COVID-19, authorizing the District to prepare and respond effectively to the Novel Coronavirus (COVID-19) Declaration of State of Emergency.

The COVID-19 crisis necessitated changes in practices, instruction, and services. SBVC’s response to COVID-19 is addressed in the conclusion section of each standard.

Evidence:
- Committee Membership
- Committee Review Assignments
- Standard Chairs & Assignments
- Email re: Accreditation Interviews
- Email re: Forums
- Forum PPTs
- Email re: ISER Workshop
1 Organizational Information

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Vacant 40%
Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
San Bernardino Valley College (SBVC) is a public two-year community college operating and awarding degrees and certificates under the authority of the State of California, the Board of Governors (BOG) of the California Community Colleges, and the Board of Trustees of the San Bernardino Community College District (SBCCD).

SBVC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). This organization is recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education (USDE).

SBVC also offers programs accredited by the California State Board of Registered Nursing and the National League for Nursing Accrediting Commission.

Eligibility Requirement 2: Operational Status
SBVC is a comprehensive college that meets the educational needs of its community. It offers a wide range of academic and vocational programs leading to degrees, certificates, transfer to four-year colleges and universities, career advancement, job training, lifelong learning, and personal enrichment in support of both its mission and the mission of the California Community College System (CCCS). SBVC has been in continuous operation since 1926.

Eligibility Requirement 3: Degrees
SBVC offers programs leading to 66 Associate of Arts (AA) and Associate of Science (AS) degrees, including 19 Transfer (AS-T and AA-T) degrees and 88 State approved, locally approved and non-credit certificates (effective fall 2018). Most courses satisfy the requirements for either majors or general education (GE).

Eligibility Requirement 4: Chief Executive Officer
Ms. Diana Z. Rodriguez has served as the president of SBVC since her appointment by the Board of Trustees effective July 1, 2016. She does not serve on the Board of Trustees.

Eligibility Requirement 5: Financial Accountability
Annual financial audits are conducted by externally contracted certified public accountants. These audits are reviewed by the Board of Trustees. SBCCD’s business manager provides the financial audit for interested stakeholders.
Certification of Continued Institutional Compliance with Commission Policies

San Bernardino Valley College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

SBVC identifies all its accreditors in the College Catalog and on the Campus website. Contact information is available. The data of the ACCJC is listed on the Accreditation website along with a direct link for third-party comments.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

[Coming Soon]

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Academic credit is given in semester units based on the Carnegie Unit Value (CUV) system and Title 5 of the California Code of Regulations (CCR) minimum standards. One credit hour of work is equivalent to one hour of lecture or three hours of laboratory per week based on a term of 18 weeks. Information regarding academic credit is published in SBVC’s catalog.

SBVC complies with this policy. The college conforms to the 60-unit semester credit-hour standard. Requirements are on page 33 in the College Catalog. Graduation requirements for the AA degree have the following criteria:

A. A student must complete 60 units of degree-applicable work with an overall grade point average (GPA) of C (2.0) or higher in all courses.
B. Depending on the major, a student must achieve a grade of C or higher in each course to be counted for the major. Courses completed for a Certificate of Achievement that also fulfill requirements for an AA degree must be completed with a grade of C or higher.
C. For associate degrees for transfer, a student must complete a minimum of 18 semester units in the major or area of emphasis.

SBVC ensures that a credit hour meets accepted academic expectations through BP/AP4020 Program and Curriculum Development. The definition of a credit hour is on page 10 of SBVC’s catalog. SBVC has established procedures to ensure that curriculum complies with the definition of “credit hour” or “clock hour,” where applicable. SBVC’s Curriculum Committee ensures that a credit hour meets accepted academic expectations. SBVC complies with the ACCJC’s assessment of clock-to-credit-hour conversion formula.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

BP/AP4050 (Articulation) and BP/AP4235 (Credit by Examination) are publicly available on the District’s website.

The SBVC College Catalog (p. 13) Transfer of Credit and the College website about the acceptance of transfer credit that meets associate degree requirements and policies on transfer to upper-division curricula.

Part II Certificate, Degree, and Transfer of the SBVC College Catalog (pp. 39-47) the College’s website, about the acceptance of coursework that meets associate degree requirements and policies on transfer to upper-division curricula, such as Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE).

Students are also provided with a variety of transfer services and resources through the Transfer and Career to guide them in the transfer process.

The Transfer Guidebook is a comprehensive guide to transfer services, events, and planning for transfer to four-year institutions.

Incoming students planning to transfer are provided clear guidance about the Transfer- of-credit policies during student orientations, counseling appointments, and the development of student education plans specific to their majors and chosen transfer institution.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Distance education (DE) offerings at SBVC do not alter or supplant the mission of the College; those offerings are a way of advancing SBVC’s mission by using technology to increase student
access to quality education and services that support a diverse community of learners. One of
SBVC’s strategic direction and goals—initiatives that grow out of the mission—is
“access”. Thus, there is a clear correspondence between the mission of SBVC, its strategic
goals, and the existence of courses approved for DE delivery (0.2).

All courses are the same in content, rigor, and quality, no matter what the mode of delivery as
the course outline of record. SBVC requires that all courses proposed for DE delivery be
separately reviewed and approved by the Curriculum Committee, a standing committee of the
Academic Senate, before being forwarded to the Board of Trustees for final approval.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College Catalog provides information on major policies affecting students on pages 30-31 of
the 2018-2019 college catalog. This information can also be found on the SBVC website. SBVC
affirms its policy to provide fair and equitable treatment to students and employees in an effort to
prohibit retaliation or discrimination on the basis of ethnic group identification, national origin,
religion, age, gender, race, color, ancestry, sexual orientation, physical or mental disability.

SBVC is committed to nondiscrimination. The nondiscrimination policy can be found on page 17
of the College Catalog. SBVC’s goal is to provide equal opportunities for all community
members in all areas of the College, including admission, student financing, student support
facilities and activities, and employment. Federal laws and SBCCD policies strictly prohibit all
types of discrimination, including sexual harassment and inequities based on race, color, religion,
gender, age, marital status, physical disabilities, mental impairments, or sexual orientation.
SBVC is further committed to overcoming gender discrimination and gender stereotyping in
vocational education programs. In addition, the lack of English language skills are not a barrier
to admission and participation in vocational education programs. Information regarding
SBCCD’s Unlawful Discrimination and Sexual Harassment policies and forms are located on
SBCCD’s website, as are SBCCD’s Informal and Formal Complaint Forms that SBVC uses to
intake and track student complaints. The complaint forms and related policies are in the human
resources area of SBCCD’s website (4.30).

Students are encouraged to resolve complaints at the appropriate level of the dispute. Any
student complaint about a grade, instructor, or 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 faculty chair or the division dean, or students may use SBCCD’s Informal
and Formal Complaint Forms. Once received, the complaint is forwarded to the appropriate
College official for review, and the complaint receives a response as soon as possible. For
matters regarding grade appeals, student grievances, discrimination, or sexual harassment, please
refer to SBVC’s policies relating to those matters. The student complaint process is currently
being updated. For more information on the student complaint process, please refer to the
SBCCD BP5530 Student Rights and Grievances.

Sexual harassment of students or employees in the academic and work environments violates both federal and state law and District policy, and it is not tolerated. It also violates the law and policy to retaliate against any individuals for filing a complaint of sexual harassment or for participation in the investigation or resolution of a formal or informal written or oral complaint of sexual harassment. Unlawful harassment on the basis of sex includes, but is not limited to, classroom conditions, grades, academic standing, scholarships, recommendations, employment opportunities, disciplinary action, or any other aspects of college life within the control of SBCCD.

The policy on sexual harassment can be found on the SBVC website

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Evaluation Items:
SBVC complies with this policy through the College Catalog, class schedules, College’s website, and other forms of social media. SBVC uses several forms of institutional advertising to ensure integrity and responsibility in marketing, student recruitment, and representation of the College’s accredited status to prospective and current students. The following list is an overview of how SBVC promotes its educational programs on and off campus:

Advertising, Publications, and Promotional Literature
SBVC utilizes the College Catalog and class schedules, which are available in print and electronic formats, to inform the public of its educational programs and services. These publications are clear and updated electronically to ensure that they are factually accurate. The College Catalog and class schedules offer information on SBVC’s education program and display the regulatory and enrollment information.

The catalog is revised and reissued every year. The catalog is available in print and online. Catalog Addendums are published online as necessary.

Student Recruitment for Admissions
SBVC relies on qualified faculty and classified professionals who are knowledgeable about the College’s admissions policies and procedures for financial aid. The Outreach and Recruitment Office is the primary recruitment unit on campus. The Outreach and Recruitment Office’s objective is to provide prospective and current students with access to SBVC through recruitment and outreach efforts in the local community. The Outreach and Recruitment Office disseminates admissions information, major sheets, and other SBVC information at feeder high schools and community events. Under the direction of the outreach coordinator, trained student ambassadors serve as representatives at college fairs, community events, and high school visits. Together, the
outreach coordinator and student ambassadors work to assist current and prospective students
with admissions and successfully transitioning into college.

The campus website includes information on gainful employment for degrees and certificates.
Gainful employment information includes program costs, licensure rates, and links to the
occupational summary on O*net.

**Representation of ACCJC Accredited Status**

SBVC maintains its accreditation status and informs the public of accreditation activities via the
SBVC website. The current accreditation status with the ACCJC is also published in the College
Catalog. Additionally, the College Catalog includes statements that “SBVC’s Nursing Program is
approved by the California Board of Registered Nursing and accredited by the Accreditation
Commission for Education in Nursing”.

`Title IV Compliance`

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

SBVC complies with this policy. SBVC participates in the Federal Perkins Loan Program.

SBVC has a small amount of money to award in Perkins Loans each academic year. First
consideration of these loan awards is typically given to students with exceptional financial needs
as well as students enrolled in the nursing, psychiatric technician, and sheriff’s academy
programs. Other students are considered on an individual basis. For the past three years, the
percentage of students receiving loans has been approximately 0.003 percent.

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**School Default Rates**

FY 2016, 2015, and 2014

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ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data, we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2016 CDR Year will use 2014-2015 enrollment).
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, classified staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A Mission

I.A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The mission of SBVC

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

The mission meets the standard by describing:

- the campus’s broad educational purpose which includes providing students the opportunity to earn certificates and degrees, transfer to four-year institutions, job readiness, workforce development, and improve quality of life;
- the student population as diverse learners in the Inland Empire, as evidenced by the student demographics in the introduction;
- the types of Degrees and Credentials available at the college, certificate, degree, transfer degrees; and
- SBVC’s commitment to student learning and achievement as providing a high-quality education and services, using innovative instruction and services.
Analysis and Evaluation

The campus mission statement includes all elements described in Standard I.A.1. The mission is reaffirmed and supplemented by SBVC’s vision and values which reiterate the campus’s commitment to educational quality, student population, and community.

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The campus uses data provided by the Office of Research Planning and Institutional Effectiveness (ORPIE) to determine how the campus is meeting the mission. ORPIE collects and analyzes data on success, persistence, graduation, transfer, outcomes, institution self-standards, certification pass rates, job placement, earnings and the socio-economic/demographic data for our student and community populations. Data is reported out and discussed at collegial consultation committees, community meetings, and Board of Trustee meetings.

Data is used to inform and evaluate college processes, for example the Educational Master Plan (EMP), EMP One-Sheets, Program Review, SSSP, and Strategic Goals and Initiatives. Data is used to inform the District Key Performance Indicators, Vision for Success, and the Student-Centered Funding Model.

Mission related data sets are used to set and measure institutional priorities, such as offering dual and concurrent enrollment, adult education, and growing an equity minded culture. Data from ORPIE, Strong Workforce, and environmental scan, support program growth and workforce development. Baking, Cyber Security, Sterile Process, Pharmacy Technician and Workforce Readiness (Generations Go!) are among the new or developing programs that have been established to meet industry needs (25, 26).

The campus mission is at the heart Program Review processes which include program efficacy, EMP Sheets, and needs assessment. Campus departments complete EMP Sheets annually and program efficacy very 4 years. These data rich processes examine student success, retention, and completion, enrollment and students served, student demographics, and services to students as appropriate. Program efficacy and EMP Sheets lead to improvement in instruction and services, increase access for students, and prioritization of program growth and needs.

ORPIE receives research requests for individuals, departments, and committees and preforms customized datasets and surveys to meet their research needs.
Analysis and Evaluation

ORPIEs habitual data collection, reports and presentations, contain the depth and breadth needed to fully evaluate how effectively the campus is achieving its mission. ORPIE maintains a website containing comprehensive local, state, and national data that is relevant to the institution and its mission. The Office’s mission, like the campus mission focuses on continuous improvement and achievement.

“The mission of Research, Planning and Institutional Effectiveness is to provide leadership for continuous improvement of academic achievement and institutional excellence by coordinating the college’s planning and accreditation processes, offering opportunity and support for the professional development of employees, assisting members of the college community with program evaluation, and providing data to support decision-making (27).”

SBVC effectively uses data to evaluate the campus mission, set mission driven priorities, and meet the educations needs of students.

I.A.3 The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for Student learning and achievement.

Evidence of Meeting the Standard

The SBVC Planning Model (35) demonstrates the importance of the mission as its base.

The SBVC Strategic Goals and Objectives (9) and the SBVC Educational Master Plan (EMP) (36) were formulated using the mission statement as the foundation. The Strategic Goals and Objectives identify six themes that link the mission to planning. These Strategic Goals and Objectives drive and inform the campus program review process. The SBVC Facilities Master Plan (FMP) (37) and the SBVC Technology Strategic Plan (38) also stem from the mission.

Programs, divisions and departments demonstrate their alignment with the mission of SBVC through the Program Review efficacy and needs assessment processes. In program efficacy, programs are asked to respond to the statement, “The program has a mission, and it links clearly with the institutional mission.” Program responses are evaluated to see if they meet or do not meet the rubric for alignment with the campus mission. Programs must successfully complete program efficacy and submit EMP Sheets to participate in needs assessment. Both needs assessment and program efficacy are linked to SBVC’s strategic planning in that programs must
identify which strategic initiatives they are working to achieve. Institutional planning uses the
documents from program review (See I.B.5) to guide decision making. Program review needs
assessment recommends and prioritizes growth positions for faculty and classified professionals
as well as equipment, technology, facilities and budget needs.

The SBVC Budget Committee uses data to make recommendations that align resource allocations
with resource planning, utilizing the college mission, institutional planning documents, and
program review recommendations. Annually, the SBVC Budget committee identifies one-time
funding to support campus growth in technology, facilities, equipment and budget increases.
College Council allocates these funds based on the needs assessment prioritization lists from the
Program Review Committee. Based on annual reoccurrence or projected future need, College
Council will recommend that one-time budget requests be integrated into the annual budget (40).

Analysis and Evaluation

The mission of San Bernardino Valley College is the focal point for all planning activities on
campus. SBVC Strategic Goals and Objectives support the campus mission. The campus embeds
the mission, goals, and initiatives in its planning model, program review process, and major
campus documents.

I.A.4 The institution articulates its mission in a widely published statement approved by the
governing board. The mission statement is periodically reviewed and updated as necessary. (ER
6)

Evidence of Meeting the Standard

SBVC’s mission statement appears on all major publications including but not limited to the
College Catalog, Schedule of Classes, Educational Master Plan, and Campus Website. The
mission appears on recruiting materials, campus flyers, and division/department publications
(41). The campus mission is embedded into the campus Program Review and Needs assessment
processes. An email signature generator that includes the mission statement is available to all
campus employees.

The campus mission statement was collegially developed and approved by the Board of Trustees
on 3/10/16 and is periodically reviewed by major campus committees (42).

Analysis and Evaluation

The SBVC mission statement is approved by the Board of Trustees and is widely distributed to
the campus community. The mission statement is periodically reviewed by campus
constituencies.
Conclusions on Standard I.A. Mission

SBVC’s mission statement is broadly disseminated and shows the campus’s commitment to student learning and achievement. Campus decision-making processes are tied to the mission of the college. The campus collects and analyzes data that reflects the values stated in the campus mission. The campus applies knowledge gained from data analysis to improve instruction and support services and create a culture of continuous improvement.

Improvement Plan(s)

Evidence List

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<td>Representative Example of Mission</td>
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</table>
I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

San Bernardino Valley College continually engages in substantive dialogue in an atmosphere of mutual respect.

Student outcomes (SLOs/PLOs/ILOs) are discussed at the department, and division level, in the A&O Committee, Academic Senate, and College Council, and at all faculty/campus meetings and through professional development activities (43).

Dialog on student equity is prevalent throughout the campus. In 2016/2017 SBVC hosted a 3-part workshop series off campus to focus on strategic planning through a cultural competency lens. The first workshop focused on understanding equity, access, success facilitated by Rondine Macadaeg from Elevate Tomorrow. The following two workshops facilitated by Denice Inciong and Bri Hays from the RP Group, incorporated the equity and cultural competency framework into the strategic plan.

In August 2019 a team of 9 faculty and one administrator attended the workshop Equity in the Classroom presented by USC Rossiter School of Education, Center for Education. The ‘CUE Team’ as they call themselves, presented information at the Academic Senate Retreat and at the all faculty meeting on opening day.

Preparation of the Basic Skills Plans, SSSP Plans, and Student Equity Plans involve dialog in planning committees, governance committees, District, and Board of Trustees. Additionally, the development of these plans encourages dialog between SBVC and our sister campus Crafton Hills College (CHC) (45).

The Arts, Lecture, and Diversity committee is sponsoring equity minded events that are representative of the campus’ diversity student population including: Art, Allies & Activism: Supporting Migrant Communities With Favianna Rodriguez; Nahuatl Language Workshop, Dennis Biddle, former Negro league baseball player, themed film festivals and Illusion of ASL Theater, performance, visual storytelling and language collide in this exciting event.

Dialog around academic quality, institutional effectiveness, and continuous improvement of student learning and achievement takes place at all levels of the campus and the district. These include:
Through developing major planning documents such as the Educational Master Plan, Strategic Goals and Objectives, and Facilities Master Plan;

- When developing grant applications;
- Through the use of EMP Sheets;
- Through targeted research and analysis such as development an analysis of assessment cut scores, and the success and achievement of cohort groups; and
- In governance and planning meetings.

Dialog regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement culminates in our Program Review process which is discussed in detail later in this standard.

Further evidence of dialog on student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement includes; trainings from ASCCC on AB705 and Guided Pathways; Gregory Stoup’s presentation addressing ways to re-think student success and equity for fall 2015 opening day and a follow-up visit to continue dialog on spring 2016 opening day. Dr. Vincent Tinto’s speech on student persistence and completion on opening day Fall 2016, Rondine Macadaeg’s speech on cultural competency in Fall 2017; Dr. Wood ‘s presentation Teaching Men of Color at the all faculty meeting on opening day Fall 2018,; and Dr. Harris’s follow-up training on use of Teaching Men of Color modules in Spring 2019. (46).

Analysis and Evaluation

SBVC has a robust governance and committee structure as detailed in AP2510 Collegial Consultation which is inclusive of all constituency groups with representatives from administration, classified professionals, and faculty included in the committee membership.

Student representatives are included on major committees such as College Council, Curriculum, Program Review and ALSO Committee. Community input is sought through Advisory Groups, Focus Groups, and Bi-Annual Community meetings. District and campus leaders have initiated discussion regarding providing students with small stipends to attend campus meetings and search committees to inspire greater participation. All campus governance and planning meetings are open to the public. The campus communication model shows how dialog and dissemination of information takes place. The SBVC Planning Model further supports that planning and dialog is centered on the campus mission and strategic goals and objectives.
I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and
student and learning support services. (ER 11)

Evidence of Meeting the Standard

Outcomes (SLOs/PLOs/ILOs/SAOs) are under the purview of the faculty and processes for the
establishment, assessment, and evaluation of outcomes are included in the charge of the A&O
Committee whose membership is comprised of all campus constituencies.

Outcomes for non-administrative areas are written by discipline faculty. In 2018 the
establishment of instructional outcomes was moved from an independent process and aligned
with the curriculum process. Instructional outcomes are created when a new course or program is
established through the campus curriculum process. SLOs are a part of the course outline of
record and appear on class syllabi. PLOs are listed in the catalog. Changes to SLOs or PLOs are
made through the Content Review Process (47).

In 2018 the A&O Committee developed the SLO Rubric to provide guidance for discipline
faculty who are writing SLOs. The SLO Rubric ensures that SLO contain four components;
SLOs are student centered, SLOs are measurable, SLOs contain action verbs, and that SLOs are
related to course objectives and content. The SLO Rubric was adopted by the Academic Senate.
As part of the curriculum process SLOs and PLOs are review by faculty serving on the A&O
Committee. SLOs and PLOs are evaluated for adherence to the SLO Rubric (48).

It is the current philosophy of SBVC to practice “3E” assessment; every course, every section,
every semester. SLO data is reported in the SLO Cloud. Along with the data, the SLO Cloud can
collect assessment methodologies and faculty reflections on instruction and assessment. The
SLO Cloud maps course data to PLOs based on mapping sheets completed by discipline experts.
The SLO Cloud can create longitudinal reports for courses and programs that display outcome
success rates, assessment methodologies, and faculty reflections. SLO Cloud reports can be
generated by semester, by academic year, and for a three-year period. SLO data can also be
exported by campus, division or department and disaggregated by course section number. The
SLO Cloud contains data going back to Fall 2013.

SLO assessment data and reports are used for evaluation of SLOs and PLOs. Once an
independent paper process that occurred at least once during a three-year period, SLO evaluation
was aligned with Program Review’s program efficacy process which occurs every four years.
Program efficacy’s focus on SLOs has progressed as the campus culture on outcomes has moved
forward, for example:
<table>
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<th>Year</th>
<th>Program efficacy Rubric for SLOs</th>
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<tr>
<td>2016-2017</td>
<td>Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.</td>
</tr>
<tr>
<td>2017-2018</td>
<td>Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs).</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).</td>
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<tr>
<td>2019-2020</td>
<td>Program has demonstrated that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs). And Program has demonstrated that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).</td>
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</table>

SAOs assessment and evaluation for student and administrative services are currently take place within the department or division. SAOs and SAO assessment methodologies were established for all student and administrative services departments in fall 2015. Staffing changes, departmental reorganizations, and the addition and deletion of programs has created gaps in SAO assessment and reporting. These gaps are identified and remedied through the Program Review process. Student and administrative services areas who do meet the Program efficacy Rubric for SAOs are placed on conditional or probationary status until the rubric is met.

The process for outcomes development, assessment, evaluation, and continuous quality improvement is documented in the Outcomes Handbook. The most recent version of the Outcomes Handbook was developed by the A&O Committee in 2018/2019 and adopted by the Academic Senate.

**Analysis and Evaluation**

The SBVC Outcomes Assessment Handbook offers guidelines for developing Outcomes at the course, program, and service area level, and describes the processes by which outcomes are defined and assessed.

Using the SLO Rubric faculty defines learning outcomes for all instructional programs and courses during the curriculum process. Content Review for CTE programs takes place every 2 years and takes place every 6 years for non-CTE courses. The SLO Rubric was implemented in Spring 2019 thus, not all SLOs have been evaluated using SLO Rubric.

Course SLOs are intended to be assessed every semester and the data reported in the SLO Cloud. However, while the campus has data for XX% courses, [tbd] it has not yet achieved 100% assessment of all sections taught in a semester. This is in part due contract negotiations to
compensate full-time and adjunct faculty for outcomes assessment. In 2019 full-time faculty salaries were augmented to include outcomes work, and adjunct faculty who chose to work on SLOs could be compensated on an hourly basis. In spring 19, adjunct salaries were negotiated to include assessment and reporting of outcomes. Another gap in “3E” assessment that the campus did not have an established culture of assessment or clear assessment expectations for the summer months. Some courses, offered only in summer and taught by adjuncts, have limited assessment data. The A&O Committee is working towards closing these gaps by messaging the contractual and philosophical expectations of SLO assessment, and offering professional development opportunities on writing SLO’s, reporting SLO data, retrieving reports from the SLO Cloud, and data disaggregation workshops.

Data collected at the course level is mapped to Certificates and Degree Program Level Outcomes (PLOs). The SLO Cloud houses longitudinal data and faculty reflections from Fall 2013 forward. The SLO Cloud has the capacity to generate reports for courses and programs by semester, academic year, three-year period or all available data. The report consists of composite data for SLOs/PLOs for the reporting period, assessment methodologies as available, and faculty reflections.

All programs are to do a thorough analysis and evaluation of SLOs/PLOs/SAOs as a part of their Program efficacy cycle. Program efficacy occurs every four-years, with a mini-review for career technical programs to be completed two-year after their full efficacy.

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

**Evidence of Meeting the Standard**

In February 2014, the Academic Senate finalized the initial group of institution-set standards. They included set-standards for course completion rates, number of degrees awarded, number of certificates awarded, and number of students who transferred to four-year colleges. The standards boundaries for the set-standards were established to be one standard deviation below the mean over a seven-year period. College Council endorsed the institution-set standards on March 12, 2014. The ISS methodology was later used to establish IEPI stretch goals which were calculated at one standard deviation above the 5-year average of each relevant metric.

For Distance Education Courses, the set-standard is the state average for DE courses.

In 2019 the A&O Committee revised Institution-set standards and set the goal at one standard deviation below the three-year mean. The revised Institution-Set Standards include a floor, which we will not go below, and a stretch goal to encourage campus growth. [Evidence – PPT and BOT Report]. The revised Institution-set standards were adopted by the Academic Senate on April 17, 2019, and by College Council on April 24, 2019 [verify date] (49).
Institution-set standards are documented annually in the ACCJC Annual Report. The ACCJC Annual Report (33) is developed by the Dean of ORPIE with the support the A&O Committee and disseminated to College Council and Academic Senate. The annual Institution Set-Standard data can be viewed on the ORPIE website.

There is one instance where the college fell below the institution-set standard for certificates awarded. This triggered analysis by the ORPIE, A&O Committee and Academic Senate. It was determined and reported to College Council and Academic Senate that the dip below the institution-set standard was an aberration, caused by more students being awarded degrees than certificates that year. The campus met the institution-standard the following year and continues to do so (49.1).

Analysis and Evaluation

The development and establishment of institution-set standards have been collegially developed and approved by the Academic Senate, College Council, and A&O committee.

Institution-set standards are embedded in SBVC’s assessment culture. The campus used the Institution-set standard formula to measure progress on Strategic Goals and Objectives, including but not limited to

2.5 Improve performance on all Student Success Scorecard measures
2.6.5 Increase success rate of transfer level courses; and
2.6.6 Increase the percentage of students who succeed in CTE courses and programs

Institution-set standards, along with stretch goals and timelines are published in the Strategic Plan and Educational Master Plan.

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The progression of planning utilizes the campus mission, Strategic Goals and Objectives, program review, EMP, EMP Sheets, Facilities Master Plan (FMP), Institution-set standards, Outcomes, Campus Technology Strategic Plan, Professional Development Plan (51) as well as SBCCD’s imperatives, and California’s Vision for Success to improve institutional effectiveness. Each of these plans uses data to measure how the plan is supporting student learning and achievement. For instance, EMP Data Sheets have five-year data sets on student success, retention data, and number of degrees and certificates awarded. This data is used by instructional programs to establish and evaluate departmental goals, reflect on opportunities and challenges,
and create action plans. Student and administrative services areas utilize programmatic data sets in EMP Sheets for the same purpose.

Additionally, the dean of ORPIE habitually hosts campus and community forums (52) via flex-day meetings to discuss student success and presents at Academic Senate and College Council to capture emerging themes and concerns on campus.

Strategic planning on the SBVC campus has a long history starting in 1999. The first comprehensive plan was a five-year plan spanning the years between 2008 and 2013. This Strategic Plan was constructed primarily around goals and activities. The Strategic Plan 2014-2019 was built on the previous plan and contains six strategic initiatives to support a revised mission and vision and includes more contextual narrative than previous plans. Development of the plan included broad-based input from every campus constituency, on-campus and off-campus stakeholders. To accommodate all voices there were over 200 measurable goals tied to the 6 strategic initiatives. College Council reviewed the 2014-2019 Strategic plan during the 2018-19 school year establishing which goals have been met, which goals were unmet, and which goals were obsolete. The 200 measurable goals were reviewed by College Council and in community forms and reduced to 42 measurable goals. The six-strategic initiatives and their goals were aligned with campus processes, Vision for Success goals, the Student-Centered Funding Formula, and SBCCD Strategic Goals and KPIs.

Analysis and Evaluation

The College Mission Statement forms the foundation for setting goals, objectives, and planning priorities through its planning documents, grant applications, program review, needs assessments and an abundance of subject-specific reports that support student success and achievement driven by qualitative and quantitative data.

Through analysis of the 2014-2019 Strategic Plan, its many goals, and the alignment exercise, ORPIE drafted the SBVC Planning Handbook. The handbook details the strategic planning process, and demonstrates how campus plans and processes align with, and support each other.
Institutional Effectiveness

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The institution assesses the accomplishment of its mission through program review. Program Review requires that programs complete EMP Sheets annually, provide an in-depth program efficacy report every four years, and conducts an annual needs assessment process.

The EMP Sheets (28) include planning statements that evaluate goals and objectives in light of the student access and performance data. Access and performance data include, student demographics, course retention, course success, and an assessment of student learning outcomes (SLOs). ORPIE engages in conversations with the Program Review and A&O Committees about how best to include SLO/SAO assessment data in the EMP data/planning sheets. Over the years the EMPs have undergone a number of changes. In 2010 student services programs were included. In 2017 SLOs and SAOs were included in the datasheets. Each program receives an updated data sheet annually. The EMP is used as an evaluation tool by the Program Review Committee with regard to program efficacy and needs assessment.

Program efficacy evaluation is framed by the college’s strategic initiatives and incorporates the programs’ EMP data and dialogue that is updated and submitted to the PRPIC each fall. Full-efficacy reviews require areas to address the following through both data analysis and anecdotal evidence:

- Increase Access (programs address service to demographic makeup of the college and pattern of services);
- Promote Student Success (programs provide data/analysis demonstrating achievement of instructional or service success and analysis of SLOs/SAOs/PLOs);
- Improve Communication, Culture & Climate (program demonstrates and analyzes communication efforts with college and community and demonstrates and analyzes its impact on culture and climate);
- Maintain Leadership and Promote Professional Development (program demonstrates currency in professional development activities);
- Effective Evaluation & Accountability (program provides mission/statement of purpose that is linked to the college’s and provides data analysis of productivity, evidence of program’s relevance/currency—specifically curriculum for instructional programs and incorporates program weaknesses and challenges into planning); and
- Facilities (program evaluates sustainability of physical environment for its program).
Program efficacy requires departments/programs to submit their EMPs as part of the review process. Departments/programs evaluate their effectiveness through analysis of FTES, duplicated enrollment, FETF, WSCH, student success and retention, percent of online enrollment, degrees awarded, and certificates awarded. Department/program planning is linked to data analysis, anticipated challenges and opportunities, SAO/SLO/PLO assessment, and previous progress on department/program goals (55).

During the 2017-18 academic year, the Academic Senate voted to align SLO/PLO/SAO reporting processes with Program efficacy in order to eliminate duplication of reporting. At that time departments reported on their SLO/PLO/SAO progress, assessments, and findings on a three-year cycle. Beginning in fall 2017, this cycle was aligned with the four-year Program Review cycle, and departments now submit evidence to the Program Review Committee, via the Efficacy process that each course and program has completed a summary evaluation at least once during the four-year review cycle (56).

The Program Review Committee conducts an annual campus-wide needs assessment each fall. Programs’ requests for budget, equipment, faculty or classified professionals are evaluated and ranked to inform college decision-making. Request for technology or facilities are forwarded to committees charged with evaluating those requests (57). The results of the Needs assessment Program Review Rankings are sent via email to the entire campus. Results are also posted on the Program Review website (58). Needs assessment is tied to department/program efficacy; departments/programs are required to address how the content of their latest Program efficacy Report and current EMP data support their requests.

Analysis and Evaluation

The Program Review Process is transparent, and all documents (efficacy reports, needs assessment requests, committee minutes, etc.) are posted on the college’s Program Review website (59).

The Faculty and Administrative Co-Chairs of the Program Review Committee are members of College Council where they take part in planning, issue management, and communication for college governance issues. The Faculty Co-Chair is a member of the Academic Senate and regularly informs that constituency of Program Review processes and outcomes (60, 61).

The Program Review Committee is charged with evaluating the effectiveness of programs and services. The current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years. Committee membership requires area representation and is comprised of at least three Vice Presidents or their designees, as appointed by the President, 10% faculty representation by
Division, at least three classified professionals as appointed by Classified Senate/CSEA, and one student (60).

**I.B.6** The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

**Evidence of Meeting the Standard**

SBVC collects aggregate learning outcomes data at the course level which allows for disaggregation at the section level. Faculty are able to disaggregate and analyze data by mode of delivery, day or time of instruction, upper division vs. lower division, analyze student performance in gateway and capstone courses, linked courses, cohort groups, accelerated courses, short term vs. full term courses and any other way faculty find relevant to their courses and programs (62). Course level SLO data is mapped up to Program Level Outcomes (PLOs). Faculty have the opportunity to compare and evaluate program outcomes for certificates and degrees and analyze the underlying courses (63). Faculty can evaluate disaggregated strictly using quantitative data and/or incorporate faculty reflections it identify challenges, successes, and improve the quality of teaching and learning.

Advisory committees in CTE programs meet regularly to evaluate program practices and recommend ways to improve instructional programs (64).

ORPIE utilizes disaggregated achievement data that is integrated into planning processes throughout the institution. For instance, student achievement data can be found in EMPs, Program efficacy, STEM data, SSSP reporting, and strategic goals and initiatives (24).

Every three years the campus prepares a formal Student Equity Report. This report includes data disaggregated by all student demographics including race, gender, age, foster youth, LGBGT, and veteran status. The report identifies groups that are disproportionately impacted on key performance metrics and specifies which support programs will address the gaps (65).

**Analysis and Evaluation**

Initially, disaggregation took place at the campus level with periodic reporting on SLOs for all courses disaggregated by mode of delivery. Departments report on SLOs once every four years as a part of program efficacy. As data collection in the SLO Cloud began in 2014, it took several years for departments to gather enough data for thorough evaluations. Analysis of disaggregated SLO data began to appear in program efficacy documents in 2017. As of 2019-2020 program efficacy has included disaggregation of SLO data in its evaluation rubrics (66).
ORPIE makes regular reports that analyze student-success scorecard, now Vision for Success data. Reports are made to the Academic Senate, College Council, and the Board of Trustees. Strengths and weaknesses are discussed with respect to the disaggregated data. Student Equity Reports are prepared every three years, and ORPIE makes presentations at community meetings addressing enrollment and success rates. The ORPIE website contains campus planning documents, survey results, and data reports on such key indicators as demographics, enrollment, graduation, and student success. Each year the campus holds a campus and community meeting where score-card and student equity data are presented along with plans for partnerships, instructional programs, and student success programs. ORPIE has standing items on the College Council agenda for strategic planning and Educational Master planning where data is discussed in terms of planning priorities (52, 67).

With the implementation of AB 705, analysis of math and English achievement was used to estimate the increases in resources for tutoring and supplemental instruction that would be needed (68).

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

SBVC evaluates its policies and practices based on the timelines established within a plan and/or by the responsible committee.

Board Policies and Administrative Policies are overseen by District Assembly and are reviewed in accordance with AP2410 Board Policies & Administrative Procedure. This review process also ensures that governance processes, outlined in AP2510 Collegial Consultation, are regularly reviewed (60,69).

Instructional programs, and student and learning support services complete EMP Sheets annually. All areas on campus that do not have a program efficacy rating of ‘probation’ and have current EMP Sheets are able to participate in needs assessment to identify and prioritize needed resources. With the mission at its center program efficacy evaluates all administrative, instructional, and student and learning support services areas.

The Program Review committee seeks feedback from participants annually and uses the information refine and perfect committee processes. All campus committees are given a committee self-evaluation at the end of the academic year. Committee surveys are compiled and reported out to College Council (70).
Campus Climate Surveys provide insight from management, faculty, classified professionals, and student regarding the scope and quality of campus programs and services. Campus Climate surveys are conducted every year. They are distributed in two phases: (1) students and faculty during spring semester and (2) classified professionals and managers during summer months (29).

**Analysis and Evaluation**

SBVC engages in evaluation of policies, procedures, instructional and student support services. On the first day of every semester, the president and executive team visit each division meeting to hear feedback about campus policies and practices.

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

**Evidence of Meeting the Standard**

Campus collegial consultation processes are designed to disseminate information, including assessment and evaluation activities, across campus. When representatives report out to their membership and constituencies, the information flows to all constituent groups, divisions, and departments. Additionally, committee agendas and minutes are posted online and available for review by all interested parties (69; 71).

The Program Review Committee posts online all program efficacy materials, including outcome evaluation and achievement data, and needs assessment results (59). CORs are available through CurricUnet (72). The ORPIE provides access to student achievement data and assessment reports (24). Board of Trustee meetings, Campus and Community meetings, and SBVC Foundation meetings are opportunities to convey information to the public. The President’s Report to the Board of Trustees, and the Chancellor’s Chat are emailed to the entire campus (73).

**Analysis and Evaluation**

SBVC has processes in place to facilitate communication and create a shared understanding of the institution's strengths and weaknesses. Although the channels to distribute information are present, Campus Climate Surveys indicate that not all SBVC employees feel they are well informed (29). To address this committee members are being reminded that reporting out to their constituencies is part of their committee responsibilities (74).
I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Institutional planning and evaluation are cyclical and recurs at established intervals. For instance, the Strategic Plan and Objectives, EMP, FMP, and Campus Technology Plan are on a 5-year cycle and include short- and long-range planning objectives. Such plans are fluid and can be updated as necessary but undergo a thorough evaluation and review that begins during the last year of the plan’s cycle (75).

Curriculum – Content review for courses and programs take place every 7 years, except for CTE programs which undergo content review every 2 years (76).

Program Review Needs assessment is conducted annually, and program efficacy is conducted every 4 years except for CTE programs which alternate between a full program efficacy and a mini efficacy report every second year (54).

SLOs are aligned with both Content Review and Program Review processes.

The campus standing committee structure is evaluated every two years to ensure that committees are relevant to the campus mission and have the appropriate campus membership. Often starting in the Academic Senate, committee deletions, committee additions, or changes to a committee mission or membership are collegially discussed and an updated campus committee structure is forwarded to College Council for further discussion and adoption. These changes can be established out of cycle should the need arise (77).

Analysis and Evaluation

Program Review is central to campus planning. With the campus mission at its core, program efficacy acts as a touchstone for all departments on campus. Through program efficacy departments verify that their curriculum is up to date and the catalog is accurate; evaluate student success, retention, and outcomes, conduct analysis on equity and access, and engage in short-term and long-range planning. The Program Review committee follows a department’s progress on planning goals annually through EMP Sheets, and from efficacy report to efficacy report. Program’s efficacy status, analysis of data student performance data, and progress on planning
goals is a factor in the Needs assessment process which is directly tied to allocation of campus resources.

All committees on campus complete a Committee Self-Evaluation Survey every year and uses the data to improve internal processes and communication (70.1). The Program Review committee evaluates and improves its processes annually.

**Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

The Program Review Committee evaluates the student achievement data and planning statements for all instructional, student services, and administrative services programs. The planning sections of the EMP sheets are expected to highlight what to expand that lead to activities that lead to successful outcomes and to make changes to activities that lead to declines in success. The committee evaluates the data and planning statements and makes recommendations. Quantitative and qualitative data are disaggregated and discussed by the committee (E2.5.3 Program Review meeting minutes). The committee also organizes training sessions for program representatives to make them aware of ‘best practices’ for using data for planning that leads to a cycle of continuous improvement. Training sessions focus on the unique approaches used by particular divisions—instructional, student services, and administrative services. Evaluations/recommendations are tailored to the division and program type and instructional mode of delivery.

Although the COVID-19 pandemic resulted in the majority of employees working from home it did not interrupt the campus collegial consultation process or the essential work of the campus. For instance, Program Review processes or other campus processes. The PR Committee already utilized Canvas to organize and share documents. The PR Committee continued its normal meeting pattern using Zoom and Sp20 program efficacy was completed on schedule. The Curriculum Committee continued the content review processes and course and program additions and deletions.

Communication improved during the pandemic. Informational emails were sent out with regular frequency, and the emergency alert system was utilized for communicating important news flashes to employees and students. The college president established bi-weekly campus updates. Meetings saw greater attendance. It’s unknown at this time exactly why there was an upswing in communication and attendance; perhaps uncertainty and isolation brought on by the pandemic and work at home encouraged employees to seek out information and interaction.

**Improvement Plan(s)**

The college will evaluate the new Guided Self-Placement instrument
SBVC second Quality Focus Essay project will focus on the Program Review processes

**Goal 1. Conduct an in-depth evaluation of the current Program Review process.**

**Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.**

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I.C Institutional Integrity

I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

SBVC ensures that information related to its mission, outcomes, educational programs, and student support services is accurate and readily available to the public. The College Catalog, schedule of classes, and website are the main sources of information regarding SBVC’s educational programs and institutional policies. SBVC’s accreditation status is published in the catalog.

Processes are in place to ensure the accuracy of the information published including, but not limited to, catalog development processes conducted by the Office of Instruction, verification of information by Dean’s Cabinet, and email to Department Chairs. Program Review serves as another check point. Program efficacy includes a section on Relevance and Currency, Articulation of Curriculum which includes the question “Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised.”

SBVC completes and submits all required reports to the Accreditation Commission, California Community Colleges Chancellor’s Office (CCCCO), state and federal governments, and any other body requiring information about the College. SBVC maintains its accreditation status and informs the public of accreditation activities via the SBVC website. The current accreditation status with the ACCJC is also published in the 2019-2020 College Catalog (page 5).

Additionally, the College Catalog includes statements that “SBVC’s Nursing Program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing” (79).

Analysis and Evaluation

Information on SBVC’s mission, outcomes, educational programs, student services and accreditation status is accurate. The campus has processes and checks and balances in place to ensure integrity of information (60,69). SBVC welcomes accreditation site visit teams and will aid and support to peer evaluators so that they may perform their duties.
The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)

Evidence of Meeting the Standard

SBVC publishes a print and online catalog annually. Catalog information is reviewed by administration, faculty, and staff to ensure that information published in the catalog is accurate. The Program efficacy process also ensure catalog accuracy by requiring departments to review the catalog information for their area and submitting updates to the Office of Instruction. As changes occur, addendums are published with curriculum updates as needed throughout the year. Archived college catalogs can be found in the SBVC Library and are also posted on the college’s webpage.

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Courses are included in GE requirements based on the philosophy of GE as articulated in a statement on page 39 of the 2019-2020 College Catalog (78). These courses are in alignment with the CSU system and IGETC requirements for GE. The statement also delineates ILOs derived.
from this rationale for GE.

Analysis and Evaluation

The SBVC catalog is updated annually and is available in print and on SBVC’s website for easy access. Deans and faculty chairs are required to ensure consistency between the information appearing in print and online (80). Students are encouraged to meet with their counselors on a regular basis to facilitate understanding of requirements and to be updated on recent information not yet reflected in print media. Program Review process verifies accuracy of catalog information during the program efficacy phase (81).

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

SBVC reports student achievement data to current and perspective students, campus, district and community in a variety of ways. ORPIE prepares student achievement reports and presents the information to campus constituencies, at community meetings, and reports to the Board of Trustee (73). Additionally, the ORPIE website posts these reports for public viewing. ORPIE website also includes data on student success and graduation rates by department (24).

The District Office of Research, Planning, and Institutional Effectiveness (DORPIE) publish Key Performance Indicators on Student Success, Enrollment and Access.

The SLO Cloud generates success reports on outcomes by class, certificate, or degree (82). This outcomes data is utilized for EMP-Sheets and program efficacy which are available for public viewing.

Analysis and Evaluation

SBVC documents, evaluates and disseminates information on student learning and achievement to campus and district constituencies, current and prospective students, and the public. Student learning and achievement reports and data are available for viewing on the ORPIE website and presented and discussed at campus, district and community meetings.
I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Part II of the SBVC Catalog provides comprehensive information on general requirements for certificates degree, transfer and transfer (83). The catalog further details discipline specific requirements for certificates and degrees, including a description of the discipline, discipline degree or certificate requirements, and Program Learning Outcomes.

Comprehensive and discipline specific information on general requirements for certificates degree, transfer and transfer is distributed by the Counseling office and published in department brochures (84).

This information is also available on the campus website (85). SBVC implemented an interactive online catalog developed using Courseleaf in spring 2020.

SBVC is currently working toward Guided Pathways implementation whereby each path is clearly articulated for students. When completed, Guided Pathways will be available in the College Catalog and campus website (86).

Analysis and Evaluation

SBVC provides descriptions of certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes is a variety of publications and modalities.

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The review cycle for Board Policies (BPs) and Administrative Procedures (APs) is governed by AP2410 Board Policies & Administrative Procedures and administered through District Assembly, an advisory committee with representation across constituencies from SBVC, CHC, and the District. AP2410 Board Policies & Administrative Procedures ensures that BPs and APs are reviewed by the appropriate departments and constituency groups at both campuses and the district before being forwarded to the Board of Trustees for approval.

Internal policies and procedures such as Program Review, Curriculum, Outcomes processes and Student Equity practices are reviewed and updated by campus governance groups and through the campus committee structure. For instance, the Curriculum and Program Review committees operate under the authority of the Academic Senate. Both committees perform a self-evaluation
of both their committee and their processes and report to the Academic Senate on an ongoing basis (70). Changes to processes, committee charge, or membership are brought to the Academic Senate for consideration and approval (87).

Publication of the College Catalog includes multiple checkpoints to verify accuracy prior to publications including the Office of Instruction, Office of Student Services, Deans, and Department Chairs (80). Verification of catalog information is also included as part of the Program Review process (81).

Campus publications are fact-checked by departments, Marketing, and Print Shop prior to publication (88).

The Strategic Planning Handbook and Accreditation Review Cycle, both currently in draft format, will document review cycles local plans and processes.

Analysis and Evaluation

SBVC regularly reviews institutional policies, plans, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The campus has checks and balances through AP2410 Board Policies & Administrative Procedures and local practices to ensure that policies, plans, procedures, and publications are accurate and up to date.

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

SBVC informs all students, current, prospective and international, of campus tuition and fees via the printed and online College Catalog, and the Admissions and Records and Financial Aid websites. Information on tuition and fees is also available in the Counseling office (90). Tools available include a Net Costs Calculator, Gainful Employment information by discipline that include the estimated cost of tuition, fees, and instructional materials (18). The exact cost of textbooks by course and section are available on the SBVC Bookstore website (91).

SBVC submits comprehensive data to the IPEDS National Center for Education that is used to inform estimates on the costs of rent and transportation in the City of San Bernardino. The IPEDS summary paper informs students of these costs of living as well as costs for tuition, fees, and an estimated annual cost for textbooks (92).

Analysis and Evaluation
San Bernardino Valley College accurately informs current and prospective students the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials using a variety of resources and modalities.

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Academic Freedom is ensured by BP/AP4030 Academic Freedom. BP/AP4030 is regularly reviewed as per AP2410 Board Policies & Administrative Procedures and can be brought forward for review at any time (92).

SBVC reiterates its commitment to Academic Freedom in the SBVC print and online catalogs. Additionally, the California Teachers’ Association (CTA) contract with the SBCCD addresses academic freedom (Article 6) (03). SBVC provides faculty and students with the freedom to explore all knowledge appropriate to their discipline.

Analysis and Evaluation

SBVC policies, procedures and ethics statements make clear the institution’s commitment to the free pursuit and dissemination of knowledge. SBVC supports an environment of intellectual freedom for all constituencies.

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Student behavior and conduct on campus and in the classroom, plagiarism, cheating, fabrication, and disciplinary action are listed under the SBVC Catalog heading of Student Rights and Responsibilities (95). Student Rights and Responsibilities are also available on the SBVC Website (96), the Student Handbook (97), and the Online Student Handbook (99).
Student Conduct is governed by BP/AP5500 Standards of Student Conduct (99) and AP5520 Student Discipline (100). AP3430 Prohibition of Harassment (101), and AP3435 Discrimination and Harassment Procedures (102) may also be applied to student conduct should a student’s action meet the criteria for discrimination or harassment.

**Analysis and Evaluation**

SBVC maintains and publishes their policies on academic honesty, intellectual integrity, and student conduct for all students regardless of the modality in which a course is delivered. Ninety-three percent of students who responded to the 2017-2018 Student Campus Climate Survey agreed or strongly agreed that faculty are clear about the rules regarding academic honesty (103).

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**Evidence of Meeting the Standard**

The Faculty Ethics Statement encourages faculty to distinguish between personal convictions and professional views, stating that faculty should “show due respect for the opinions and diversity of others through the exchange of constructive criticism and ideas of their colleagues.”

Faculty have a responsibility to students to

- Encourage intellectual curiosity and the pursuit of learning,
- Demonstrate respect for students as individuals, and
- Respect individual perspectives and contexts.

Student feedback is sought during faculty evaluation process includes a student survey. One of the questions on this survey asks whether an instructor presents information in a fair and unbiased manner. Therefore, student feedback is sought regarding the instructors’ appropriate application of academic freedom (106).

**Analysis and Evaluation**

SBVC supports academic freedom and respects the rights of both faculty and students as regards academic freedom. Based on SBVC’s 2012 self-study survey, 81 percent of students were satisfied with and believed the College supports academic freedom, and 86 percent of faculty reported their belief that faculty are fair and objective in their presentation of course material.
Over 87% of students who responded to the 2017-2018 Student Campus Climate Survey agreed or strongly agreed that SBVC, which is inclusive of classroom instruction, is free of racial and gender bias.

I.C.10 Institutions that require conformity to specific codes of conduct of classified staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

**Evidence of Meeting the Standard**

N/A

**Analysis and Evaluation**

N/A

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

**Evidence of Meeting the Standard**

N/A

**Analysis and Evaluation**

N/A

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

**Evidence of Meeting the Standard**

A link to San Bernardino Valley College’s accreditation website appears in the footer of every web page, allowing interested parties to immediately access SBVC’s accreditation status (110). The main accreditation page includes contact information for ACCJC, recent accreditation reports, ACCJC action letters, and ACCJC reaffirmation letters. In addition, the college is accredited by the Accreditation Commission for Education in Nursing (ACEN) and is recognized
by the California State Board of Registered Nursing and links to those entities are on the main accreditation page. From the main accreditation page, interested parties can link out information on the A&O Committee, past accreditation reports, accreditation evidence, and other resources.

The institution completes documents for ACCJC in a timely manner including ACCJC Annual Reports, substantive change requests, Midterm reports, and the ISER. If the campus receives a compliance recommendation, as it did in 2014, the recommendation is addressed and included in a Follow-Up report to ACCJC.

**Analysis and Evaluation**

SBVC is in full compliance with past Accreditation Commission recommendations as evidenced by the Follow Up Report (2016) and the Midterm Report, (2017) and submission of the ACCJC Annual Reports. SBVC has been responsive to ACCJC’s recommendations and has been proactive in many areas to sustain and improve the quality of its services.

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

**Evidence of Meeting the Standard**

SBVC has numerous relationships with outside agencies, including nonprofits, such as the Boys and Girls Club, as well as with school districts. For example, SBVC offers dual enrollment classes at San Bernardino Unified School District (SBUSD), Colton Unified School District, and Rialto Unified School District. In 2019, SBCCD entered into CCAP/dual enrollment agreements with Lifelong Learning Administration Corporation (Learn4Life) □ Provisional Accelerated Learning (PAL) & Charter Academy and Alta Vista Public Charter Schools (113)

One of the SBUSD partnerships is Middle College High School (MCHS), one of the most successful programs of its kind in the state, providing high school students the opportunity to complete their diplomas and associate degree concurrently ([SBUSD_MCHS](#)). MCHS received a designation as a “Distinguished School” in the California School Recognition Program ([CDE_2007](#)) (114). MCHS has also had 100 percent pass rates on the CAHSEE test over the past six years (115).

Vocational programs have benefited from the many advisory programs with business and industry. Students from the applied technology programs are able to earn a certificate while still in high school; the technology faculty and administrators at SBVC have been very active to recruit and address job opportunities after students are trained (116).
SBVC has expanded partnerships with area school districts and employers with Generation Go, a non-credit workforce readiness program. Students participating in Generation Go receive 54 hours of instruction in soft skills for employment and earn a Job Readiness Skills certificate. Students participate in a paid internship with SBVC’s partner employers in the community which provides them with work experience (117).

Analysis and Evaluation

SBVC demonstrates honesty and integrity in its relationships with external agencies. SBVC is in compliance with regulations and statutes. The growth of partnerships with area schools and employers speaks to SBVC reputation in the community.

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

San Bernardino Valley College is a state-funded, non-profit school, without external interests. As stated in the campus mission SBVC’s goal is to ‘provide quality education’. The campus measures its performance, not by how much revenue it generates, but by how many students attain their educational goals, and the quality of services offered by the campus.

Analysis and Evaluation

SBVC has a commitment to high quality education. SBVCs goals are based student achievement, student learning, quality of support services, access and equity. SBVC measures and evaluates campus goals through the SBVC Strategic and Goals, Scorecard, and Vision for Success Goals.

Conclusions on Standard I.C. Institutional Integrity

SBVC provides information on its accreditation status, learning outcomes, instructional program and support services in its print catalog, online catalog, and on the College website. The SBVC meets all elements list for catalog requirements, academic freedom, academic dishonesty, and Title IX. Students are informed of the total cost on education. The institution represents its accreditation status accurately and responds to commission requirements.

The COVID-19 epidemic caused the majority of classes in spring 2020 and summer 2020 to move to a 100% online environment. This information was disseminated to students via e-mail, social media, and the District’s emergency alert system. Every effort is being made to keep
students and the community informed on how SBVC is addressing this rapidly changing and ongoing emergency. Student have been notified of changes to the refund policy, excused withdrawal requirements, and pass/no pass grading options. Students are informed what services are available on campus, and how they can check out Chromebooks and hot spots for home use.

The summer and fall schedules are released simultaneously and registration for summer and fall classes is done concurrently. At the time the schedules were published it was unclear if face-to-face classes could be held in the fall or CTE and science labs could be held on campus for either semester. The majority classes in the summer were changed to online delivery prior to the release of the summer schedule and the fall schedule without changes. The schedule of classes website display a large banner stating that the majority of summer classes are being offered remotely, and that fall may be offered remotely.

The Academic Senate Executive committee met with administration and discussed setting decision date for the mode of delivery of fall classes. The college president worked with Chancellor’s Cabinet and chose May 15, 2020 as the decision date. Chancellor’s Cabinet felt that a decision date prior to the end of spring semester would ensure that faculty and students know how to prepare for fall semester….to be updated after May 15th!

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Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and non-credit education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

SBVC offers instructional programs in support of its mission to serve a diverse community of learners and meet the needs of its community. SBVC offers degrees, transfer degrees, and certificates, non-credit certificates, in a variety of fields of study including career technical fields, and basic skills. Courses and programs are available on campus, via hybrid and fully online delivery, and dual/concurrent enrollment. Departments, through the Program Review process, must demonstrate how they align with the mission of SBVC.

As evidenced by the Education Master Plan, 2016 Environment Scan, and Strong Workforce alignment, CTE programs address regional workforce needs, employment opportunities, and the College mission. CTE programs have employer advisory boards to ensure program and curriculum alignment with workforce needs. CTE programs participate in curricular and program review on a biennial basis. The Inland Empire Regional Consortium reviews CTE degrees and certificates as required by the CCCCO (26, 36).

Credits for traditional and DE courses as are the SLOs are the same, regardless of mode of delivery. DE courses are content-reviewed on a regular basis, although the DE addendum is
initially approved through a separate process. The addendum was updated at the beginning of October 2019 to comply with recent changes in Title 5 (119).

The Curriculum Committee, as part of the curriculum review and approval process, reviews all degrees, certificates and courses through a transparent and rigorous approval process that ensures appropriateness to the mission, need, curriculum standards, learning outcomes, adequate resources, and state regulations. Each year the Curriculum Chair certifies that all curriculum goes through the processes that meet Ed code. The Articulation Officer, a standing member of the committee, ensures that SBVC courses and programs with the articulation requirements for transfer to four-year universities.

The Curriculum Committee is working on growing its non-credit courses and certificates. The committee developed a designated non-credit approval mode in CurriUnet: however, all non-credit courses are reviewed using the same standards as credit courses and they ensure local and state compliance. By fall of 2019 comma the committee approved 96 noncredit courses an 10 noncredit certificates.

The Curriculum Committee worked diligently to comply with AB705 legislation by Fall of 2019. During Fall 2018, the committee, in collaboration with the Senate and multiple divisions on campus, began the process of reviewing and approving the revised curricular changes in English and Math, implementing co-requisite courses, reviewing recommendations by the Chancellor’s office, and assisting faculty whose courses were impacted by the changes in prerequisites (118).

Faculty assess student achievement of SLOs and report achievement data in the SLO Cloud. Program efficacy processes include evaluation and analysis of student learning outcomes and student achievement data (39).

**Analysis and Evaluation**

All instructional programs at SBVC are consistent with the campus mission, EMP, community data in the environmental scan, and Strong Workforce. SBVC ensures that approved courses and programs are appropriate to higher education by complying with the requirements of the CCCCO and by meeting Title 5 regulations regardless of location or means of delivery.

Learning outcomes are established and evaluated through the curriculum and program review processes. Faculty incorporate outcomes into instruction and report on student attainment of outcomes every semester.

Credit and non-credit programs and /or courses, regardless of means of delivery, are subject to the same rigorous curriculum requirements and program review processes.
II.A.2 Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

**Evidence of Meeting the Standard**

SBVC employs a multilevel process by which all courses and programs are developed and reviewed. Curriculum development includes a review by the initiating faculty member, members of the department, the department faculty chair, the division dean, and the Curriculum Committee. The Curriculum Committee, whose membership includes 10% of faculty from each campus division, ensures that all SBVC courses and programs are compliant with accepted academic and professional standards. As stated in the Curriculum Handbook, the course outline of record must include methods of instruction, learning objectives, learning outcomes, appropriate assignments, and sample texts. Courses offered through DE must undergo further scrutiny. In response to recent Title V changes, professional development for online instruction has been modified fall 2019 to include level one and level two training modeled after best practices from the CVC-OEI, delivered in a 4-week or 10-week format. The college has moved to evidence-based training to ensure that all instructors meet pedagogical standards appropriate for DE. Approval and review processes for degrees and certificates identify learning outcomes and ensure that programs meet the needs of students and the community (72, 76, 110).

Educational quality of student learning programs and support services is evaluated on a four-year cycle through the Program Review Efficacy Process. Efficacy evaluation is framed by the college’s strategic initiatives and incorporates the programs’ EMP data and dialogue that is updated and submitted to the ORPIE each fall. Program Review teams evaluate efficacy documents and provide feedback to the departments/programs for consideration in planning and improving quality.

Program efficacy reports require that programs/departments; include a mission/purpose statement and address the way that mission/purpose links to the institution’s mission; demonstrate currency in professional development activities and ways faculty and classified professionals engage in professional growth (39); and provide evidence of program’s relevance/currency—specifically curriculum for instructional programs. SLOs/PLOs/SAOs progress, analysis, departments/programs to provide evidence that the pattern of service or instruction meets student needs (6); and evaluation is reported via the efficacy process on a four-year cycle and requires a summary evaluation at least once during those four years (55).
Analysis and Evaluation

The Curriculum Committee is a subcommittee of the academic Senate and is faculty driven process. The committee employs a fully transparent process with voting membership and the committee complies with the Brown Act agendas are posted 48 hours prior to the meeting and minutes are posted on the website for the following meeting. Membership on the committee rotates every two years; The curriculum chair serves a term of three years period the membership consists of 10% a faculty from each division to ensure global representation all faculty receive mandated training at the first meeting of each academic year.

The approval process is outlined in the Curriculum Handbook. However the faculty member will “launch “a course, either new or modified in curricula comma and then the appropriate faculty are notified to review the proposal, including the Department faculty, Department chairs, Deans comma the articulation officer comma the SLO coordinator comma and the DE coordinator. Following review of all the appropriate constituencies comma the proposal then goes to technical review and then goes to a full committee review and vote.

The Program Review Process is transparent, and all efficacy reports and committee minutes are posted on the college’s Program Review website.

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

Learning outcomes are identified for all courses, programs, certificates and degrees using the procedures outlined in the Outcomes Handbook. SLOs are on the Course Outline of Record (CORs). In 2018-2019 the Curriculum and A&O committees added an outcomes approval process through CurricUnet, so members of the SLO committee can review outcomes to be sure they meet the SLO Rubric and make recommendations as needed. Approved CORs can be accessed from the main CurricUnet page (47). Course syllabi include learning outcomes from the COR.

As per the Outcomes Handbook, faculty assess student achievement on SLOs and record the data in the SLOCloud. SLOCloud uses SLO data to populate PLOs based on SLO to PLO maps created by discipline faculty. The SLOCloud generates reports at the course and program level that are analyzed and evaluated for continuous quality improvement (72). Analysis and evaluation of SLO/PLO assessment data occurs at least once every four years as part of the program review processes (121).
Analysis and Evaluation

SBVC identifies, assesses, and evaluates learning outcomes through the curriculum and program review processes. All faculty are expected to assess outcomes and report assessment data in the SLOCloud every semester. As noted in standard II.B.2 is working to shift campus culture and fully embrace year-round “3E” assessment of SLOs.

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

In the curriculum approval process, pre-collegiate curriculum is distinguished from college-level curriculum by the course numbering system. The numbering systems designate 001 - 099 as pre-collegiate courses, 100-299 as collegiate level courses, and 600-699 as non-credit courses (122).

The office of Research, Planning, and Institutional Effectiveness (ORPIE) conducts job analyses and other surveys and engages in data analysis. Students participate in a comprehensive matriculation process, which includes assessment and advisement. These are instrumental in identifying the varied educational needs of students and the community. This information is essential to making informed decisions regarding the need for pre-collegiate course offerings.

The Basic Skills committee uses this data to foster instructional support across campus for example projects supported by Basic Skills, including overnight textbooks, Reading lab software, and tutoring support. As detailed in Standards II.B and II.C, appropriate instructional support services are offered across campus, including tutoring, supplemental instruction, computer labs, writing lab, and a reading lab (118).

English, mathematics, and reading departments have revised their curricula to meet the goals established in AB 705. Students wishing to complete college-level English and math within one year may select English and math pathways that offer accelerated basic skills, collegiate level courses with supplemental instruction, and/or non-credit support classes (123).

Analysis and Evaluation

The institution is in the process of implementing AB 705 with the offering of supplementary courses such as English 086 and 087 to facilitate students’ success in English 101. As of fall 2019, the Department of English has offered 92% of composition courses at the transfer-level. We are in compliance with AB 705 and have adopted the co-requisite model, which is widely
employed by other colleges in the state. All indications are these courses are making a difference in student retention and success. A community of practice that was convened in spring 2019 endeavored to establish strategies and best practices for the implementation of AB 705. However, we are in the early stages of implementation and are in the process of establishing baseline data for evaluation of effectiveness of the model (124).

The mathematics department, as of fall 2019, is offering 53% transfer-level courses, and for spring 2020, the department will be offering 57% transfer-level courses. The department is employing a multi-pronged approach in an effort to reach the goal of 90% transfer-level course offerings by fall 2020. The efforts include offering co-requisite courses and additional transfer-level courses for non-STEM students. Some courses will provide students with a non-credit laboratory before or after classes to enhance their chances for success. The math department has undertaken professional development activities to ensure instructional effectiveness. These activities include a community of practice for statistics instructors and for Pure Math instructors who teach Applied Math.

II.A.5 The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

AP4100 Graduation Requirements for Degrees and Certificates ensures that SBVC conforms to the 60-unit semester credit-hour standard. Requirements for an Associate Degree or Associate Transfer Degree begin on page 39 of the 2019-2020 College Catalog. Graduation requirements for the AA degree have the following criteria:

- SBVC ensures that a credit hour meets accepted academic expectations through BP/AP4020 Program, Curriculum, and Course Development.
- The definition of a credit hour is on page 12 of 2019-2020 SBVC catalog. SBVC has established procedures to ensure that curriculum complies with the definition of “credit hour” or “clock hour,” where applicable.
- Students must take a minimum of 18 units of study with all coursework for the Major or Area of Emphasis
- SBVC’s Curriculum Committee and Articulation officer ensures that a credit hour meets accepted academic expectations.
- SBVC complies with the ACCJC’s assessment of clock-to-credit-hour conversion formula (78).
Analysis and Evaluation

SBVC has practices in place to ensure compliance with ER 12 as determined by the California Community Colleges Chancellor’s Office and are published in the Program and Course Approval Handbook (PCAH (125, 126). As shown on page 48 of the Curriculum Handbook Step 5 in the process for creating new degrees or certificate required units in the area of emphasis are calculated as part of the curriculum process. New degrees and certificates are reviewed at least once by the Curriculum Technical Review and full Curriculum Committee. The Articulation officer reviews new degrees and certificates at all steps in the approval process. Curriculum committee members are trained on credit program criteria at the beginning of the academic years.

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The establishment of course sequences for degrees and certificates is a part of all program proposals and program modifications that go through the Curriculum Committee. Department Chairs, Division Deans, and the VPI ensures that the schedule and sequencing of courses allow students to complete a degree within 2 years, and a certificate within one year. Higher credit degrees, such as Chemistry, or degrees with prerequisites such as Nursing may take longer. The Program Review process includes a section on Access. One aspect of this section requires department faculty to analyze and evaluate their course scheduling to ensure it meets the needs of the student population (76, 127).

SBVC is implementing Guided Pathways (GP) in order to facilitate student completion of degrees and certificate programs in a timely manner. Compliance with the state-mandated GP deadlines of the year 2023 is well underway with SBVC projected to be in full compliance by 2022 (128). SBVC has identified and groups certificates and degrees into six difference career fields. Guided Pathways career wheel on the SBVC homepage allows students to explore certificates and degrees in career fields that are of interest to them.

SBVC also has a Program Discontinuance Policy that addresses the needs of students whose programs are being eliminated. When program modifications are made, students are guaranteed the right to complete the program under the guidelines of the catalog under which they first register, as long as there were no breaks in attendance. Department chairs and counselors also ensure timely completion of programs through course substitution using the Modification of Major form. SBVC’s membership in the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium allows students to gain access to courses that are offered through other institutions within the consortium (129, 130, 131).
Analysis and Evaluation

Department chairs have access to enrollment data and use this data in the scheduling of classes. Fill rates, persistence, retention, wait lists, and trends over time contribute to data-driven decision-making when scheduling courses.

The new scheduling tool that will roll out Fall 2020 will increase access through standardization of class start and end times. This standardization will optimize classroom utilization, and ensure students have adequate passing time between classes. The scheduling tool also takes the local bus schedule into account ensuring that students will have time to make the bus when class end (132).

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

True to its mission, SBVC promotes the success of its diverse community of learners by offering instructional and support programs using different modalities and methodologies. SBVC provides programs and services for special populations, responds to state-wide initiatives, embraces distance education, and works to reduce textbook costs.

SBVC programs are targeted to enhance the educational experiences of specific student populations. For example, the success rates of African American and Latino students have been enhanced by the Tumaini Program and Puente Project, respectively. College Promise and First Year Experience, two outstanding programs, assist incoming high school students with tuition, textbooks, scheduling, and have built-in instructional support services. In order the facilitate AB 705, faculty are implementing new instructional strategies by embedding SI into courses or linking credit courses with non-credit support courses. Students with identified disabilities have the support of a strong DSP&S office. Both the EOP&S and STAR programs support first-generation students with academic and financial assistance. The Honors Program challenges those students who favor more academic rigor (124, 133, 134, 135, 136, 137).

The educational needs of foster youth are addressed by the Guardian Scholars program. This program provides school supplies and textbooks free, food vouchers, priority A registration, specialized counseling, and computer lab with free printing. In addition, two workshops are provided each semester and a major conference each spring. The program accommodates full-time and part-time students. Currently, there are 85 students in the program for 2019-2020.
The First Year Experience (FYE) program provides additional support for lower-achieving first-time college students in a cohort model. The cohorts include course offerings in English, math, student development, and political science. In fall of 2019, there were 70 students in the program, and currently in spring 2020, there are 65 students. Professors affiliated with the FYE program offer sections in these courses for which FYE students have priority registration. FYE provides a specialized counselor, a one-week summer bridge program, and enrichment activities such as field trips to universities and museums. Books and supplies are provided for free of cost to these students. One of the requirements of the program is to attend two workshops per year. FYE retention rate has ranged from 3.9%—5.2% higher than the campus retention rate. Except for a slight 2% decline in the 2017-2018 school year, the overall success rate has been higher than the campus success rate anywhere from 2% to 3.9%. Measures are being taken to further increase the effectiveness of the program by recruitment from local adult education institutions, allow for part-time status, provide FYE-specific tutors, and work towards offering priority registration. Student Development (SD) and Learning Services and Tutoring (LST) courses have been created to facilitate the success of first-year college students.

The Promise program, which began in fall 2019, is designed to meet the needs of first-time college students from high schools in the District. Currently, there are 1,304 students in the program. They are provided with a one-week summer bridge program, priority B registration, a parent orientation in the spring, and free Chromebooks, textbooks, supplies, and classes. In return, they have to maintain a 2.0 GPA and a 12-unit course load each semester, are required to attend two workshops or cultural events on campus each semester, and participate in 15-hours of community service activity each semester. In fall 2019, over 12,000 hours of community service was performed at 115 separate locations. Promise students compared to other first-time college students were more successful in English and math courses. For example, in English, Promise students had a pass rate of 15.09% greater than the rate for other first-year college students. In math, Promise students had a pass rate of 20.03% greater than the rate for other first-year college students. To better assist Promise students, the program plans to use a Customer Relations Management System (CRM) in fall 2020 to track students’ enrollment and performance in math and English classes. Also in the fall, the program will start to offer granted permission classes dedicated to the Promise students in the future so that faculty and Promise program counselors can be in closer coordination to assist those students.

The Umoja-Tumaini program was designed to meet the needs of students seeking to enhance their educational experiences through increased exposure to African-American history, literature, and culture. Since its inception, the program has positively impacted the retention and success rates of program participants. For example, during the 2017-2018 and 2018-2019 school years the program shows a 92% retention rate and success rates of 67% and 72% respectively, indicating a narrowing of the gap between retention and success. To maintain or increase the retention of African-American males, a demographic with fluctuations in rates of retention and success, the program seeks to establish a pipeline to area high schools and partnerships with the Puente and Promise programs. In addition, the Tumaini Club has been instrumental in academically supporting those who are no longer in the community by tracking and holding onto
students until they graduate. Serving former and current participants is the Nitasoma/Skills Café, a space for students to gather and to receive tutoring.

The Puente program was designed for underrepresented students who intend to transfer to four-year universities. From 1984 to the present, the Puente program has made a positive impact on retention and success rates of students. The program has demonstrated a consistently higher success rate for students than the campus-wide success rate. In 2018—2019, for instance, the campus-wide success rate was 69%—70%. During the same period, the Puente program experienced an 81% success rate. Within the program itself, the success rate has shown a steady increase so that in 2018—2019, the success rate was 91%. Regarding retention, the rate has shown a steady increase as well from 92% in 2016—2017 to 96% in 2018—2019. However, one on-going challenge facing the program is the need to recruit non-Latino students. The program will make a concerted effort to reach out to other ethnic communities.

The mathematics department, which currently offers 53% transfer-level courses in fall 2019 and 57% transfer-level courses in spring 2020, has adopted a multi-pronged approach to reach 90% transfer-level course offerings by fall 2020 in order to comply with AB 705 guidelines. This approach includes offering fewer remedial courses and introducing non-credit co-requisite courses to enhance the success rates of students in transfer-level courses. In addition, the department has established one track for non-STEM students and another for STEM students to meet the needs of these two categories. Also, the co-requisite offerings include embedded tutors as an integral feature to facilitate student success. Another resource opened to students is MyOpenMath, which is an online program to help remediate areas such as intermediate algebra, pre-algebra, and arithmetic. To facilitate instructional effectiveness in the implementation of AB 705, the math instructors are engaged in a Community of Practice to establish best practices in college algebra and statistics (138, 139).

To meet the needs of diverse students, SBVC has employed various delivery modes. Campus classes are scheduled during the day, evenings, and on weekends. Courses are offered in a DE format, including ITV, which involves streaming video and is employed in various courses to assist students in the Big Bear area who may have difficulty attending classes on the SBVC campus. SBVC offers 14 fully online degrees and certificates (140).

DE courses are offered in support of equity for all students. SBVC’s involvement in the CVC-OEI Consortium facilitates cross enrollment of students both on our campus and students on other campuses within the consortium. The automatic cross enrollment will be fully implemented by spring 2020. SBVC’s current course completion rate of 64% compares favorably with the state-wide completion rate of 60%.

SBVC faculty have adopted new teaching methodologies by implementing the use of Open Education Resources and Zero Cost Textbook cost. Students can locate these courses can in the schedule and on the campus website https://www[valleycollege.edu/open-education-resources/students/zero-cost-textbook-classes.php. OER and ZTC courses are offered online and on campus (141, 142). Since the cost of textbooks is a significant financial deterrent to student
retention and success, the use of the Open Educational Resource (OER) has been a significant advance in meeting the needs of students at SBVC. The college began making this resource available to students in fall 2018, and courses utilizing this service are indicated as ZTC (Zero Textbook Cost) courses in the online class schedule. For 2018, the ZTC designated courses had higher success and retention rates than courses with for-cost textbooks: 9.3% points higher in math courses and 7.7% points higher in English courses.

Since the cost of textbooks is a significant financial deterrent to student retention and success, the use of the Open Educational Resource and Zero Textbook Cost (OER/ZTC) has made a significant advance in meeting the needs of students at SBVC. The college began making this resource available to students in fall 2016, and courses utilizing this service are indicated as ZTC courses in the online class schedule. For 2018, the ZTC-designated courses had higher success and retention rates than courses with for-cost textbooks: 9.3% points higher in math courses and 7.7% points higher in English courses. Furthermore, English and math had a 10% success rate increase in spring 2019. However, this program needs to be further institutionalized by the appointment of a campus-wide OER/ZTC coordinator and a standing committee with broad representation from various academic disciplines. A creation of an OER/ZTC Guided Pathway would further make this an integral part of the college experience for students.

Analysis and Evaluation

To effectively provide equitable instructional and support services SBVC encourages innovation and effective the use of a variety of student-centered programs, delivery modes, methodologies, and teaching strategies. SBVC collects and evaluates program data to document number of students served and student success.

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Department-wide examinations are not widely used at the SBVC.

The nursing program makes extensive use of Elsevier learning materials, including an exit exam for every nursing course. The score on the exam is factored into the student’s final grade for the course. These courses and the grades assigned to them adequately reflect the results from the national licensing examination. For the past three years, the success rate of SBVC nursing program has gone from 78.67% in 2016-2017 to 89% in 2018-2019. This significantly exceeds the 75% pass rate mandated by the California Board of Registered Nursing for program accreditation. Similarly, on the national nursing exam (NCLEX-RN), our students’ success rate from 2018-2019 was 89.13%, which parallels the students’ program success rate for the same
academic year. Thus, there has been a steady increase in the success rates of both the program and on the national nursing exam from 2013 until 2019. Test bias and reliability are issues addressed by the use of both internal and external measures of student achievement in nursing. (144.1).

A few programs have PLO directly influenced by the pass rate of licensing/national/state exams. Several departments use departmental course and/or program examinations or components of examinations or projects in determining achievement of SLOs and PLOs. For example, Chemistry utilizes the American Chemical Society Annualized Exam in partial assessment of its programmatic outcomes in Chemistry 150 and 151 and Chemistry 212 and 213. The chemistry exam is normed on a national level by the American Chemical Society. Test bias and reliability are issues addressed by the use of both internal and external measures of student achievement in chemistry. The Psychiatric Technology Program simulated Psychiatric Technology State Board Certification as measure of PLOs.

Direct assessment of prior learning is available for students via credit by examination, as described in BP4235 and AP4235, —Credit by Examination! and as designated in the SBVC College Catalog. The SBVC College Catalog lists the criteria used to accept the transfer of external exam credit as well as the courses to which they apply. Prior learning assessments include standardized exams such as the College-Level Examination Program and the Advanced Placement Examinations. An application for Credit by Examination is available on the College website.

Analysis and Evaluation

Discipline faculty work to align assessments with SLOs. Departments that utilize departmental exams review the exams and the results on a regular basis, looking for trends in achievement in addition to evidence of any disproportionate impact. The testing instruments and results are reviewed by faculty to ensure providers are committed to reducing test bias. Policies for Credit by Examination exist and information is posted in multiple locations.

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

All faculty are required to teach to the COR, which includes stated learning outcomes as approved by the Curriculum Committee. Each unit of credit is based on Title 5 state requirements and accepted practices in higher education.
The policies for awarding academic credit for DE programs and traditional programs are the same. Academic credit is not a function of delivery mode. Further, the SLOs for a course remain the same, regardless of delivery mode. Any review of curriculum proceeds through the Curriculum Committee. However, a separate approval process for DE courses is required. Each course is reviewed every six years as a part of the content review process. At that time, all parts of the unified COR, including the DE approval, are reviewed and adjusted as necessary (72, 79).

Clarification of the academic credit for DE classes is in the Handbook for Online Students, the College Catalog and the schedule of classes (98).

SBVC faculty recognizes the distinction between student learning and student achievement. Faculty assess and evaluate outcomes to improve teaching in the classroom and increase student success. For instance in Economics 2017-2018 Program efficacy the department discusses how disaggregation of SLOs by mode of delivery highlighted gap in student attainment of SLO in ECON 201 for hand drawn graphs. The analysis lead to a discussion around accessibility, equitable access to technology, and commitment to explore solutions. A look at the composite percentage for all ECON 201 classes in 2016-2017 show SLO success at 76% and by 2018-2019 SLO success rose to 87% present.

Self-Evaluation

SBVC adheres to Title 5 Section 55002 of the CCR, which specifies the relationship of hours of lecture, laboratory, and study. Credit is awarded based on performance measures, which include course objectives and SLOs. Thoughtful assessment and evaluation of SLOs lead to improvement in teaching and learning.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

The official clearinghouse of articulation for the CCCS, the UC system, and the CSU system is the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST). This agency is cited in the College Catalog, class schedule, and other publications related to transfer. The SBVC website includes a page with information for students regarding transfer and articulation (145).

SBVC has developed articulation agreements with numerous universities, including those showing low transfer rates for SBVC students, to encourage transfer to these institutions. These agreements are updated annually. SBVC’s articulation officer oversees all the articulation
agreements for all programs, including those that offer classes in the DE delivery mode. The articulation agreements are evaluated when the content review process has an impact on a program and when new courses or programs are offered. For example, new courses were developed for computer science, and these courses were articulated with partner institutions to ensure they aligned with student transfer requirements (146).

Course equivalency is determined at the departmental level, and the Admissions and Records Office evaluates transcripts from other institutions for equivalence to SBVC courses for eligibility in fulfilling graduation requirements (147).

**Self-Evaluation**

As of June 2020, all ten of the UC campuses articulate with SBVC, and 17 campuses of the 23 in the CSU system have articulation agreements with SBVC [https://www.valleycollege.edu/student-services/counseling/transfer-course-list/](https://www.valleycollege.edu/student-services/counseling/transfer-course-list/). Nineteen private universities also articulate with SBVC [https://www.valleycollege.edu/student-services/counseling/transfer-course-list/transfer-course-agreements-with-independent-universities.php](https://www.valleycollege.edu/student-services/counseling/transfer-course-list/transfer-course-agreements-with-independent-universities.php). Articulation agreements are constantly renewed and updated, as the articulation officer consults with faculty on course revisions and new course development to meet transfer needs of students. SLOs are submitted through the curriculum process for courses, certificates, and degrees, and are available at the Office of Instruction website where they are promptly updated when departments make adjustments.

SBVC will maintain its current articulation agreements with UC, CSU, and private universities, and expand when needed to include new partners.

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

**Evidence of Meeting the Standard**

SBVC programs with certificates and degrees establish PLOs through the curriculum process and include competencies in communication, quantitative reasoning, information and inquiry, ethics and diversity as appropriate to the program. SBVC’s ILOs include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives (47).
ILO 1: COMMUNICATION SKILLS

*Literacy:* reading, listening, observing, speaking and writing

*Interpersonal skills:* working with individuals and groups, including conflict resolution and giving/receiving constructive feedback

ILO 2: QUANTITATIVE SKILLS

*Mathematical theory:* understanding mathematical concepts and structures

*Applied mathematics:* applying mathematical skills and numerical data to analyze and solve real world problems

*Mathematical visualization:* using graphs, charts, and tables

ILO 3: CRITICAL THINKING SKILLS

*Information literacy:* finding, interpreting and evaluating information in print, electronic, and non-electronic media sources

*Logical reasoning:* constructing, supporting, analyzing, and evaluating arguments

*Problem solving:* using evidence-based reasoning to articulate a problem and propose hypotheses or solutions

*Creativity:* using creative reasoning for problem solving and personal and social expression

ILO 4: DISCIPLINE SPECIFIC SKILLS

*Discipline theory:* understanding and employing discipline vocabulary, ideas, theories, standards and ethics

*Discipline technology:* using tools, computers, instruments, and equipment relevant to discipline

*Discipline performance:* working in labs, workshops, clinics, performances, and work experience relevant to discipline

ILO 5: PERSONAL, SOCIAL, PROFESSIONAL RESPONSIBILITY

*Self-knowledge:* understanding and evaluating personal strengths, weaknesses, biases and values

*Goal-setting:* setting goals that are realistic and balance educational, professional and personal life
Cultural awareness: understanding and respecting one’s own culture, other cultures, and diversity

Ethics: understanding and practicing ethics, intellectual honesty, fairness, and personal responsibility

SBVC alignment and assessment of learning outcomes are rooted in SLOs, course level learning outcomes. SLOs are aligned to PLOs, and SLOs are in the processes of being aligned to ILOs. The rationale for rooting alignment and assessment of learning outcomes at the course level stems from our diverse student population. Student goals vary. Students will take courses to improve their reading and writing skills, to improve their math skills, for employment advancement, and for pleasure without choosing to obtain a certificate or degree. CTE students on a certificate or degree pathway ‘job out’, because they are hired in the industry, without obtaining a certificate or degree. Students transfer to other universities without obtaining a certificate or degree, and of course, students do complete certificates and degrees. What do all these students with diverse learning goals have in common? They take classes. Thus, rooting learning outcomes assessment at the course level and aligning SLOs with PLOs and ILOs, provides ample data for assessment and evaluation (29, 34).

The A&O Committee has aligned ILOs with corresponding questions in campus Student Campus Climate Surveys and Faculty Campus Climate Survey. In spring 2020 the A&O began the process of assembling and analyzing longitudinal ILO data from the Campus Climate Surveys. A&O Committee will present its findings to campus constituencies in fall 2020.

Analysis and Evaluation

SBVC curriculum processes ensure that all certificates and degrees going through curriculum have PLOs. ILOs for the institution that align with communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. SBVC uses course level alignment and assessment to capture the widest range of data on learning outcomes for use in assessment and evaluation of PLOs and ILOs. SBVC incorporates survey data into the ILO assessment and evaluation process.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the
development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

**Evidence of Meeting the Standard**

General education requirements for associate degrees are clearly stated in the SBVC College Catalog (pp 39-47).

SBVC’s curriculum process relies on the expertise of faculty. The articulation officer serves on the Curriculum Committee and pages 34-35 on the Curriculum Handbook shows faculty how to align courses with GE requirement. Annual Curriculum committee training emphasizes compliance with Title 5 and the PACH. Courses undergo review and approval by the Curriculum Committee and articulation officer before being included in the GE pattern in the College Catalog (76,148).

SBVC’s Institutional Learning Outcomes (ILOs) address student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

**Analysis and Evaluation**

The general education patterns (SBVC, CSU, and IGETC) are updated annually to reflect new, modified and deleted SBVC curriculum. BP4020 Program, Curriculum, and Course Development further ensure adherence to Title 5 and the appropriate involvement of the faculty and Academic Senate in all curricular processes.

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

**Evidence of Meeting the Standard**

The Curriculum Committee evaluates all degree programs to ensure adequate depth and breadth in accordance with Title 5 standards. AP4100 Graduation Requirements for Degrees and Certificates states that all degrees have 60 semester units with 18 of those semester units are required in the major or area of emphasis as determined by the SBCCD. Additionally, students may also complete general education requirements and additional graduation requirements or
electives, if necessary, to bring the total units to a minimum of 60 semester units (79). Annual Curriculum committee training emphasizes

The Curriculum process ensures that PLOs are present for all degrees. College Catalog describes the PLOs for each program and SLOs for the degree required core courses are available on the course outline of record (15).

**Analysis and Evaluation**

Degrees offered at SBVC meet the minimum requirement of 60 semester units, with a 18 of those semester units from core discipline courses. Learning outcomes for the degree required core courses include mastery, at the appropriate degree level, of key theories and practices within the field of study. Learning outcomes are reviewed by the A&O Committee based on the SLO Rubric to verify that outcomes are student centered, measurable and based on course content and objectives.

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

**Evidence of Meeting the Standard**

The Curriculum Committee evaluates all CTE certificate and degree programs to ensure adequate depth and breadth in accordance with Title 5 standards. CTE programs use Strong Workforce data, consult with advisory committees, and network with area employers to ensure that graduating students have the skills and competencies for employment in the field. For example in working with their advisory committee the Library Technology program identified and created curriculum to meet industry needs for digital archiving and youth services. Aeronautics noted in the 2018-2019 EMP Sheet that through advisory meetings they learned that needed to update PLOs and SLOs to a higher industry standard while keeping within the requirements of the FAA.

Core courses within a discipline prepare students for external licensure and certification, as well as any TSAs for Perkins (30, 79, 149). ORPIE seeks external licensure and certification data from CTE industries, but data is not always accessible or reliable. ORPIE maintains a State Certification Pass Rate webpage. Available data is gathered, evaluated and used in campus documents and processes such as the EMP Sheets and Program Review (Nursing PR 2018-2019)
Analysis and Evaluation

SBVC CTE programs have active advisory committees that ensure curriculum and outcomes are relative to the field and prepare students for external licensure. CTE programs and courses undergo curriculum content review every two years and program to ensure relevancy and currency (64).

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

SBVC’s Program Discontinuance Policy was developed in 2007 and approved by the Academic Senate. Under the Program Discontinuance Policy, programs can be discontinued or placed on hiatus while significant curricular changes are being made. The Program Discontinuance Policy requires that existing students in the program have a pathway to completion in alignment with the course catalog of their initial year provided their continuous enrollment in the program (129).

Analysis and Evaluation

On the rare occasions when Program Discontinuance Policy has resulted in discontinuance of a program or a program being placed on hiatus, students are provided a pathway to completion. For example, the Paralegal Program was discontinued in 2012 and arrangements were made for students to complete their paralegal degree or certificate at Riverside Community College (150). The Program Discontinuance Policy has not been reviewed by the Program Review Committee or Academic Senate since its inception in 2011 and will be evaluated as part of our QFE.

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

As evidenced and discussed in Standard II.A.2 the quality of educational programs is evaluated through the Program Review Efficacy Process. Program efficacy includes assessment and evaluation of SLOs to improve student learning. Program reflect on the impact of mode of deliver student access and student success. All departments are required to complete Program efficacy every 4 years. In fulfillment of Title 5 CTE program complete a mini-review 2 years
after their full Program efficacy (39, 55). EMP Sheet data on success, retention, and achievement is provided to departments for review and analysis on an annual basis.

All courses go through content review in the Curriculum Committee at least once every six years. CTE programs complete content review every two years. Departments must complete a DE addendum through the Curriculum Committee prior to being offered in a DE format.

Analysis and Evaluation

Program efficacy is a robust analysis and evaluation of how the program meets the mission of the college and ensures access for all students by demonstrating that the pattern of service or instruction meets student needs. Programs analyze and evaluate learning outcomes, and student success and retention data. Program efficacy speaks to currency of curriculum, and engages in short and long term planning goals that reflect trends in the discipline.

Conclusions on Standard II.A. Instructional Programs

SBVC offers exemplary curriculum, certificates, and degrees that meet Title 5 and other eligibility requirements.

SBVC has comprehensive curriculum, program review and outcomes processes. These processes are interwoven which provides checks and balances that ensure program quality and currency.

Students taking classes for personal or education growth, students earning a certificate or degree, and students seeking to transfer can be assured of a quality education.

Outcomes processes have evolved rapidly in the past three years. Assessment has been impacted by contractual and process changes that are not yet entrenched in the campus culture. The A&O Committee is identifying gaps and working to remedy them.

Impact of COVID-19

The SBVC Emergency Task March 13, 2020 decisions made by District leadership to extend Spring Break by one week and move the majority of classes into a fully online environment. The Task Force focused conversations around to address continuity of instruction, professional development, and student equity.

The Professional Development Coordinator developed intensive training sessions and labs on Canvas and Zoom designed to assist faculty with little or no online teaching experience to move their course materials online. Faculty attending or supporting training during Spring Break were
compensated for their time. DE professional development and support continued throughout spring and summer.

SBVC complied with CCCCCO and ACCJC requirements to complete the DE Blanket Addendum for spring, summer, and fall semesters 2020. The Curriculum Committee worked with department chairs, DE Faculty Leads, and Professional Development to complete the local DE approval process prior to courses being offered in summer and fall.

CTE and science labs were suspended mid-semester. The uncertainty of how social distancing and stay-at-home orders may impact summer and fall semester made the completion timeline for these labs difficult to predict. The May 15, 2020 decision date for fall semester mode of delivery will all administration and faculty to begin a completion plan.

To address equity issues students who did not have online access were able to check out Chromebooks and Wi-Fi hotspots for home use. Additionally the Library and Library Computer Lab remained open two days a week so student could access textbooks, library materials, and meet computing and printing needs. Campus Technology Services (CTS) is using Amazon Workspaces to create virtual computers give students access to lab software, or to access lab software using a Chromebooks. CTS has 200 virtual computers for student access to Campus provided software applications ready for summer session and is making plans to scale up for fall if needed.

**Improvement Plan(s)**

SBVC will continue to collect AB 705 success and retention data. Data will be evaluated and used to improve Math and English courses developed to meet the requirements of AB 705 and to inform SBVC Quality Focus Essay Action Project 1: Scale academic student support services in support of Guided Pathways and AB705.

The A&O Committee will complete work to map SLOs to ILOs and generate ILO data to evaluate and improve student learning. A&O will continue to identify and resolve gaps in Outcomes Processes.

SBVC Quality Focus Essay Action Project 2: Evaluate Program Review processes to ensure integration in planning and prioritization across the College.

**Evidence List**

118 Curriculum Committee Minutes re: AB 705
119 Curriculum Committee minutes re: DE
120 DE Training
121 Representative Sample Syllabi with SLOs
Evidence for collegiate number system
Minutes re: AB 705 Senate, College Council, BOT
COR ENGL 086 & 087
BP/AP Program, Curriculum, and Course Development
p. 12 of 2019-2020 College Catalog
Scheduling/Course Rotation
Guided Self-Placement
Program Discontinuance
Modification of Major form
California Virtual Campus Online Education Initiative membership
Scheduling Tool
Student Development and LST courses
SBVC Website: Specialized Counseling Services
Honors Program
College Promise
First Year Experience
FA18 and FA 19 Schedule offering remedial math
MyOpenMath
ITV Big Bear
SBVC and State Course Completion Rate
OER/ZTC Course List
Chemistry SLO Cloud
BVMPT Pass Rates
NCLEX Pass Rates
Transfer Information
Articulation Agreements
Course Equivalency Process
33-39 of 2018-2019 College Catalog
TSA/Licensure CTE
Program Discontinuance Paralegal College Council Minutes 4/13/11
II.B. Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Library and Learning Support Services are available to students regardless of location or means of delivery. SBVC Library has a print collection of more than 70,000 volumes, searchable by author, title and/or subject – along with more than 200,000 eBooks and periodicals that supports the depth and breadth of the campus curriculum. Ebooks and research materials are available on or off campus to all students via the SBVC Library’s online databases. Passwords for the online databases are distributed in the library and are accessible to any student using Canvas, the campus’ online learning shell. Faculty librarians provide one-on-one research assistance, orientations, workshops and information literacy instruction. Library participates in the LibAnswers online chat reference service. The Library maintains a textbook collection and faculty are able to place other items on reserve.

The Library Computer Lab provides currently enrolled students with 120 computers as well as printing and photocopying services. Computer technicians are available in the library to provide technical support. There are over 84 additional computers available for student use throughout the campus in the Tutoring Center, Math and Science Success Center, Associated Student Center Lab, SBVC Athletics Center (The Huddle) and Veterans’ Center.

The San Bernardino Valley College Student Success Center (SSC) provides academic support services across disciplines available through Supplemental Instruction, Tutoring, STEM/Math Science Success Center, The Writing Center, The Huddle and Veterans’ Center. The centers provide access to anatomy bones and organs, calculators, textbooks and basic office supplies. Online tutoring is available through NetTutor and is accessible through SBVC’s online learning shell Canvas.

The Writing Center serves students at all levels and from all disciplines to improve their writing and schedules workshops through the year that focus on various aspects of the writing process. The Writing Center has tutors available for face-to-face writing conferences with individual students and the Writing Center offers online tutoring for students in 100 level classes and above. The Center offers ESL conversation groups that meet weekly to explore language issues that challenge non-native speakers of English.
The STEM (Science, Technology, Engineering and Mathematics) Program is housed under the Student Success Center. The program is designed to assist low income and other traditionally underrepresented students and prepare them to pursue diverse careers in various STEM fields. It assists students in Math and Science courses and prepares them to transfer to four-year universities. SBVC is part of the California MESA college and career prep engine that propels student diversity and achievement in science, technology, engineering and math (STEM). Students enrolled in the nursing, psychiatric technology or pharmacy technology program can participate in the tutoring services provided by this Health/Science Research Center.

Zero Textbook Cost Degree Program (Z Degree) is one of the Open Educational Resources (OER) initiatives to improve teaching, learning and accessibility for all learners at California Higher Education institutions. The Z Degree Pathway is earned entirely by completing courses that eliminate conventional textbook costs. ZTC grant provides chrome books for ZTC students to check out.

Analysis and Evaluation

Under the direction of the Division of Academic Support and Learning Services, SBVC supports student learning and achievement by providing comprehensive library instruction and services, general and specialized tutoring, and supplemental instruction. Library and learning support services are appropriate to support campus curriculum and support a diverse community of learners.

Library and learning support services are available to students regardless of location or means of delivery. SBVC Library has a print and online collection that supports the depth and breadth of the campus curriculum. Ebooks and research materials are available on or off campus to all students via the SBVC Library’s online databases. Reference services are available in person, by phone, or online using ‘LibAnswers’.

Computer labs are available in Library Computer Lab, Associated Student Center Lab, Success Center, Veteran’s Center, and Business Building. Student’s participating in the Z Degree Program can check out Chromebooks in the library.

Tutoring and Academic Success resources are open for scheduled and drop in tutoring sessions and offer a variety of academic assistance programs including one-on-one tutoring, group tutoring, and workshops. Academic support is also provided through Supplemental Instruction (SI). Usage of SI on campus is increasing with the implementation of AB 705. The ZTC/OER grant is providing access to NetTutor for all of SBVC’s online classes and allows online students access to tutoring services. The Tutoring and Academic Support Website provides links to additional online resources available to all students.
II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The SBVC Library’s Collection development policy outlines the library’s mission to support campus curriculum. Librarians use a wide variety of collection development resources including, Library Journal, Booklist, School Library Journal, Books in Print, to select materials for the campus. There is a library materials faculty request form available online for faculty to recommend specific titles. Students may also request titles.

The campus relies on the expertise of library faculty to build a well-rounded collection of quality print and online resources. A librarian traditionally serves as a member of the Curriculum Committee and review all new and updated curriculum and verifies that resources and typical text for the course are sufficient in quality and currency. The librarian their knowledge from the curriculum committee to purchase materials to meet curricular needs.

Academic support services faculty rely on discipline faculty expertise to decide which classes will receive tutoring and SI support. Academic support relies on faculty expertise when hiring tutors. Academic support faculty work together with tutors and students to determine what kinds of software and other hands on materials, such as anatomy models, would be most beneficial to the students who use our services.

SBVC relies on a team of faculty including the Coordinator, Math & Science, Student Success Center, the MESA Director, and MESA and STEM Counselors to develop and coordinate learning support services.

The campus Technology Committee uses campus processes and works with other campus committees, district committees, professional development and grant development to select and maintain educational equipment that support student learning The 2018-2021 Technology Plan outlines the mission, vision and goals of the campus. Departments may also request educational equipment and technology to support student learning through the campus Program Review Needs assessment process.

Discipline faculty main currency through attendance of conferences and workshops in their field. The professional development committee helps fund discipline specific conferences and other activities that contribute to professional growth. Additionally, the committee provides many local opportunities for faculty to increase their skills, gain insight to new theories of teaching and learning, increase student equity, and serve diverse populations. The professional development coordinator sends regular communication to all faculty about online resources, webinars, and other virtual learning opportunities.
Analysis and Evaluation

SBVC Library maintains a print and online collection with the depth and breadth to support the campus curriculum. The reading level for library materials purchased ranges from 6th grade through college level to accommodate the reading levels of our student population.

Educational Equipment and Technology for learning support services are selected by technology and discipline experts through the Technology Committee, Online Resources Committee, and Program Review processes.

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Library and all learning support services programs at San Bernardino Valley College participate in the campus Program Review processes. Program efficacy, which occurs every four years, is a comprehensive reflection on how departments meet the mission and strategic goals of the college. Programs report on the depth and breadth of services offered, student population served, access, assessment and evaluation of learning outcomes, and student success. During Program efficacy, departments engage in short and long range planning and improvement. Program may participate in the annual Program Review Needs assessment process to make requests for additional faculty, classified professional, facilities, equipment, or technology to improve campus services to students.

By analyzing SAO assessment quantitative and qualitative data from a student survey the Writing Center identified a need for more drop-in spots. The Writing Center strategically placed drop-in spots throughout the tutors’ schedules, thus accommodated for more students who did not have appointments.

The Academic Success discovered a theme Around hours and access that ran through three of their SAOs. As a result, the math and science success center expanded its regular hours from 8:00 a.m.- 6:00 p.m.to 8 a.m. - 8:00 p.m. and will also increase summer hours based on SAO assessment and evaluation.

Analysis and Evaluation

SBVC meets the standard. Library, Student Success Center, Tutoring/SI, and Veterans Center, participate in Program Review processes including Needs assessment, Program efficacy, and
updating annual EMP Sheets to assure their adequately meet student needs. All areas have SLOs and/or SAOs as appropriate. The Writing Center under goes efficacy in collaboration with the English Department. SLOs/SAOs, and student success data assessed and evaluated. The Writing Center under goes efficacy in collaboration with the English Department and the Health/Science Research Center reports with Nursing. Grant funded programs such as MESA and ZTC/OER are assessed through the grant reporting process.

Student Success and Tutoring 2017-2018 efficacy retention and success rates have been used to determine how funds are allocated to provide better supportive services for students utilizing the center and its resources.

II.B.4 When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

SBVC Library collaborates with institutions and consortiums as appropriate to support library services and the library collection. Formal agreements with vendors are maintained in the Library Director’s office. SBVC Library participates in Inter-Library Loan with its sister campus Crafton Hills College.

Security is provided to all learning support services through SBCCD Police. All learning support service areas are equipped with fire alarms, panic buttons, and telephones hook up to the campus emergency alert services. All doors can be locked from the inside. All learning support services participate in semi-annual disaster drills. The Library has 3M security gates and uses tattle tape to secure the print collection. Computers in all campus labs are protected with security cables. Technology that circulates can be tracked through GPS and can be disabled remotely.

Campus Computer Services and TESS maintain and ensure the reliability of computers and software. Additionally, a 2747 help desk available to assist students, faculty, and staff that experience challenges with computers or programs. Campus custodial and maintenance departments care for campus facilities.

Analysis and Evaluation

SBVC documents contracts with vendors and ensures that resources and services provided through these contracts are adequate and meet the needs of the institution. SBVC provides
maintenance and security for its locations, equipment, as well as the security of personnel and students.

Conclusions on Standard II.B Library and Learning Support Services

Division of Academic Services and Learning Support, houses the library and majority of learning support services, including the Student Success Center, Tutoring Center, and Supplemental Instruction. The library collection and tutorial services are appropriate to meet the needs of SBVC’s diverse student population and are available in face-to-face and online formats. Computer labs are located in the Library, Student Success Center, Tutoring Center and Student Center. There are additional learning support services available for special populations in The Huddle, Veterans Center, and Health Science Research Center.

SBVC relies on the expertise of faculty to build the library collection, and on the faculty Coordinator, Math & Science St, Student Success Center, MESA Director, and MESA and STEM Counselors to build programs and services that enhance student equity and increase student achievement. Faculty keep current in their disciplines through participation in conferences and workshops. Faculty participate in professional development opportunities at the campus and the District. All Library and Learning Support Services participate in campus Program Review processes which is aligned with the campus’ Strategic Goals and includes analysis of outcomes and student success data. SBVC keeps library and learning support services equipment well maintained and locations secure.

The Library is an essential component to maintain student equity during the COVID-19 crisis. The Library remained open two days, with minimal staffing, a week to meet student’s need for access to textbooks, computer use, Internet access, and photocopying. Students were able to check out Chromebooks for the remainder of the semester at the library circulation desk.

Reference services were offered fully online. Librarians worked virtual reference during their regularly scheduled hours and interacted with students by phone, email, and live Zoom conferencing. Library orientations went virtual. Librarians used Zoom to give class orientation to online library services.

Improvement Plan(s)

SBVC Quality Focus Essay Action Project 1: Scale academic student support services in support of Guided Pathways and AB705.

Evidence List

• Library agreements for CCL Library Consortium
1. CHC/SBVC Library cooperation
2. Library Security
3. Campus Security
4. Technology Support/Help Desk
5. Custodial & Maintenance
6. Collection Development Plan
7. Collection Statistics
8. Library Orientation Statistics
9. Relevant website screenshots
10. Database statistics
11. Canvas screenshots
12. Remote Access passwords
II.C Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Student support services departments fully participate in programs review processes including annual EMP, annual needs assessment, and program efficacy every 4 years. The efficacy process requires student support services to; provide evidence that the pattern of service, in person or online, meets student needs, assessment and evaluation of SAOs, and addresses how the department meets the institution’s mission. Educational quality of student support services is evaluated on a four-year cycle through the Program Review Efficacy Process. Efficacy evaluation is framed by the college’s strategic initiatives and incorporates the programs’ EMP data. EMP dialogue and data is updated and submitted to the Office of Institutional Research each fall. Program Review member teams evaluate efficacy documents and provide feedback to the departments/programs for consideration in planning and improving quality.

Student support services receive evaluative feedback from Campus Climate Surveys, post services feedback satisfaction surveys, and service data. Service data is disaggregated by ethnicity, gender, location and time of day,

Elements of student support services have further been evaluated through the implementation of Guided Pathway, AB705 and College Promise. Guided Pathways cross functional inquiry with students, administrators, faculty, and staff has highlighted the challenges of applying to college, obtaining financial aid, and registering for classes. The Academic Senate hosted a local ASCCC event on Guided Pathways on October 30, 2019. ASCCC presenters enumerated some of the difficulties they had a ‘new’ student applying to campus, navigating the campus website, and finding scheduled classes needed to achieve a student academic goals. As part of Guided Pathways all new students are helped to explore career options and college pathways during the onboarding process. Students are required to meet with a counselor who assists them in the process of creating educational plan which is closely monitored by the college.

AB 705 prompted evaluation of admission and assessment. The SSSP Committee discussions lead to updating language on the college website, working with discipline faculty to develop a Guided Self Placement instruments, and invalidation timeline for prior assessment scores.

College Promise – challenges of registration, matriculation & counseling
Analysis and Evaluation

Procedures are in place at SBVC to evaluate the quality of programs, services and ensure support of the College mission in Student Services regardless of modality.

In addition to program review and Campus Climate Surveys, the College periodically contract with 25th Hour Communication to assess the ease and accuracy of campus services using ‘secret shopper’. The quality of student services is overseen by the Student Success Support Program (SSSP) Committee, which oversees the development SSSP plan, reviews plan data, and creates the SSSP report, and Enrollment Management and Student Equity committee, who has as part of its charge the “…reviewing [of] internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs..” SBVC uses State wide initiatives as a spring board to evaluate programs and services.

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Student Services departments analyze qualitative and quantitative data to evaluate services, evaluate SAOs, and inform planning. Collection of SAO data is ongoing, and a full analysis of evaluation of SAOs must take place at least once during the department’s four year program efficacy cycle. SAOs are used to continuously improve services to students. For example in Admission and Records (A&R) 2018 program efficacy examination of data for the SAO “Students will become more self-sufficient with learning how to use the Admissions and Records online systems such as: Webadvisor, online transcripts and the SBVC email account.” allowed the department identify that only 47% of students surveyed understood how to order online transcripts. In response, A&R, has improved their communication and outreach to current and former students by creating an A&R Facebook page, and Instagram page. In addition, A&R identified that surveyed are not at a point in their education that requires transcripts and is reaching out to students who are concluding their educational journey at SBVC by providing information on requesting online transcripts at graduation fairs. Annual EMP Sheets that must accompany needs assessment requests, afford Student Services the opportunity analyze and evaluate data annually.

Analysis and Evaluation

SBVC defines SAOs for its student population. SAO assessment data is collected, analyzed and evaluated. The results of SAO assessment and evaluation is used to improve student support programs and services.
As noted earlier the creation of new departments and the frequent changes in staffing and management have led to some gaps in SAO establishment, assessment and evaluation. The SLO Coordinator is working to close these gaps. Program efficacy also identifies SAO gaps and departments close those gaps during the efficacy process.

EMP Sheets are expected to be completed annually required for needs assessment, however it appears that sometimes departments who are not making needs assessment requests do not complete EMP Sheets. EMP Sheets and their role in Program Review will be evaluated as part of the QFE.

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College provides on campus and remote students equitable access to student services. On the SBVC campus, A&R, financial aid, individual counseling sessions and online advising are available during day and evening hours and on Super Saturdays. These services, and the bookstore, extend hours of operation at the beginning of the semester to increase student access. Counselors, admissions and financial aid staff go to the mountain communities, Big Bear and Rim of the World, to provide on-site registration before the semester starts and during Super Saturdays. These on-site services are also offered in area high schools,

All students can access student services information in the College catalog, on the webpages, and can call campus departments for assistance. Online counseling and Telecounseling via Cranium Café is available. Financial Aid has implemented Qless software to improve in person wait times, and Chatbot software to facilitate targeted online help at the student’s point of need. Financial Aid TV, which consists of sixty second video help modules, is available on the campus website. Students can also access FAQs or call the published help lines for further assistance with online systems such as CCCApply, and FAFSA application that are not administered by the campus. Campus Logic, a system for virtual documentation, is in the implementation phase and will be live in 2021.

Online orientation and additional workshops designed to explain the policy of the college regarding academic performance, explore strategies to improve GPA, and modify behaviors for academic success are available in English and Spanish. (Counseling Efficacy 2016).
There are services for students that are best utilized in person. Comprehensive information on services offered and contact information these departments, for instance DSPS, Student Health, and the Food & Clothing Panty, are available in the College catalog and the College website.

Analysis and Evaluation

The efficacy and accuracy of student support services, regardless of modality, is evaluated through the program review process. The Enrollment Management and Student Equity Committee provides another check point for consistent and accurate enrollment and student services information as does the periodic reports on access to accurate information from 25th Hour Communication.

II.C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The mission of the Office of Student Life is one of equity and inclusiveness for SBVC’s diverse community of learner. Student clubs must identify a faculty advisor, register with the Office of Student Life, and be recognized by Associated Student Government. Clubs identify that their focus such as, achieving success, personal or academic growth, diversity beyond the classroom, and inclusiveness, support the campus mission. Each club develops a constitution that states their intended purpose and how the club will enrich the campus community.

Student club budgets are developed according to AP6200 Budget Preparation. Clubs submit their budget to the Office of Student Life. The Office of Student Life prepares the overall budget for the department and sends it to the Division, who in turn sends the budget to President’s Cabinet for final review. Once budgets are approved and funds available, student clubs’ expenses go through multiple layers of budget approvals before funds a distributed.

Oversite is provided in a number of ways. The Office of Student Life participates in the Program Review Process. Faculty club advisors are charged with overseeing club programs and funding, ensuring the club effectiveness, and recruitment and retention of club members. AP7400: Travel delineates procedure for student travel to conferences. The Office of Student Life ensures compliance with Title V and Title IX.
Analysis and Evaluation

SBVC has a robust programs and services that contribute to the social and cultural dimensions of the student’s educational experiences. These programs include Student Life, Student Government, Student Health Services, Service Learning, The Pantry, and Athletics.

The Office of Student Life assumes a leadership role in creating a campus environment that integrates the rich diversity of our campus with learning experiences and those experiences outside of the classroom that complement the academic curriculum. Student participation in the design and implementation of campus-wide programs provides opportunities for the development and enhancement of leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, resources, and facilities to accomplish this mission.

The Inter-Club Council. The Inter-Club Council (ICC) is composed of one club representative from each of the chartered clubs on campus and serves as the forum by which clubs communicate and work collaboratively with one another to strengthen and support campus events and activities. The club rush event is regularly sponsored by the ICC. ICC has a designated time for networking via an established college hour for meetings and events. Clubs are student focused and intended to provide students with a holistic environment on campus, one that encourages academics and addresses the personal development of students and their interests.

Student government. The AS offers students the opportunity to share in college governance, interact with professionals, participate in social and cultural activities, and create and administer their own programs and support systems that reflect diversity and instill self-reliance, ethical leadership, and responsible action. Student leaders have membership in campus collegial consultation committees per California Education Code 70902(b)(7).

Programs such as VBC, College Promise, and Alpha Gamma Sigma have service-learning components. College Promise requires fifteen hours of community service for program participation. HACU Club is developing local community partnerships with a focus on aiding the homeless in the community. Alpha Gamma Sigma sponsors activities such as electronic waste recycling, among other events. Although service learning has been slow to develop at SBVC, the Office of Student Life will be using the Presence, a campus wide engagement software, to track student involvement on campus, identify trends in student behavior, and increase student outreach and engagement in service-learning opportunities.

The Valley 360 Resource Center, affectionately known as The Pantry, provides meals, clothing, and baby items, and hygiene referral services, for hundreds of San Bernardino Valley College students who will need them most, allowing them to focus more time on their studies and on completing their degree or certificate that will lead them to employment in the high-paying
career of their dreams. Associated Student Government advocated for space on campus for the Panty, and for a new space in the Library Building when the Pantry. The Panty is open two days a week.

Student Health Services at SBVC support the campus mission by working to keep our community of diverse learners healthy so they can achieve their academic goals and fully engage in their education. Their priorities are set utilizing data from the National College Health Assessment Survey (NCHA) our public health dashboard trends, and observations of student needs. The department is comprised of nursing professionals, family nurse practitioners, mental health counseling professionals, and support staff. All student health staff are dedicated to assisting students in accomplishing their personal and educational goals. Students are assisted in achieving optimal health by providing mental health, physical health, strengths development, and wellness-oriented health education services. Mental health services include 1:1 psychotherapy session, mental wellness oriented groups, and stigma reduction and wellness oriented events, campus outreach (insert links for a few examples), and referrals to services available after hours and in the community, provided by RNs and nurse physical wellness oriented events and referrals to community partners. Wellness oriented educational services encourage a culture of health and wellness events already mentioned in addition to, campus calls when student health staff go where the student are on campus to interact and provide information and dialogue about health topics guided by data or student curiosity and Strengths based development utilizing the Gallup StrengthsFinder assessment tool and development through small groups, classroom trainings, individual coaching, and faculty training. We have been privileged to receive some supplemental funding, grant money, and event funding to expand and enrich our mental health services in recent year. These funds have helped better meet these significant needs on this campus and supported many of our mental health stigma reduction and wellness events as well as providing expanded therapeutic services.

Athletics and sporting events. The Athletics Program hosts numerous sporting events that showcase SBVC’s student athletes, thereby promoting home team spirit, sportsmanship, and a sense of belonging beyond physical education courses. A dedicated counselor from the Counseling Department provides counseling services for the athletes’ well-rounded development. Athletic Success Center (The Huddle) provides sports-minded students easy access to extra help in math and English, priority registration, and financial resources.

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.
Evidence of Meeting the Standard

Student services offers face-to-face and online orientations for all students. Student services hosts single and multi-day campus orientation for incoming high school students, and their parents, and cohort groups such as FYE, Valley Bound, and College Promise. The College also uses the campus webpage, social media sites, campus advertising and email to inform students on graduation and commencement requirements.

Student services faculty share information about academic advising resources in a variety of ways, including but not limited to announcements during all faculty meeting, working with the Academic Senate to evaluate and approve the adoption of software, emails, and flex and in-service day workshops.

Analysis and Evaluation

The institution provides counseling and academic advising to all students using different modalities.

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

AP5010 Admission sets forth policies for students are consistent with the College’s mission to serve a diverse community of learners. AP5010, the college catalog, College website, and promotional materials, stipulate the criteria for international students, student residency, and for student participation in dual/concurrent enrollment programs. Programs with internal requirements for admission, such as nursing, or external requirements for licensure such as aeronautics, are clearly stated in program requirements and literature.

Counseling, Transfer Center, and Discipline offices, advises students how best to attain their educational goals. The College catalog, and the campus website includes general education requirements for graduation and transfer, and the discipline courses required. Discipline specific planning sheets and program catalogs are available in print in Counseling and departmental offices. The campus utilizes Starfish software to create educational plans that lays out the course requirement and sequencing for students to achieve their educational goals.

The campus is engaged in developing a Guided Pathways model to guide students using meta-measure pathways that allows students to complete graduation/transfer requirements in and shorter period of time and with minimal accumulation of units. The First Year Experience, Valley
Bound, forerunners for pathways on campus, have laid the foundation for two year College Promise program and the ZTC degree pathway.

Analysis and Evaluation

In accordance with the College mission, SBVC has consistent policies that govern student admission. These policies that are widely available to perspective and current students.

While SBVC developed student “pathways” such as FYE and Valley Bound before the Guided Pathways initiative formally defined and scripted Guided Pathways as a navigational model for student completion.

College adoption of the Guided Pathways framework may appear sluggish to from a campus wide perspective. The Guided Pathways team of four faculty with administrative support, mindful of campus culture, has sought to become well informed prior to implementing Guided Pathways, educate campus through targeted training, and institutionalize the Guided Pathways framework on campus in incremental steps. Guided Pathways is gaining momentum, as illustrated by the Media Academy “meta-major” which spans telecommunications, broadcasting, digital archiving, journalism, information literacy, videography, theater and music productions, and soundtrack production which has been development with the cooperation of diverse disciplines across campus including, RTVF, English, Music, Theater, Communication Arts and Library Technology. The Guided Pathways Team needs to work further with department chairs and within divisions to streamline and standardize GE courses, and identify new curriculum to be developed.

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Prior to the adoptions of AB705, SBVC utilized Accuplacer for assessment in mathematics, reading, ESL and English. Student seeking to enroll in English 101 also completed an essay that was evaluated by the English faculty. Evaluation of Accuplacer and adjustment of cut of scores was conducted by department faculty based on student success data and feedback from faculty and counselors. Counseling also receives a monthly assessment report that informs assessment decisions.

With the implementation of AB 705 a new self-guided placement instrument, developed in collaboration with department faculty and the SSSP committee. The self-guided placement is based on a student’s self-report GPA in high school courses. The self-guided assessment
recommend appropriate math, ESL, English and reading courses, but students are free to select and enroll in college or remedial level courses based on their educational goals and/or skill sets.

Guided self-placement was implemented in summer 2019. Validation of the self-assessment instruments will follow the established pattern used for Accuplacer. The Office of Research, Planning, and Instructional Effectiveness will gather success data over several semester, which will be combined with Starfish data, and monthly assessment reports and be evaluated by departmental faculty who will consider adjustments to course recommendations using self-reported GPA as the ‘cut score’. However, and adjustments would only inform students on course recommendations, not require or limit students to registration in the courses recommended.

Analysis and Evaluation

SBVC is compliant with AB705. Guided self-placement was collegially developed by faculty, SSSP Committee, and informed with data gathered from the ORPIE office, and analysis of self-assessment instruments at other California Community Colleges. Development of guided self-placement was transparent, with regular report outs to Academic Senate, College Council and the Board of Trustees. New curriculum has been developed to provide credit or non-credit companion and support courses. SBVC has increase instructional support services including tutoring, supplemental instruction, and self-pace computer instruction to provide additional support for students. Analysis of guided self-placement will take place when sufficient data has been gathered for a thorough evaluation.

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The Admissions and Records Office is responsible for maintaining student records. Student records are electronically archived electronically and password protected. The SBCCD has a policy for the release of student records, which is compliant with FERPA (BP/AP5040). The policy is posted for student access on the SBCCD website.

The Financial Aid Office is governed by both federal and state regulations with regard to the maintenance of student records. Federal regulations governing financial aid require that student financial aid records are kept for three years after the date of the last Fiscal Operations Report and Application to Participate (FISAP), which is filed each September 30th following the end of the academic year. The Financial Aid Office complies with this regulation. State regulations governing state financial aid require that student financial aid records are kept for three years from the last day of the period in which the grants were intended. The SBVC Financial Aid
Office complies with this regulation. Financial aid records are now scanned into SBVC’s Imagenow System, and only the Financial Aid staff have access to these records. The SBVC Financial Aid Office follows FERPA regulations with respect to releasing student records. The policy is posted for student access on the SBCCD website (4.66).

The campus utilizes Maxient System to secure non-academic student records such as Behavioral Intervention Team records, student discipline records, and Title IX records. Medical records storage in Student Health Services are HIPPA compliant.

**Analysis and Evaluation**

Student admission records, transcripts, and financial aid records are maintained in accordance with state and federal guidelines. Student records are secured and only released in accordance with board policies and administrative procedures.

**Conclusions on Standard II.C. Student Support Services**

Student Support Services at SBVC support the mission of the college. Most services are available to students regardless of location or means of delivery. The college evaluates and revises assessment instruments. Student services are assessed and evaluated annually using the EMP-Sheet and program efficacy four years. Student Services Departments have defined SAOs and are assessing SAOs. Departments evaluate SAOs during the program efficacy process and if departments are behind on their SAOs they must remediate to successfully complete program efficacy. SAO data is used to improve services to students. Student Services are proactive, using state-wide initiatives as catalysts for evaluating services and implementing necessary changes.

Counseling and academic advisement is available to orient students on certificate, degree, and transfer requirements. Programs such as College Promise, Generation Go!, and Middle College High School embed academic advisement and educational planning within the program.

SBVC has many resources and programs to support student equity and reach out to underserved populations including, the Dreamers Center, Puente and Tumaini Programs, EOPS/Care, scholarships, Veterans Center, Athletics Counseling and International Student Counseling. The Department of Student Life support Student Government and Clubs.

SBVC is mindful of and responsive to the struggles and challenges faced by its students. The Valley 360 Resource Center assist students with food insecurities. Student Health Services is an advocate for mental health services to students and works to increase services and raise awareness of the mental health challenges facing students.
The COVID-19 crisis moved the majority of Student Services into an online environment. During the extended Spring Break closure faculty and staff transitioned to work-at-home. Cranium Café, a meeting and collaboration platform designed specifically for student support was fully implemented and training provided to faculty and staff. Personnel needing access to campus or district systems are able to login with secure VPN connections. The campus reopened on March 30, 2020 with a full array of services.

DSPS remained open for limited hours two days a week to provide services to students who needs could not be met online. The Bookstore reopened briefly so students starting short term classes could pick up textbooks. The Bookstore is providing free shipping for textbooks and school supplies. The Valley 360 Resources Center operates two days a week. SBVC partnered with Feeding Our Community to host a drive-thru food distribution event. Student Health Services established Zoom meetings that are HIPPA compliant so they can continue mental health support for students.

Improvement Plan(s)

Evidence List (to be organized and numbered later)

 Relevant pages of the College Catalog
 Relevant Websites
 Sample handouts and brochures
 General Counseling
 Transfer Center
 SSSP Plan and Report
 Enrollment Management Plan
 Program efficacy for Admission and Records & Counseling
 Program efficacy instruction and documents for Student Services departments
 https://www.valleycollege.edu/current-students/commencement/index.php


 Starfish
 Educational Planning Documents
 AP
 Nursing/Psych Tech admission requirements
 College Promise
 Imagenow Login Screen
Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and classified staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Administrative Procedures, including AP7120 Recruitment and Hiring, AP7210 Academic Employees, AP7230 Classified Employees, AP7240 Confidential Employees, AP7250 Educational Administrators, AP7260 Classified Supervisors and Managers, job descriptions and job postings are publicly available on the SBCCD Website. The AP’s, job descriptions and job postings clearly delineate the minimum qualifications for employment and procedures for hiring personnel.

HR works with an internal Standard Operating Policy (SOP) document to assure the consistency of hiring practices and is creating an external hiring policy manual for end users, this will further assure the consistency and transparency of hiring practices. HR is developing and vetting a Screening Committee Handbook through the Collegial Consultation process.

Minimum qualifications and desired qualifications for job postings are based on the job description determined by the hiring manager in consultation with department members, administration, the hiring committee, and HR as appropriate.
Analysis and Evaluation

SBVC uses the most recent edition of the Minimum Qualifications for Faculty and Administrator’s in California Community Colleges Handbook to assure that faculty and administrators hold the appropriate credentials.

CSEA negotiates the job description for classified professionals including discussing education, training and experience required for each position.

The Online Program Committee leads campus discussions and makes recommendations to the Academic Senate regarding faculty qualifications and training for Distance Education Courses.

Minimum qualifications and desired qualifications for job postings are based on the job description determined by the hiring manager in consultation with department members, administration, the hiring committee, and HR as appropriate.

All campus positions have a role in fulfilling the campus mission to provide quality education and services to a diverse community of learners.

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The recent edition of the Minimum Qualifications for Faculty and Administrator’s in California Community Colleges Handbook is used to determine the appropriate degrees required for each discipline.

AP7210 Academic Employees details the hiring procedures including development of the job posting and desired qualifications and experience. For instructional faculty candidates, a teaching demonstration is required on a topic determined by the hiring committee. Non-instructional faculty candidates may be asked to give a teaching demonstration, participate in role playing, or give a presentation as determined by the hiring committee.

Interview questions at first level and second level interviews are crafted by the hiring committee and include questions directed towards the candidate’s contributions to the campus mission and service to the campus community outside the classroom.
Job postings for instructional faculty positions include curriculum development, program review, and participation in campus committees. Candidates may submit copies of transcripts during the application process, but must submit original transcripts before hiring.

Human Resources maintains internal documentation of all hiring procedures for HR employees. HR is developing an external document of management procedures to guide hiring managers through the process and a Screening Committee Handbook.

The quality of faculty hired by SBVC is ensured through the faculty evaluation process and the tenure review process.

**Analysis and Evaluation**

SBVC has well-defined processes that are detailed in Administrative Procedure to ensure faculty hired meet minimum qualifications, and for the development of desirable qualifications and experience. Human Resources has internal documentation of hiring processes to ensure consistency in hiring and in developing external documentation for managers and screening committees.

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

**Evidence of Meeting the Standard**

The recent edition of the Minimum Qualifications for Faculty and Administrator’s in California Community Colleges Handbook is used to determine the appropriate degrees and qualifications for administrators. AP7259 Educational Administrators and AP7260 Classified Supervisors and Managers detail the hiring procedure including development of the job posting, desired qualifications, experience, and committee composition. Candidates may submit copies of transcripts during the application process, and must submit original transcripts before hiring.

**Analysis and Evaluation**

HR and SBVC hiring manages ensure that candidates hired possess the qualifications necessary for the position will continue to support institutional effectiveness, academic quality, and support student success. It is current practice for HR to check references for all finalists and verify employment information as per AP7126 Applicant Background Investigation and Reference Checks. The successful candidate must have a recent Livescan and submit original transcripts prior to hiring.
III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Administrators, and full and part-time faculty must meet minimum qualifications defined by the state in the “Minimum Qualifications for Faculty and Administrators in California Community Colleges,” provided by the CCCCO and in collaboration with the state Academic Senate.

AP7210 Academic Employees ensures that faculty are involved in the selection of new faculty. The administrative procedure specifically states that the majority of a faculty selection committee shall be composed of faculty. Interviews may include a teaching demonstration, role play, a writing sample, or skills demonstration, as appropriate. The demonstrations are typically 10-15 minutes in length. An evaluation form is used by the hiring committee to assess the responses by the candidate.

All faculty are hired under the same faculty hiring process SBCCD AP7210. Faculty who teach online classes are held to the same standards as faculty who teach traditional face-to-face classes. Prior to teaching a DE section, a faculty member documents the various ways in which he or she is prepared for the delivery mode. Record of such successful preparation for online teaching is a part of the comprehensive quality control process for online classes.

SBVC’s Academic Senate determines equivalency or eminence according to AP7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies. Applicants who believe that they possess qualifications equivalent to the minimum qualifications for a position and wish to request that a determination of equivalency be made in a specific discipline must complete a District Request for Equivalency form and provide supporting documentation as appropriate. Applicants for both full-time and part-time positions are notified of the opportunity to apply for an equivalency at the time of application. Equivalency is district-wide. For example, faculty granted equivalency at SBVC also receive equivalency at CHC. Previously, the Academic Senates at each campus have operated equivalency process independently. In 2018-2019, the Academic Senates worked together to craft AP7211 Equivalency which established a joint equivalency committee.

All candidates in the pool for adjunct positions are subject to initial screening by HR staff for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards established by the statewide Academic Senate and approved by the Board of Governors of the CCCs. Applicants for adjunct positions are subject to the same equivalency processes as candidates for full-time positions. Potential part-time faculty may be interviewed by a single department chair or a departmental committee. Recommendations arising from these interviews are used by managers to make hiring decisions. It is recommended that applicants for
adjunct positions be required to demonstrate teaching, counseling, librarianship, or other job-related skills to exhibit their ability to work effectively with SBVC’s student population.

**Analysis and Evaluation**

SBVC has processes in place to determine equivalency. Equivalency was conducted under the old policy in AP7210 while the details, forms, and processes implementation of AP7211 were being put in place. SBVC and CHC’s Academic Senates evaluated the process new equivalency process in spring 2020. The Senates agreed on modifications to AP7211 and those changes are moving though the approval process.

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

**Evidence of Meeting the Standard**

Policies and procedures for performance evaluations of faculty and classified professionals are contractual items negotiated with local CTA and CSEA. Policies and procedures for the evaluation of administrators and classified managers is delineated in AP7259 Educational Administrators and AP7260 Classified Supervisors and Managers. APs and contracts establish timelines, responsible parties, evaluation instruments, and who serves on an evaluation team. APs and contracts further define the steps to be taken if an evaluation indicates deficiencies which include professional development opportunities support from CTA, CSEA, Academic Senate or mentor, as appropriate.

Although the content of self-evaluation forms vary by employee classification, all personnel have the opportunity to speak to their interpersonal communication skills, their participation the campus community and the campus mission, as well as dedication to student success.

The cycle and tracking of employee evaluations is performed by HR manually. Employee positions are stored in EPICS. Information in EPICS is used to generate a spreadsheet which incorporates timelines that HR uses to track positions through the evaluation process. HR verified that evaluations for all personnel are up to date.
Analysis and Evaluation

Evaluation of personnel is conducted in a timely manner. Evaluations are relevant to the duties performed, and evaluations provide opportunities for personal and professional growth.

I. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

SBVC employs high-caliber full and part time faculty to provide instruction, and student and instructional support services. The District meets the full-time faculty obligation number (FON) as required by regulation. The Human Resources department monitors faculty assignments districtwide, to ensure that the FON is met. Meeting the FON is a District KPI that is reviewed by the Board of Trustees. The District submits a report annually to the State Chancellor’s Office demonstrating its compliance. The District also complies with requirements of the “Fifty Percent Law” that requires a community college district to spend fifty percent or more of its general fund expenses toward the salaries of classroom instructors.

Departmental data for FTEF is provided for analysis in the program review process in both the annual EMP and during the four-year program efficacy cycle. FTEF data, along with WSCH/FTEF, student success and retention data, and departmental planning is considered during the annual needs assessment process when departments are able to request growth positions for faculty. All faculty growth positions are ranked by the Program Review committee. These rankings serve as advisory to the College president when growth funding is available, or when faculty resignation or retirement create an opportunity to reallocate funding to another department. The Faculty Replacement Rubric, developed by the Academic Senate, is used to determine if a vacancy should be refilled.

It is campus practice, particularly with instructional faculty, that categorically or grant funded positions go through the program review process.
Analysis and Evaluation

Although the District as a whole is meeting the FON, the 75/25 FT faculty ratio at SBVC has been below 50% since 2012-2013 (Tableau Data). Lack of ongoing funding has limited FT faculty growth over the past decade and qualified adjuncts are hired to provide instructions. The program review process the campus assesses the need for additional faculty and ranks faculty growth requests according to greatest institutional need. The faculty prioritization list is used when funding becomes available. The Faculty Replacement Rubric is used when a vacancy occurs do to a resignation or retirement to ensure the position is still needed on the campus. In 2017-2018 there were 31 requests for faculty growth positions. Four positions were funded through Strong Workforce; one position was funded when a department voluntarily release a position; and final position was a growth position.

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

SBCCD has established employment procedures for adjunct faculty are defined in AP7210. Adjunct faculty are SBCCDCTA members and the union contract governs the evaluation and seniority ranking of adjunct faculty. Professional Development is provided for all faculty and adjunct faculty are encouraged to attend in-service and flex day events. Adjunct orientation is done in conjunction with the Professional Development Department every fall and spring and consists of an all adjunct meeting, breakout sessions for professional development, and department meetings. Adjunct faculty are welcome at all division and department meetings as well as professional development activities. The Academic Senate defines a process for the election of adjunct senators. Adjunct Senators are voting members and expected to fully participate in the work of the Academic Senate. Campus committee meetings are open to everyone. Adjunct faculty also have full access to online learning resources such as the Vision Resource Center and CVC-OEI training materials. There is also funding for travel provided through the professional development committee for all adjunct faculty.

Analysis and Evaluation

AP7210 includes policies and procedures for hiring and evaluation of adjunct faculty. AP7210-A Adjunct Faculty is currently being develop to better facility adjunct hiring and establish best practices. Adjunct faculty have full access to professional development activities, including adjunct orientation which takes place just prior to fall and spring semesters. Adjunct faculty are compensated for professional development in accordance with the CTA agreement. Adjunct
faculty can participate in the collegial consultation process through the Academic Senate and
there is an adjunct member serving on the CTA board.

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to
support the effective educational, technological, physical, and administrative operations of
the institution. (ER 8)

Evidence of Meeting the Standard

SBVC employs qualified full and part time classified professional to provide quality service to
students. Departments evaluate the need for staffing though program review and may participate
in the annual program review needs assessment process identifying growth positions for the
coming fiscal year. All classified growth positions are ranked by the Program Review
committee. These rankings serve as advisory to the College president when growth funding is
available, or when a resignation or retirement create an opportunity to reallocate funding to
another position.

The District also conducts and annual needs assessment. District needs assessment is conducted
in summer after the college needs assessments and prioritizations are complete. District offices
tie their needs assessment requests to the needs of the campuses and prioritizes positions based
on the needs of the District and the campuses. District prioritization lists are advisory to
Chancellor’s Cabinet.

CSEA works with the District to establish the minimum number of personnel needed to perform
the work. Common instruments to assess the number of personnel needed are OSHA studies,
land surveys and building surveys that recommend the number of grounds or custodial worker
per square foot maintained.

Increases in staffing is also done through reorganization of offices. HR assess staffing levels at
districts and campuses that have comparative FTEs, awards, transcript requests, buildings and
acreage before making recommendations for reorganization.

Analysis and Evaluation

Through the program review process, the campus effectively assesses the need for additional
classified and ranks classified growth requests according to greatest institutional need. The
limited availability of ongoing funding from the general fund has limited growth positions hired
as a result of over the past few years. Categorical funding, grant funding and dedicated funds
such as College Promise has increased staffing on campus. Efforts to reorganize district
department are more focused on reducing expenditure and/or reclassifying and repurposing
positions and do not generally result in staffing gains.
III.A.10 The institution maintains a sufficient number of administrators with appropriate
preparation and expertise to provide continuity and effective administrative leadership and
services that support the institution’s mission and purposes. (ER 8)

Evidence of Meeting the Standard

Administrative positions are not a part of the campus program review process. New
administrative positions are generally discussed in President’s cabinet, then moved forward to
Chancellor’s cabinet. Administrative growth positions are often affiliated with grants or
categorical funding in those instances, such as the SSSP plan, which come to the Academic
Senate for support and/or approval. Job descriptions are collegially developed and approved by
the Board of Trustees.

Analysis and Evaluation

The process for administrative growth positions needs to be collegially reviewed in light of
Prioritized Board Directives for the 2019-20 General Fund. Approved by the Board of Trustees
on February 21, 2019 the Prioritized Board Directives for the 2019-20 General Fund Budget
states “Funding for any new positions must be approved through the process of program review
or any other prioritization process as established at the colleges and district offices.” It would
benefit the campus to have an approved prioritization process for administrative positions that
are supported by general funds.

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and
procedures that are available for information and review. Such policies and procedures are
fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Board Policies and Administrative Procedures are collegially developed and meet legal
requirements. The District negotiates contracts in good faith with SBCCDTA and CSEA and
abides by the terms of those contracts. Contract are available for information and review on the
District website.

HR, SBCCDTA and CSEA communicate broadly with constituencies through email
announcements, workshops and presentations that guide and inform employees on policies,
procedures and contracts., HR shares information on employee benefits, internal employment
opportunities, and training opportunities via email. HR includes information about union
contracts and HR policy and procedure at new employee trainings. HR provides training on
policy interpretation for new HR policies and procedures at new employee trainings. The intern
SOP manual ensures consistency of practice.
The SBCCD establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Most of the policies and procedures pertaining to Human Resources are included in the Human Resources section of the District’s Board Policies and Procedure website. Some policies and procedures impacting personnel such as discrimination, harassment, computer use, appear in other sections of the Board Policies and Administrative Procedures website. BPs and APs for HR are developed and revised as per BP/AP2410. Changes to BPs and APs out of cycle may be brought forward to District Assembly, a district collegial consultation committee with representatives from both campuses, the district, and all constituency groups, at any time during the regular academic year. Review of and changes to BPs and APs is a collegial process that goes out to both campuses and receives final approval to the Board of Trustees.

Analysis and Evaluation

Although, there is no single external handbook for employees that gathers all policies, procedures, and contracts in a single reference points, all policies, procedures, and contracts are established and available. HR is developing FAQs by topic that will refer employees to the appropriate BP, AP, or contract.

Through analysis of District Climate Surveys, the District administration and the Office of Human Resources is aware that HR would benefit from better alignment of HR resources, standardization of practices and improved communication and transparency and have been working to improve services. The Office of Human Resources has undergone two reorganizations in recent years to remove positions that are obsolete and create positions relevant to current practice and legal compliance. The new internal SOP manual will provide structure, define processes and increase clarity. HR is developing external handbooks to inform employees of hiring practices, Title IX, and evaluation processes.

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

**BP7100** Commitment to Diversity, Equal Employment Opportunity shows the Districts commitment to “a policy of non-discrimination in recruiting, hiring, assignment, training, promotion, transfer and evaluation”, and that “diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students.”
The Chancellor’s Hispanic-Serving Institutions (HIS) Advisory Committee has as part of its charge that the committee is to “Work on processes that will enhance our recruitment strategies to reach a broader and more ethnically diverse pool of candidates”.

SBCCD’s committee to diversity in hiring can be seen in the District 2017-2020 EEO plan. The EEO plan addresses equal opportunity in hiring practices to support recruitment and hiring of diverse personnel. Plan Component 14: District Measures to Address Identified Underrepresentation outline the steps being taken to address the underrepresentation of Hispanic faculty and classified profession in comparison to the student population. Plan Component 15: Developing & Maintaining Institutional Commitment to Diversity list seventeen steps to increase diversity.

As part of the districts HR provides EEO training for hiring committees to ensure committee members understand EEO regulations and to educate committee members on micro-aggressions and implicit bias. The forthcoming Hiring Committee Handbook will contain information to support equal opportunity.

The Chancellor’s Hispanic-Serving Institutions (HIS advisory committee has as part of its charge that the committee is to “Work on processes that will enhance our recruitment strategies to reach a broader and more ethnically diverse pool of candidates”.

In August 2019 a team of 9 faculty and one administrator attended the workshop Equity in the Classroom presented by USC Rossiter School of Education, Center for Education. The ‘CUE Team’ as they call themselves, presented on information micro-aggressions at the Academic Senate Retreat and at the all faculty meeting on opening day.

Analysis and Evaluation

The 2020 Faculty Book Employee Characteristics available on this district website highlights employee tends in ethnic and rational distribution, gender distribution, and age distribution. Over a five year period (2014-2018) there has been a 7.4% increase in employees identifying as African-American and a 34.5% increase in employees identifying as Hispanic. Although the numbers are promising there is still work to be done to increase diversity of faculty and administrators. In Fall 2018, the highest proportion of administrators and faculty were White Non-Hispanic, while the highest proportion of classified staff were Hispanic.
II.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

In addition to the SBVC mission statement, the campus has identified values that express its basic beliefs. These tenets are widely published in venues such as the annual College Catalog and apply to all employees at SBVC.

Faculty. The ethics statement for the faculty of SBVC was revised by the Academic Senate in September 2017 and occupies a prominent position on the Academic Senate website. The Academic Senate reviewed and discussed the Faculty Ethics Statement on 2017/2018. It was noted that the ethics statement expresses faculty ideals and SBVC’s good intentions but is not designed as an enforcement tool. The preface of the Faculty Ethics Statement was amended to be inclusive of AP3430 (105).

Classified professionals. There is no ethics statement applicable to all classified professionals of SBVC; however, participants in the Classified Senate have adopted and adhere to an ethics statement that was incorporated into the constitution of that group in 2004. In conducting the business of the Senate, participants are to adhere to democratic principles, uphold the majority vote of the Senate, and work to develop an inclusive collegial consultation process.

Administrative/management employees. Administrative and managerial employees developed a management ethics statement approved by the management roundtable in 2005. The statement, based in part on the ethics statement published on the website of the Association of California Community College Administrators, emphasizes the attributes of trustworthiness, respect, fairness, concern, and citizenship. The ethics statement for managers was reviewed in 2012.

Board of Trustees. The ethical behavior expected of a member of the Board of Trustees of the SBCCD is specifically addressed by BP2715 Code of Ethics – Standards of Practice. The Orientation and Development for Community College Trustees and the Trustee Handbook used for trustee orientation also include information on Board ethics.

Analysis and Evaluation

Each employee category has discussed the issue of ethical behavior and established an ethics policy. Members of the Board of Trustees, managers, and faculty have written ethics statements. The ethics statement for faculty is featured prominently on the website of the SBVC Academic Senate. The ethics statement for classified professionals does not address ethical behavior in general and applies only to participants in their role as representatives in the Classified Senate; the statement is featured prominently on the website for the Classified Senate. The management ethics statement is not published.
Adherence to ethical principles is reinforced by a variety of policies and procedures intended to
discourage unethical behavior. Such policies include BP3410 Nondiscrimination, BP2260
Conflict of Interest, BP3430 Prohibition of Harassment, and BP7310 Nepotism. Additionally,
SBVC supplies an instrument for anonymous reporting of ethical infractions. The compliance
hotline webpage states that SBVC “is committed to providing an ethical place to work and go to
school.” Reports of suspected unethical behavior can be made anonymously by web or
telephone.

Complaints regarding employees made directly, or indirectly through the virtual SBCCD
Community Suggestion box are addressed by the appropriate manager. SBCCD Compliance
Hotline webpage provides students, employees, and community members the opportunity to
report complaints in a confidential manner. Compliance Hotline complaints go directly to the
Executive Vice-Chancellor of Human Resources for resolutions and confidential records are
maintained for each complaint.

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for
continued professional development, consistent with the institutional mission and based on
evolving pedagogy, technology, and learning needs. The institution systematically evaluates
professional development programs and uses the results of these evaluations as the basis for
improvement.

Evidence of Meeting the Standard

The Professional Development Committee, chaired by the Professional and Organizational
Development Coordinator, oversees professional development opportunities at the College.
Professional development is open to all campus constituencies. Professional development
workshops take place on Flex Days, In-Services Days, Classified Connection Week, Adjunct
Orientation, and throughout the semester. Professional development topics range from computer
and software instruction, to instructional pedagogy, training on campus processes, and personal
growth workshops such as financial literacy that include planning for retirement, budgeting, etc.
health and wellness such as campus walks, yoga and zumba. The Professional Development
Coordinator creates, coordinates or assists in the planning of Opening Day, campus retreats and
other large-scale events that further campus-wide reflection and organizational growth.

The Professional Development committee funds conference attendance oversees all flex
reporting for full-time faculty and steers the campus sabbatical process. The Coordinator also
serves on the district EEO committee in order to work closely with HR and plan workshops that
align with the need to provide diversification and equity training for employees serving on any
hiring committee.
Analysis and Evaluation

SBVC has a diverse and robust professional development program. Under the leadership of the Professional and Organizational Development Coordinator, the Professional Development Committee creates year around programming on a limited budget.

The Professional Development committee surveys campus employees to evaluate services and develop new topics. Additionally, constituencies directly contact professional development when a need is identified on campus. Professional development is a component of any grant application submitted by the college.

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The safety and confidentiality of personnel records are governed by AP7145 Personnel Files and AP3100 Retention and Destruction of Records. Employees may make an appointment to view their personnel file. The appointment is supervised by HR to ensure that nothing is added or removed from an employee file.

Active personnel files are kept in a secure location at the district offices, with a limited number of confidential employees having access to the files.

Analysis and Evaluation

HR maintains the security and confidentiality of personnel files. When personnel files are only disclosed to the employee, steps are taken to ensure that materials are not added or removed from personnel file during viewing.

Conclusions on Standard III.A. Human Resources

The institution hired high quality full and part time personnel that meeting the minimum qualifications established for their positions. Job descriptions, job postings, and hiring processes are clearly stated and followed. Personnel are evaluated at clearly stated intervals in accordance with bargaining agreements or administrative procedures as appropriate. All constituencies have ethics statements. District is compliant with Title IX.

The institution maintains a sufficient number of full-time to meet the FON. Full-time and adjunct faculty hired meet minimum qualifications or have established equivalency to teach in their discipline. Classified professionals and administrators have the appropriate qualifications and
experience to perform the work assigned. Categorical fund and grants support many necessary
positions across the campus.

HR policies and procedures, are reviewed in accordance with AP2410. Union contracts are
reviewed and revised as set forth in labor negotiations. HR has developed an internal SOP
manual to ensure consistency of policy and practice. HR is developing external manuals for
managers and hiring committees.

In response to the COVID-19 emergency HR resources worked expeditiously with SBCCDTA
and CSEA to establish MOUs that ensured the health and safety of employees, provided
necessary equipment and professional development for transition to a work at home
environment, ensured continuation of pay and benefits, and ensured liberal interpretation of sick
leave policies for employees infected with the virus or caring for an infected family member.

Spring faculty and classified professionals evaluations were in still in progress when the campus
moved to a work-at-home environment. Since there were few faculty being evaluated, and
evaluation includes observation of the faculty member in the course of their work by peer
evaluators, faculty evaluations were postponed to the following academic year. Classified
evaluations resumed and were completed on time. Manger evaluations take place in the fall and
were complete.

HR deferred interviews for all positions and is working to ensure that all candidates and
committee members have access to appropriate technology, and all candidate interviews can be
conducted equitably. The hiring timeline for the Chancellor revised and approved by the Board
of Trustees.

**Improvement Plan(s)**

**Evidence List**

Sample Job Postings
Sample Job Descriptions
APs
Sample Screening Tools
Ethics Statements
Screening Committee Handbook
Needs assessments Prioritization for Classified/Faculty
Status of employee evaluations
III.B Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

SBVC has a comprehensive Facilities Master Plan (FMP) that includes a thorough facilities analysis, space utilization inventory, campus needs, and recommendations for renovation, replacement, and addition of facilities. The FMP is linked to campus strategic planning objectives.

Facilities inventory, safety, and security checks are conducted on an ongoing basis. Once facilities are put into operation, safety criteria as assigned by the Occupational Safety and Health Administration (OSHA), National Fire Protection Agency (NFPA), California Environmental Protection Agency (CEPA), Department of Toxic Substance Control (DTSC), Department of Pesticide Regulation (DPR), Certified Unified Program Agency (CUPA), as well as numerous other regulatory agencies are maintained through board policies and administrative procedures. All new building were constructed to California Building Code and were reviewed and inspected by the DSA. Further, all administrative services departments, including M&O, Custodial, and Food Services, participate in program review, and undergo a thorough analysis that includes departmental goals and challenges, short- and long-range planning, and needs assessment. The Facilities and Safety Committee (FSC) is actively involved in ensuring that the campus is a safe, clean, and conformable environment conducive to student learning.

The campus community can report their concerns about security, safety or maintenance needs in a variety of ways. Members of the campus community with security concerns can contact campus police who are available 24/7 [night/weekend calls go through CSUSB and are relayed here for campus police?], or city police. Student Health Services, and local EMT services are available for medical emergencies. Concerns about the safety of campus facilities can be reported directly to the Administrative Services office. Such concerns are also reported to the Facilities and Safety Committee or emerge through the program review process. There is an anonymous SBCCD Community Suggestion Box that can be utilized to report safety and maintenance concerns. Maintenance and safety issues can be reported to a department or division office, and a work order placed in the system to address the concerns.

Safety locks have been installed on all classroom doors and in most departments and offices. Doors can be immediately locked from the inside without a key. SBVC is increasing use of security cameras in public spaces.

When work orders are placed the supervisor or assigned technician contacts the customer directly within 48 hours of receiving the work order, clarifies the issue, provides an estimated
timeline for accomplishment, provides ongoing status updates if the job is prolonged, and checks
with the customer when the job is complete to determine satisfaction and agreement prior to the
job being closed out. The supervisor also contacts customers on a random spot check to ensure
satisfaction of service.

Contractual agreements between SBVC and host institutions, such as Big Bear High School,
Middle College High School, William McKinley Elementary, Redlands USD, Amazon and
Stater Bros., ensure that host facilities are maintained according to state and federal standards.
All students have access to campus services, including online counseling, online tutoring,
electronic library resources, chat reference, and online writing lab. Counseling and assessment
are provided on regular schedule at Big Bear High School.

Analysis and Evaluation

The College provides a clean, safe, comfortable, and well-maintained educational environment.
The campus community can report security and safety concerns directly to administration,
Student Heath, local authorities, and local emergency medical services. FSC and program
review process complement physical inspections by external agencies. The FMP and program
review evaluate the sufficiency of physical resources.

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical
resources, including facilities, equipment, land, and other assets, in a manner that assures
effective utilization and the continuing quality necessary to support its programs and services
and achieve its mission.

Evidence of Meeting the Standard

All administrative services departments participate in the program review process.
Administrative services departments update their EMP sheets annually and may take part in the
annual needs assessment process. Administrative services departments undergo a thorough
program efficacy once every four years.

The Program Review Committee actively gathers needs assessment requests related to facilities
and forwards this list to the FSC annually for prioritization and potential funding and
implementation. The criteria used by FSC for prioritization of facilities requests are (1) urgent
safety; (2) urgent facilities deterioration, urgent program impact, or lessor safety; (3) lessor
facilities deterioration or program impact; and (4) program or facilities improvement. In a similar
fashion, program review gathers equipment needs which are prioritized by the program review
committee. A new process to fund urgent and emerging needs was started in 2014 and provides a
procedure for constituencies to present requests for facilities modifications to the College
Council for funding.
The Budget Committee and the College Council, using the program review needs assessment prioritization list, often release one-time funds with the president’s approval, for the replacement of equipment and facilities upgrades. The developmental budget process now includes a line item for ongoing and routine replacement of instructional and operational equipment.

The campus has undergone major reconstruction and renovation over the past 15 years. The current FMP collegially developed in 2016 is aligned with the College’s mission and EM. The FMP drives current and future major facilities growth and renovation projects. SBVC and CHC facilities needs have been prioritized by District Assembly. Accordingly, replacement CTE building and proposed parking structure will be the first construction projects funded by Measure CC, the successful bond measure SBCCD sponsored in 2018.

Utilization of College facilities are scheduled each semester with highest priority given to the instructional programs. This scheduling is accomplished in the office of the VPI. This schedule is then loaded into the facility scheduling software, and Administrative Services schedules all other facilities use via the facilities use application process for both in-house and community use applications. Community applications are processed pursuant to BP6700 Civic Center and Other Facilities Use and the California Civic Center Act. The SBVC campus is relaunching a pilot program with Resource 25 facility scheduling software capable of increasing efficiency of facility use and scheduling.

**Self-Evaluation**

The campus has processes, and procedures with clear ties to the College mission and planning goals to gather, prioritize, and initiate major and minor facilities enhancement, renovation, or construction.

More efficient use of campus facilities accomplished with less staff time is a goal that may be facilitated with the redeployment of Resource 25 facilities scheduling software. Many classes, especially on weekends when use of the entire campus is not required, can be consolidated into a single or several buildings, thereby saving significant utility costs and custodial resources.

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

The campus underwent an extensive evaluation of current and future space utilization during the development of the FMP which included assessing the condition of facilities and equipment. The majority of building were judged to be in good condition. The FMP uses FTES growth estimates to calculate future needs for instructional and instructional support spaces.

User groups connected to the new buildings have had considerable voice in making sure the new
classrooms and/or labs are conducive to student learning. With wide participation on committees and dialogue, groups generally reach consensus on key issues. Due to the escalation of costs since the reconstruction of the greater part of the campus, needs often outstrip resources, which results in difficult decisions accordingly SBVC has become vigilant regarding recommended materials and products based on performance, life-cycle costs, energy use, and minimizing inventory.

SBVC developed standards for materials and building systems in 2012. There was a joint effort of the SBCCD Facilities Department, the Measure M program management firm and SBVC’s Administrative Services and M&O resulting in standardized installations, less inventory required for multiple types of equipment, and increased consistency of equipment and systems across the campus. This effort resulted in College-approved standards that were published and incorporated into projects that were in design, including the now completed state of the art gymnasium. “Total cost of ownership” is addressed through comprehensive lifecycle cost studies for buildings in design including the forthcoming CTE replacement building and new parking structure. The establishment of standards for materials and building systems allows maintenance staff to be knowledgeable on a limited variety of equipment and systems thus increasing the efficiency of the long-term maintenance and repair of campus facilities.

Campus facilities and equipment are systematically inspected through internal and external processes [need list/schedule from Scott]. Maintenance, custodial, and grounds continuously observe and routinely address maintenance needs within their area of responsibility.

Efficient use of instructional space is an area of facilities management is a current priority. Resource 25 software is used to evaluate the use of SBVC facilities, providing reports of underutilized spaces, highest use spaces, and recommendations for class consolidation to mitigate utility and operational costs. Use of Resource 25 to create classroom assignments for spring 2018 highlighted the strengths and challenges of using software, instead of people, to assign classroom space. While traditional lecture classrooms were used to great efficiency, specialized classrooms or classes needing specialized space were often inappropriately used or assigned. Uses of Resource 25 has been postponed to in order to achieve for better integration of the schedule with the system and more accurate coding of classrooms and classes. A success relaunch of the Resource 25 facilities scheduling software is anticipated.

Analysis and Evaluation

The College regularly assesses the use of facilities and has plans in place to both increase space utilization and meet future needs. The FMP which has clear ties to the College mission and planning goals guides major construction and renovation projects. All administrative services areas, including those responsible for maintenance of facilities, undergo program efficacy to evaluate the effectiveness of the department and assess the need for new equipment or personnel. Personnel and equipment prioritization are used by College Council, and the campus president to guide hiring of growth positions and new equipment. Additionally, program review gathers
facilities requests which are prioritized by FSC and used to initiates renovations and facilities enhancement.

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

SBVC and SBCCD engages in long range facilities and budget planning. The 2017 Comprehensive Master Plan is a living document intended to guide educational planning over the next five years, and facilities planning for fifteen years. Multi-year budget forecast are routinely developed by the DBC and disseminated to the campus for planning purposes. The campus uses these projections to develop multi-year forecasts at the department level [verify]. The campus budget includes a line item for long-term care and replacement of equipment. The planning process for facilities renovation and construction include total cost of ownership.

San Bernardino Valley College and SBCCD participate in the California Community Colleges Facility Condition Assessment Program, which assesses existing buildings to help districts plan for maintenance and repair work. The Facilities Condition Index (FCI) is the ratio of the cost of all needed repairs to the replacement cost of the facility, expressed as a percentage. The FCI value is used to anticipate and budget for long-term maintenance of facilities.

In 2012 SBVC initiated a building and facility systems commissioning process. While DSA field inspectors reviewed the installations for compliance with plans and specifications, the campus sought to view the full cycle operation for new systems. The commissioning process calls for an engineering firm to run the various systems through the full operational spectrum to ensure it is operating as intended, observing such factors as energy use, reliability of correct operation, noise and vibration, automatic operation and control programming, performance of mechanisms, safety, and many other factors. Heating ventilation and air conditioning systems are a prime target for this commissioning. The intended result is proactive and early identification of system problems is brought on by errors in design by the design architect or engineer or contractor fabrication and installation problems. SBVC can then enforce correction of these errors prior to final payment to the professional design team or contractor.

Analysis and Evaluation

SBVC does plan and evaluate the use of its physical resources for effectiveness, and has long-range plans to meet improvement goals that consider total cost of ownership.
Conclusions on Standard III.B. Physical Resources

SBVC upholds and utilizes planning and program review processes which are strongly tied to the campus mission, educational goals, and strategic planning initiatives. Long range planning documents such as the CMP, EMP, and FMP, are informed by program review.

In response to COVID-19 and prior to the campus closure maintenance installed additional hand sanitizing stations throughout the campus. Employees were provided with high grade disinfectant wipes and gloves to wipe down high use surfaces such as computers and lab equipment.

After the campus closure custodial services thoroughly cleaned and disinfected all buildings. Areas still in use are sanitized daily. Buildings not in use were placed on low power operation to conserve energy. A minimal number of staff are on campus for basic maintenance of grounds and building.

Improvement Plan(s)

Evidence List

________________________________________________________________________
III.C Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Campus Technology Services (CTS), has on-site responsibility for ensuring that available hardware and software are adequate to support the entire campus employee and student population. CTS has nine employees to support the campus.

The Technology Committee, co-chaired by the Director of CTS is responsible for the development of the Campus Technology Plan. CTS maintains a five-year computer rotation plan that also includes an inventory of the over 1,400 computers distributed throughout 67 labs across campus. CTS maintains a separate rotation list for campus personnel. All faculty on campus are issued a Windows or Macintosh personal computer or laptop. The Technology Plan is inclusive of DE/CE needs. Additionally, the Online Program Committee maintains an Online Learning Plan.

Technology needs are primarily identified through the Program Review process. The annual needs assessment process allows all departments on campus to submit technology requests. Needs assessment requests are tied to the campus mission, campus strategic initiatives, EMP Sheets, and program efficacy. Technology requests are forwarded to the Technology Committee who create a priority ranking based on campus wide need. The prioritization list is forwarded to the president, who, in consultation with College Council and the Budget Committee funds technology requests using one-time monies.

District Technology and Education Support Services (TESS), is a District office that manages administrative applications, print and graphics, information technology, and distance education. TESS hosts the help-desk for students and employees, provides telecommunications management, and network administration. TESS has twenty employees who oversee district wide support systems and software.

Network hosting, data security and recovery are provided by Ellucian. The disaster recovery plan is reviewed annually as part of the audit processes. Technology Services maintains a network blue print for internal use.

Analysis and Evaluation

The College, through Campus Technology Services, TESS, and the Technology Committee has sufficient employees for technology support and resources for the campus.
III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The Campus Technology Plan 2018-2022 and the District Strategic Technology Plan are the primary planning tools that guide technology planning, updates, and replacement. CTS maintains a 5-year technology replacement list detailing the location, number of computers, and year to be replaced. Additionally, departments may request additional technology using the campus program review process.

Campus climate surveys are inclusive of technology questions allowing the campus to gather employee and student satisfaction with campus technology resources. Survey results and comments are publicly available on the campus or district website. The District Climate Survey addresses the effectiveness of TESS. Survey results are discussed in College Council, District Assembly, CTS, Technology Committee, Online Learning Committee, and the TESS Executive Committee.

Analysis and Evaluation

Campus and district planning documents ensure that the campus community is working with reliable up-to-date technology. Program review needs assessment process prioritizes technology requests from departments and divisions. CTS and TESS are evaluated through their participation in program review processes and evaluation of survey results.

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

CTS services at the SBVC campus and assures the reliability, safety, and security of campus technology resources. Goal 1 of the Campus Technology Strategic Plan is to “Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.” And Goal 6 “Identify and meet accessibility standards set by Section 508 “speaks to the College’s dedication to providing accessible services. The five-year computer rotation designates the locations on campus where computers are housed. In instances where the College is providing instruction at a remote site or location the contractual agreement such as a CCAP agreement assures the site will provide appropriate facilities for instruction and instructional support. Ellucian, who specializes in technology support for higher education, handles backup and recovery services for the district,
Analysis and Evaluation

SBVC provides dependable, safe, and secure access to technology for the campus community. SBVC implements and maintains technology resources at all campus locations.

III.C.4 The institution provides appropriate instruction and support for faculty, classified staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Professional and Organizational Development offers a wide variety of resources for instructional support to classified professionals, administration and faculty. We are in the process of fully integrating into the Vision Resource Center as part of cohort 3 through the CCC system. Office The Professional and Development Coordinator also serves on the technology committee to share information and keep up to date on the latest technology needs. There are a variety of self-paced online tutorials including
- Online Teaching Resources (CVC-OEI, Canvas, etc.)
- OER Professional Development Resources.
- Vision Resources Center tutorials including LinkedIn Learning, Skill Soft, etc.
- On-going DE Professional Development Workshops, and one-on-one appointments

Professional and Organizational Development hosts a multitude of training sessions on software in use on campus including, but not limited to, Microsoft Office products, Canvas, Oracle, OU Campus, Adobe software and the SLO Cloud.

Professional and Organizational Development coordinates weekly small group workshops and one-on-one sessions related to online communication and teaching technology with TESS personnel to answer specific questions from faculty and staff who utilize technology in face-to-face and online instruction.

Analysis and Evaluation

Professional and Organizational Development provides exemplary technology training to the campus community. Training is available in group and individual formats. Professional and Organization Development uses surveys and feedback forms to evaluate and enhance the services offered by the department.
III.C.5 The institution has policies and procedures that guide the appropriate use of
technology in the teaching and learning processes.

**Evidence of Meeting the Standard**

AP6535 Use of District Equipment, AP7371 Personal Use of Public Resources, and AP3720
Computer and Network Use guide the appropriate use of technology in the teaching and learning
process. These APs are referenced in the 2019-2020 Faculty Online Handbook and will be
included in the 2020-2021 Faculty Handbook. Administrative policies are available on the
district website.

Students using campus computers must sign in using their student ID number, and agree to the
acceptable use policy before gaining access the computer programs.

**Analysis and Evaluation**

SBVC has policies and procedures that guide the appropriate use of technology in the teaching
and learning processes the campus. Students logging in at computer labs agree to adhere to the use
policy.

**Conclusions on Standard III.C. Technology Resources**

Technology resources supports the campus mission to provide quality services in support of
student learning CTS engages in long and short-term planning to ensure that students and
employees have access to up-to-date hardware and software.

Campus Technology Services and response to the COVID-19 crisis has been exemplary. CTS
provided faculty and staff with necessary equipment to work from home, including laptops and
hotspots. To address equity issues students who did not have online access were able to check
out Chromebooks and WiFi hotspots for home use. Campus Technology Services (CTS) is using
Amazon Workspaces to create virtual computers give students access to lab software, or to
access lab software using a Chromebooks. CTS has 200 virtual computers for student access to
Campus provided software applications ready for summer session and is making plans to scale
up for fall if needed.

TESS prepared secure VPN connections for employees who need access two administrative
applications. TESS supported the network infrastructure when it was hit with such a huge
increase in students and employees being online. Tests was able 2 facilitate the creation of zoom
accounts for all faculty and staff.

The Professional and Organizational Development Coordinator and the DE faculty leads worked
tirelessly to provide training and support for faculty who had little or no online teaching
experience. Curated resources were quickly made available and intensive training was provided for the two weeks that the campus was closed. The Instructional Technology Specialists at TESS, DE Faculty Leads and Professional and Organizational Coordinator continue hosting daily drop in troubleshooting and instruction for faculty. Continuing training was offered for the rest of the semester and through the summer. The Academic Senate recommended that the graduation in service day be repurposed and used to provide further training on best practices for online instruction and student interaction.

Improvement Plan(s)

Evidence List
III.D. Financial Resources

II.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The RAM, budget, and multi-year budget forecasts are developed and vetted through the District Budget Committee (DBC) in accordance with AP6200 Budget Development. DBC is a collegial consultation committee comprised of administrators, faculty, and classified professionals representing SBVC, CHC, and SBCCD. DBC vets drafts of the RAM, budget, and multi-year budget forecast through the campuses for feedback prior to being forwarded to the Board of Trustees for approval.

SBCCD uses a collegially developed Resource Allocation Model (RAM). Under this RAM resources allocated to each college based on the percentage of FTES generated by each college, the number of low-income students, and student success outcomes. These percentages generally hover near 70% for SBVC and 30% for CHC; for instance, RAM allocation for 2017-2018 was 69.91 for SBVC and 30.03 for CHC, thus the informal phrase used to reference the RAM is the “70/30 split”. Once the annual budget has been established SBVC create its budget using local campus processes. SBVC actively seeks additional funding thought grants and initiatives to grow programs and services.

DBC was unsure how the Student Centered Funding Formula (SCFF) funding model would impact district funding. DBC committee members we’re hesitant to develop a new RAM until they had some insight into how the SCFF would work. DBC adapted the current RAM using each campus is performance on the SCFF categories to divide funding between campuses. DBC is planning to begin discussions on a new RAM in fall 20.

The RAM is used to allocate up revenue that comes to the District, both general and categorical funds. For example, the RAM was used to allocate Strong Workforce funds between the two campuses.

SBVC has fiscal policies and procedures to ensure sound financial practices and financial stability: BP/AP6200 Budget Preparation; BP/AP6250 Budget Management; BP/AP6300, Fiscal Management; BP/AP6320, Investments; BP/AP6330 Purchasing; BP/AP6340, Contracts; and BP/AP6400. Audits, are maintained and employed by SBCCD Fiscal Services and tested for compliance annually by the outside auditor.
SBVC has a fund balance and relies on the fund balance minimize the negative impact of the state budget cuts to the College. SBVC Budget Committee and College Council in accordance with SBVC procedure have released some of the fund balance for the one-time purchase of emerging and urgent needs as well as program review priorities.

Analysis and Evaluation

SBVC is conservative and works within its budget to provide instruction, services to students, and maintain the campus. In order to stay within the campus operating budget SBVC isn’t always able to institutionalize and sustain categorial, initiative, or grant funded programs. Still, SBVC is growing and has developed new ongoing programs and services such as the College Promise, SI, Generations GO!, and the Veterans Center. SBVC uses it fund balance to support one-time funding needs

SBVC and SBCCD budgets are developed in accordance with Title 5, California Community Colleges Budget and Accounting Manual (BAM), best practices of the Government Finance Office Association (GFOA) and fiscal policies set forth by the board of Trustees

III.D.2 The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The integration of the campus program review with the College mission and strategic goals forms the foundation for financial and instructional planning

The SBVC Budget Committee advises on planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions. The Budget Committee chair reports on the fund balance at each College Council meeting. The mission, charge, and membership for the budget committee was collegially developed and adopted by the Academic Senate and College Council. SBVC Budget Committee meets once a month.

Budget Committee serves in an advisory capacity to College Council. A primary function of the Budget Committee is to recommend an amount from the campus’s general fund balance to be
released for one-time funding of items on the program review needs assessment prioritization lists.

Analysis and Evaluation

The Budget Committee serves in all three areas of the College Council's primary functions including: planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. The Budget Committee reviews and makes recommendations for resolution of emerging budget issues and creates processes for better budget development and management. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency for budget decisions.

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

The SBVC Planning model is uses the mission statement as the foundation for the model followed by the Strategic Plan. The SBVC Planning Model traces decision making from the Strategic Plan to both needs assessment and program efficacy in program review. A flowchart is used for planning purposes to illustrate how requests are funneled from program review to the President for review and potential funding.

The Budget Committee reviews the college fund balance, budget and revenue and expenditure forecasts, and makes recommendations for fund source and amounts. College Council reviews prioritized needs assessment requests for one-time money requests for budget augmentation, equipment, technology and facilities and makes recommendations for funding up to the amount established by the Budget Committee. The recommendations are forwarded to the president for approval.

Each spring the college follows a prescribed procedure for budget development. The district moved away from paper budgeting in 2016-2017. Responsibility area/program managers now prepare and submit annual budgets electronically within Questica, the budgeting software adopted by SBCCD. Board policies and administrative procedures as well as the San Bernardino County Office of Education provide clear guidelines for processing of contracts, purchase requisitions, vendors, and so forth.
The state financial-planning guidelines, processes, and accounting are available on the chancellor’s website. The institution follows the CCCCO BAM procedures for all transactions and recordings.

SBVC and SBCCD follow established board policies and administrative procedures on financial planning, budget development, and financial management. These procedures (6000 series) are published and available on the SBCCD website.

The processes are also made known and published in the annual budget book, including the budget calendar, budget process, budget assumptions, and influencing factors, such as revenue projections and inflation, regulatory and economic conditions. This information is presented in open meetings of the board and is also available on the SBCCD website. Other processes are developed within SBVC committees and published and disseminated through college forums, presentations, and via committee members reporting to their constituencies.

Analysis and Evaluation

The institution meets the standard. The 2019-2020 budget year began an increased effort by DBC and SBVC Budget Committee to communicate budget information and improve budgetary shared decision making. SBVC Budget Committee is a collegial consultation committee and operating in accordance with its charge.

Encouragement and new emphasis are being placed on members to report out the information gained in these meetings with their constituencies and to solicit feedback.

Fiscal Responsibility and Stability

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The SBVC community in general, as well as institutional planners, receive regular updates and information regarding college financial health and planning, and at other opportunities throughout the year, including open college forums. The budget forecast, including budget assumptions, is also presented at open meetings of the board and DBC. The budget is presented by the (VPAS) annually to the Academic Senate, Budget Committee, Classified Senate, College Council, and mangers for dissemination to all constituencies across campus. The Vice-Chancellor of

The DBC reviews timely revenue forecasts and budget information each month and uses this information to make realistic and meaningful budget recommendations to the chancellor. While this occurs throughout the year, there is focused effort during the budget development cycle to
establish budget assumptions and goals, including FTES targets for the year. DBC practices multi-year forecasting based on the current RAM.

The SBVC Budget Committee is updated monthly by the vice-president of administrative services VPAS and other members of the DBC. College Council is provided a monthly update of fund balance prior to hearing requests for funding and making recommendations of funding these requests from the fund balance. These committees have representation from all constituent groups, and the budget/financial information is disseminated further by these individuals.

The budget and monthly expenditure reports are presented at open meetings of the board and posted on the SBCCD website.

The budget development software is available to the departments and divisions along with a budget memo that includes instructions and parameters that have been set by the DBC, the Chancellor’s Office, as well as the SBVC Budget Committee and VPAS. These instructions and parameters take into consideration realistic financial resource information combined with SBCCD and SBVC goals for the year.

**Analysis and Evaluation**

Institutional planning does reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The SBCCD and SBVC endeavor to ensure this, as evidenced by the development of a RAM to reflect the new Student-Centered Funding Model in 2019.

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

**Evidence of Meeting the Standard**

SBCCD has several measures in place to maintain the financial integrity of the SBVC. Both county and district software systems are in place to prevent the over expenditure and encumbrance above the approved budget in the account series. Monthly negative balance reports are distributed to departments, programs, and divisions to help correct over expenditures within line-item budgets. Oracle does not allow a purchase requisition to be converted into a purchase order without the proper fund balance available to fund the request.

All changes to the budget, as in transfers between accounts, and budget adjustments, follow a designated approval process that ultimately includes review and recording by the VPAS, and
final approval by Fiscal Services and the Board of Trustees. These changes are open for review and scrutiny at the board meeting and are available on the SBCCD website. The institutional budget is an accurate reflection of institutional spending.

SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews any transactions for irregularities and provides his findings and recommendations for corrective action.

SBCCD annual independent audits reflect the use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. SBVC has an external auditor contracted by SBCCD Fiscal Services. Audits are conducted annually. Findings are provided to SBVC and appropriate action is taken to correct any findings immediately. Measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices.

The audit findings are reported at the public meeting of the board. While these findings are posted on the SBCCD website, beginning in 2013-2014, the audit findings are reported to the Budget Committee and College Council for posting and dissemination to constituencies.

**Analysis and Evaluation**

Budgeting and monitoring expenditures is a shared process with SBCCD. The College’s financial management practices are continually monitored by Fiscal Services and the internal auditor to maintain compliance. Internal processes are reviewed ongoing, and changes are made to resolve issues that arise.

The internal control processes are highly scrutinized at multiple levels within the control structure of SBVC and SBCCD Fiscal Services, including ongoing oversight by the District internal auditor to ensure regulatory compliance and best practices. Any discrepancy or issues that get through the campus control and CBO, are brought to SBVC’s attention and resolved in collaboration with Fiscal Services and the internal auditor. An external auditor reviews internal controls, management practices, and financial documents annually and reports to the Board. SBCCD responds in a timely manner to any audit exceptions or recommendations.

**Evidence of Meeting the Standard**

SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews any transactions for irregularities and provides his findings and recommendations for corrective
action. SBCCD annual independent audits reflect the appropriate uses of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. Audits are conducted annually.

The college uses budgeting assumptions during budget development and utilizes third-party resources and advisors such as Community College League of California, School Services of California, California Community College Chancellor’s Office, and Department of Finance.

The college is part of the SBCCD RAM which split the funding based on the three components of the new Student-Centered Funding Formula (SCFF), which includes full-time equivalent students (FTES), low-income students, and student success outcomes. Under this RAM funding was is allocated to each college based on the percentage of FTES generated by each college, the number of low-income students, and student success outcomes. These percentages generally hover near 70% SBVC and 30% CHC, for instance RAM allocation for 2017-2018 was 69.91 SBVC and 30.03 CHC, thus the informal phrase used to reference the RAM is the “70/30 split”.

In addition, the RAM is also used to allocate revenues that comes to the District, both general and categorical funds. For example, the RAM was used to allocate Strong Workforce funds between the two campuses.

Analysis and Evaluation

The institution meets the standard. The institution contracts an external auditor and any issues are provided to SBVC and appropriate action is taken to correct the finding immediately. Measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices.

The RAM is developed utilizing reliable third-party data and the multi-year budget forecasts are developed and vetted through the DBC in accordance with AP 6200 Budget Development. DBC is a collegial consultation committee comprised of administrators, faculty, and classified professionals representing SBVC, CHC, and SBCCD. DBC vets drafts of the RAM, budget, and multi-year budget forecast through the campuses for feedback prior to being forwarded to the Board of Trustees for approval.

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

As per AP6400 Financial Audits an external audit is conducted annually and reported to the board at an open meeting. The audit findings are posted on the SBCCD website, communicated at the DBC, and communicated to the SBVC Budget Committee.
The external audit is conducted in the fall of each year and submitted to the CCCCO by December 31. Management responds immediately to the audit findings with corrections and implements the correction plan prior to preparation of the final audit report.

Analysis and Evaluation

The institution meets the standard. SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews any transactions for irregularities and provides his findings and recommendations for corrective action. SBCCD annual independent audits reflect the appropriate use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. SBVC has an external auditor contracted by SBCCD Fiscal Services. Audits are conducted annually. Findings are provided to SBVC and appropriate action is taken to correct the finding immediately. Measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices. The audit findings are reported at the public meeting of the board. While these findings are posted on the SBCCD website, beginning in 2013-2014, the audit findings are reported to the Budget Committee and College Council for posting and dissemination to constituencies.

III.D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

SBVC’s internal control systems are audited annually by the SBCCD external auditor. The audit findings are reported to the board each year and posted on the SBCCD website. Any findings are immediately met with an acceptable solution that is implemented and reviewed at the next audit. In addition, the institution reviews Board Polices (BP’s) and Administrative Procedures (AP’s) on a ten-year cycle schedule. The 2019-2020 AP and PB Review Schedule is reviewed and approved by the SBCCD District Assembly Committee. The SBCCD implemented Oracle, a financial program that gives managers easier access to financial data in 2018. This was in response to SBVC’s request for a financial management tool that would provide a higher level of fiscal oversight. Financial management processes are reviewed after each audit to identify any areas where improvement can be implemented. The audits include financial statements and discuss the financial management of SBVC in the area being audited. The reports make recommendations about internal controls that could strengthen and improve SBVC’s financial processes and accountability. SBCCD support services also provide direction on improving the effectiveness of fiscal planning, implementation, and operation.
Additionally, the SBCCD offices and management of SBVC are members of various statewide committees and professional organizations and attend meetings to obtain information about areas of operation that may need to be addressed at the institutional level.

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Analysis and Evaluation

SBVC’s internal control systems are audited annually by the SBCCD external auditor. Financial management processes are reviewed after each audit to identify any areas where improvement can be implemented. The audits include financial statements and discuss the financial management of SBVC in the area being audited. The reports make recommendations about internal controls that could strengthen and improve SBVC’s financial processes and accountability. SBCCD support services also provide direction on improving the effectiveness of fiscal planning, implementation, and operation.

BP’s and AP’s are regularly reviewed and approved by all constituent groups through the SBCCD District Assembly Committee using a process of first-read, second-read, and then presented to the Board of Trustees for final approval.

In response to SBVC’s request for a financial management tool that would provide a higher level of fiscal oversight, SBCCD implemented Oracle After several years of evaluation, preplanning, hard work, and training, the transition to Oracle in 2018-2019 was hard. District Support Services responded by hiring temporary personnel. CSEA, CTA, and Professional Development teamed up to delineate appropriate levels of responsibility and Oracle training. Oracle is not fully implemented and internal control was evaluated and assessed for validity and effectiveness, and the results of this implementation was used for improvement.

Additionally, staff of the institution are members of various statewide committees and professional organizations and attend meetings to obtain information about areas of operation that may need to be addressed at the institutional level.

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

SBVC has fiscal policies and procedures to ensure sound financial practices and financial stability. BP/AP6200, Budget Preparation; BP/AP6250, Budget Management; BP/AP6300,
Fiscal Management; BP/AP6320, Investments; BP/AP6330, Purchasing; BP/AP6340, Contracts; and BP/AP6400, Audits, are maintained and employed by SBCCD Fiscal Services and tested for compliance annually by the outside auditor.

SBCCD Board of Trustees receives monthly Budget Reports and monthly General Fund Cash Flow Analysis. In addition, SBCCD prepares a five-year multi-year forecast. Finally, the Board has created a Standing Board Finance Committee to review any financial activity of the district.

SBVC has invested $5 million and SBCCD has invested $50 million into the Pension Rate Stabilization Trust administered by PARS. The funding from this trust can be used to fund any retirement costs; therefore, alleviating the general fund from these costs.

SBCCD and SBVC are covered by the SWACC, which is a joint power authority (JPA). It was formed for the purpose of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for liability and property damage claims against public agencies. In addition, it also provides a forum for discussion, study, development, and implementation of recommendations of mutual interest with other joint programs. The third-party administrator for SWACC is Keenan and Associates. The board of this co-op has determined that the amount of coverage for SBCCD is sufficient to meet the needs of each college.

**Analysis and Evaluation**

SBCCD and SBVC have sufficient financial reserves and strategies to maintain financial stability. SBVC maintains a fiscal reserve and fund balance that is projected five years out. The Board of Trustees practice conservative and prudent risk management and cost control measures to mitigate SBVC’s reliance on the same.

SBCCD and SBVC have taken on a very proactive approach to fund the retirement costs; therefore, reducing the stress to the General Fund.

The large financial emergencies and unforeseen occurrences are addressed by the SBCCD reserve. SBCCD has various risk-management programs covering property and liability impacts, workers compensation programs, and so forth, that provide coverage for any catastrophic event(s) impacting SBVC. SBCCD has several processes in place to provide appropriate risk-management strategies, including mandated cash reserves, additional reserve balances, and spreading the risk by membership in SWACC. Membership costs for participating districts in the SWACC are determined on actuarial studies. Sufficient funds exist to cover significant incidents.

SWACC administers the SAFER program for excess property and liability insurance coverage. SAFER has numerous layers of excess protection for SBCCD. The SBCCD deductible for liability is $50,000, and $5,000 for property. The current premium for this coverage is $646,020 annually. Risk management is also improved through the efforts of the newly created office of Environmental Health and Safety, which provides training, safety and emergency plans, and hazard management.
SBCCD depends on the state apportionment for funding its budgets. Delays (deferrals) in the distribution of funds may require SBCCD to engage in annual short-term borrowing from the county treasury in the form of an interest-free tax revenue anticipation note (TRANS) or similar instrument. The board may approve inter-fund transfers/borrowing if cash-flow issues arise.

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

SBVC and SBCCD have fiscal policies and procedures to ensure sound financial practices and financial stability. BP3600, Auxiliary Organizations; BP/AP6200, Budget Preparation; BP/AP6250, Budget Management; BP/AP6300, Fiscal Management; BP/AP6320, Investments; AP6307, Debt Issuance and Management; BP/AP6330, Purchasing; BP/AP6340, Contracts; and BP/AP6400, Audits, are maintained and employed by SBCCD Fiscal Services and tested for compliance annually by the outside auditor.

SBCCD manages all institutional investments, real estate, and capital assets. Foundations are organized as nonprofit organizations (separate 501c3), and constitute entities separate from the institution, with Foundation boards. The SBVC Foundation conducts business in alignment with its established bylaws. Changes to these bylaws through the years are in keeping with the mission of SBVC and the organization. The Foundation is staffed by full-time employees. Officers of the SBVC Foundation Board include a president, vice president, secretary, and treasurer. The SBVC president serves as the secretary and the SBCCD director of Fiscal Services serves as the treasurer. The treasurer provides direct financial support to the Foundation working with the staff, auditors, and investment firms on all financial matters.

The SBCCD, CBO, and the appropriate department (Financial Aid, EOP&S, and CalWORKS) oversee and process payments on accounts. Because of the need for so many signatures through the approval path, an ongoing review of the request occurs through each level of approval. If spending is out of the category or beyond the budget for the area, the process is interrupted and corrected.

External funding agencies (federal, state, county, local) require SBVC to provide backup documentation for all payments. Federal regulations require that a certain number of students go through a verification process. An annual report, FISAP is provided to the federal government each September, and reports all the grants, loans, and work-study awards and payments. Financial Aid must also report, but it does so into a different system—the Common Origination and Disbursement system (COE) of the USDE. An audit is performed by the external auditors each July to ensure compliance. Training is provided by the California Student Aid Commission.
and the USDE, along with conferences, workshops, and webinars to help staff keep apprised of program requirement.

EOP&S provides bus passes, gas cards, parking permits, book vouchers, and book loans. They also provide school supplies to help students. This is funded by categorical funds. Students in the program are required to (a) have a BOG waiver (A/B), (b) be on full-time status, (c) be a first-generation college student, and (d) be in good standing. A program plan is submitted to the state of how funds will be spent. The department submits midyear and year-end reports to the state. These cover all financial transactions in the program. The audits of this department are performed by the external auditor.

SBVC supports special programs and reports to their respective external agencies, for example,

- The STAR program provides supplemental grant aid awards to students who receive Pell grants. Students provide documentation, which is reviewed by staff.

- Datatel records. The federal government requires an annual progress report. Audits are performed at the district level. When payments are made, the information is approved at the department level, and submitted to Financial Aid and to the District for further processing.

- CalWORKS provides funding to people receiving welfare to help them obtain an education leading to self-sufficiency. This categorical funding is provided by the state. The student provides documentation of eligibility, verified by staff against the county welfare system. CalWORKS provides book vouchers, childcare, and transportation (bus pass and parking permits). The CCCCCO performs an annual audit of the budget to ensure conformance to the program plan and state guidelines. The District’s internal and external auditors and staff also review this audit. Students are audited for attendance, class load, job verification (and performance) in order to receive continued CalWORKS services.

The individual grant managers provide immediate management of the grants, SBVC’s director of grant development provides the next level of oversight, followed by SBCCD Fiscal Services. Annual audit reports are provided to the funding agencies. Electronic reports are also entered into the external funding agencies’ electronic programs. These reports and data are audited both by the external agency as well as by external and internal auditors. The external agencies provide audit and compliance reports that ensure the institutional compliance with program and accounting regulations. There were no material findings in the last audit report presented to the Board by SBCCD’s external auditor [fact check].
Analysis and Evaluation

The institution practices effective oversight of finances, including but not limited to management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. All this is reflected in the Board Policies and Administrative Procedures.

SBVC practices effective oversight of finances. The annual external audit, and continued procurement and ongoing maintenance of grants and entitlement funding from external agencies, including federal government programs are testament to this.

Liabilities

III.D.11: The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

SBCCD Board of Trustees receives monthly Budget Reports and monthly General Fund Cash Flow Analysis. In addition, SBCCD prepares a five-year multi-year forecast. Finally, the Board has created a Standing Board Finance Committee to review any financial activity of the district.

SBVC has invested $5 million and SBCCD has invested $50 million into the Pension Rate Stabilization Trust administered by PARS. The funding from this trust can be used to fund any retirement costs; therefore, alleviating the general fund from these costs.

SBVC and SBCCD have fiscal policies and procedures to ensure short-term and long-term financial solvency. BP/AP6200, Budget Preparation; BP/AP6250, Budget Management; BP/AP6300, Fiscal Management; BP/AP6320, Investments; AP6307, Debt Issuance and Management.

SBVC considers long-range plans, including revenue, growth, expenditure, and fund balance forecasts when making short-term financial plans to ensure the fiscal stability of SBVC.

The College Council considers the budget forecast when making decisions to fund one-time needs and ongoing commitments. For example, the Budget Committee reviewed the budget forecast and “what-if” scenarios prior to making a recommendation to the College Council to spend $1 million from the general fund balance for the fiscal year 2014 one-time needs requests of program review and to not recommend any ongoing commitments for the upcoming fiscal year. Likewise, the College Council was apprised of short- and long-term financial information prior to approving and recommending the expenditure to the president (9.31, 9.32).
Each year the SBCCD adopts a budget, which includes a list of outstanding obligations. Funds are set aside to cover the SBCCD’s long-term liabilities and obligations, including debt service payments, insurance, and health benefits for both current staff and retirees. All liabilities and future obligations are reviewed by the external auditor for compliance with governmental accounting standards. When purchases or contracts are issued, they create the immediate liability. The purchase order or contract cannot be issued or encumbered unless cash funds are available to cover the liability. The fund is encumbered for the contract amount. When the purchase is complete, the payment is released.

The SBCCD maintains a range of 10% - 15% fund balance to help provide a safety net for future obligations.

Analysis and Evaluation

SBVC does consider long-range financial priorities when establishing short-term financial plans to ensure both SBCCD and SBVC financial stability. The SBVC administration, in collaboration with SBCCD Fiscal Services and the chancellor, runs numerous “what if” scenarios by changing key variables that show how current budget decisions will play out in the long term relative to financial stability, fund balance, and ability to achieve institutional goals.

Long-range planning for facilities has primarily been accomplished through the FMP as required by the bond Measures P, M, and CC. Most buildings have been online for some time now, and the remaining will begin construction by the last quarter in 2020. Accordingly, cost-loaded long-range maintenance and repair/replacement plans will need more attention, sophistication, and granularity in detail have been incorporated into the SBVC financial plan. Additionally, educational and operational equipment replacement are included in long-range financial planning, even if it must be deferred in the year of replacement.

II.D.12: The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

SBCCD has invested approximately $9 million to pre-fund Other Post-Employment Benefits (OPEB). As of April 28, 2019, last actuarial date, the Net OPEB liability was $1,652,713. Furthermore, SBVC has invested $5 million and SBCCD has invested $50 million into the Pension Rate Stabilization Trust administered by PARS. The funding from this trust can be used to fund any retirement costs; therefore, alleviating the general fund from these costs.

Analysis and Evaluation
SBVC and SBCCD plans for and allocate sufficient resources to cover short-term and long-term liabilities for OPEB and other employee-related obligations.

III.D.13: On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

**Evidence of Meeting the Standard**

SBVC and SBCCD have fiscal policies and procedures to ensure for the repayment of any locally incurred debt instruments. BP/AP6320, Investments; AP6307, Debt Issuance and Management:

SBVC and SBCCD do not have any locally incurred debt instruments that could affect the financial condition of the institution.

**Analysis and Evaluation**

SBVC and SBCCD has fiscal policies and procedures to ensure for the repayment of any locally incurred debt instruments and SBVC and SBCCD do not have any locally incurred debt instruments that could affect the financial condition of the institution.

II.D.14: All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

**Evidence of Meeting the Standard**

SBVC and SBCCD have fiscal policies and procedures to ensure for the repayment of any locally incurred debt instruments. BP/AP6320, Investments; AP6307, Debt Issuance and Management:

Series A and Series A-1 of the Measure CC authorization were sold in the amount of $300 million. The Citizen’s Oversight Committee, responsible for oversight of bond expenditures to ensure compliance with bond language and Prop 39 requirements, has reported annually to the board and community that all expenditures are in compliance and funds are used appropriately.

There is an annual assessment to the SBVC for debt repayment obligations. SBCCD and SBVC employ prudent debt management practices. Resources are allocated as per the SBCCD allocation model, which assesses the SBVC for these liabilities prior to the allocation of resources to ensure financial stability. Processes are established to ensure that the integrity of purchase requests match the intended allocation.

Student clubs have their expenses approved by club membership and by student leadership and SBVC staff to ensure that expenditures are consistent with the mission and the goals of the
institution. Expenditures support student access to the institution and success in completion of educational requirements.

Both internal and external audits of the CBO, which handles the financial transactions of clubs and organizations, are performed annually. Managers or advisors are notified by the supervisor of CBO each year as to the status and funds of each club.

Grants, such as MESA, furnish an annual performance review (APR) to the federal government to remain in compliance with the objectives of the grant. All grants received by the institution are managed by an assigned grant manager and reviewed by the SBVC director of grants, for fiscal and performance accountability. Grant and other special fund expenditure requests are also reviewed by SBCCD Fiscal Services prior to approval of the expense.

Most fundraising activities are conducted or processed through the SBVC Foundation. The activities are approved by its foundation board working closely with the SBVC administration to ensure that activities are appropriate and in keeping with the missions of both the foundation and SBVC. The executive board includes the president of the college (secretary) and the director of Fiscal Services.

Analysis and Evaluation

External audits conform to governmental accounting standards; the audits demonstrate the financial integrity of the institution.

III.D.15: The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies

Evidence of Meeting the Standard

SBVC participates in state and federal financial aid programs, and monitors student loan default rates. The College participates in the state Cal Grant and BOG waiver, in addition to federal grant programs including the Pell grant, Federal Work-Study program, and the Supplemental Educational Opportunity Grant (SEOG).

SBVC participates in private Sallie Mae student loans by providing information to the prospective lenders regarding the student’s attendance and course load, and “total cost of attendance,” certifying the maximum loan amount for the student. SBVC does not monitor the default rate of these loans, as they are private loans and the applicants must have a credit check and/or co-signor cosigner for the loan. The funds, however, are dispersed to the students through the institutional Financial Aid Office and CBO for security and accountability.
SBVC administered the now sunset federal FFEL program. SBCCD had a combined default rate of 24.77 percent in 2010, and 21.3 percent in 2009. SBVC’s default rate for this program was 24 percent for the last cohort year 2009-2010, just below the federal guideline of 25 percent.

SBVC currently administers the federal Perkins loan program. While the College Financial Aid Office processes the applications, the program is administered by Fiscal Services and managed by Affiliated Computer Services Inc. (ACS), a contracted loan servicing company. ACS services the loans, monitors defaults, and sends defaults to collections and to the CCCCÖ’s Tax Offset Program, which garnishes state tax returns, for potential collection.

Funds have not been added to the program in recent years, so the fund balance available for loans has been diminishing. Federal guidelines for maximum default in a three-year aggregate is 50 percent. The SBVC default rate for this loan program follows: 2017, XX percent; 2016, XX percent; 2015, XX percent.

Analysis and Evaluation

The loan program is being administered pursuant to federal requirements, and the default rates are being monitored and individual cases reported for potential capture of some of the lost funds. The current balance available in this diminishing fund is approximately $XX,000 [update]. The defaults have no effect on the stability of college finances.

Contractual Agreements

III.D.16: Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

SBVC and SBCCD have fiscal policies and procedures to contractual agreements are consistent with the mission and goals of the institution. BP/AP6300, Fiscal Management; BP/AP6330, Purchasing; and BP/AP6340, Contracts.

SBVC has agreements that are processed through the SBCCD Fiscal Services Business Office and submitted to the board for approval. These agreements allow SBVC to provide services to students and to help with the institutional mission and goals. BP/AP6340 governs this process.

Each manager who initiates a contract is responsible for the oversight and performance of the contract. Termination clauses in the agreements can be invoked when a contract is not meeting the scope and standards of the agreement. The office of the vice chancellor of fiscal services provides oversight in the contracting process with the campus. Guidelines and timelines are established and distributed yearly to SBVC.
Architectural, program-management, and construction-management contracts/services are contracted by SBCCD and managed by SBCCD’s Facilities and Planning Department in coordination with SBVC. These services provide institutional support with ongoing maintenance, new-construction, and reconstruction projects. These projects are outlined in the FMP and the five-year Scheduled Maintenance Plan. Any material changes in the plan, such as projects added to the Measure M bond project list, are in collaboration with SBVC. The Measure CC program management procedures, developed in collaboration with SBVC, and updated in 2019, govern internal controls for contracting, invoicing, payments, contract changes/amendments, and so forth. All internal contracting procedures are governed by and fit within the legal parameters of the California Public Contract Code. Bond-related contract issues are resolved in coordination and consult with SBCCD bond and/or construction attorneys. The bond program controls and processes, including financial, are included in the program implementation plan, reviewed and updated annually.

SBVC uses vendors to provide outside services by contract, such as maintenance agreements with companies that help maintain the plant operations of the institution. There are also contracts for services that enhance campus operations and/or classroom environments: security (e.g., Brinks Security), maintenance of copy machines and mailing machines, and hazardous waste removal.

In the Athletics Department, there are numerous annual contracts, which include transportation, game management, and equipment repairs. SBVC also contracts with local K-12 institutions, which provide services to high school students who are dual-enrolled in both their high school and SBVC. There is also an agreement with the SBCS, allowing students in the academy classes to receive credits and certification of program completion.

**Analysis and Evaluation**

There are numerous (nonpublic works) contracts, both annual and one-time, to support the college educational programs and operations. Contracts are all effectively governed by California Public Contract Code, and BP/AP6340. SBCCD Business Services provides oversight to all College and District contracts to ensure legal compliance and has a process to submit contracts for review. The President’s Cabinet and Chancellor’s Cabinet also review all contracts to ensure and maintain the integrity of the institution prior to Board of Trustees’ review and approval.

**Conclusions on Standard III.D. Financial Resources**

SBCCD and SBVC conduct financial matters with integrity. SBCCD utilizes Oracle software for budget control. SBCCD has a strong reserve, and SBVC currently has a healthy fund balance. SBCCD and SBVC have sufficient funds for other post-employment benefits (OPEB) and debt management. Liability and property damage insurance is covered through the Statewide Association of Community Colleges (SWACC) and administered through a third-party vendor. SBCCD and SBVC undergo annual outside audits, and there have been no audit
exceptions in the past two years. SBVC regularly provides oversight documentation to external funding agencies and has oversight of financial aid and the SBVC Foundation. The SBVC Budget Committee advises on planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions. The Budget Committee chair reports on the fund balance at each College Council meeting.

SBCCD and SBVC maintain transparency in budget operations. Audit results are posted on the SBCCD website. The chancellor and SBVC president regularly address budget matters on opening day, disclosing the budget allocation model, developmental budget for SBVC, budget deficits and/or fund balance, and funding of prioritized needs assessment items.

**Improvement Plan(s)**

**Evidence List**
Budget Timeline – 11/6/19 Board Book
DBC Minutes
Budget Committee Minutes
Audit Reports
RAM
Five-Year Forecast
Oracle Training
Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, classified professionals, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A Decision-Making Roles and Processes

IV.A.1: Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, classified staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

AP2510 Collegial Consultation describes the campus committee structure. The committee structure is designed to promote new ideas for the improvement of campus plans, processes, and programs. Campus communication is designed in a manner that allows anyone on campus to put forward their ideas for consideration. The campus communication flowchart captures this aspect of the process. Campus plans are communicated to the campus through committee minutes, newsletters, and public forums before they are implemented.

Additionally, the president informally encourages campus participation by visiting all division meetings with the executive team at the beginning of each semester to provide all faculty members with an opportunity to provide input about campus practices and policies and each month the president and executive team hold open hours for faculty and classified professionals to drop in without appointments to discuss campus issues.

SBVC holds campus meetings where members of the community are invited to participate in strategic planning. These meetings involve providing attendees with data on student performance, updates on programs, updates on facilities, and more. Each year, Campus Climate Surveys are distributed to campus constituency groups. Results from the Leadership and Governance section of the faculty, classified professional, and manager surveys indicate that the majority of employees agree that they have a substantial voice on campus, are encouraged to be innovative, and have opportunities to serve on committees.
One example of how ideas move through the campus and become reality is the Valley 360 Resource Center which was brought forward by ASG to College Council in August 2017 and after consultation with constituencies, community outreach and partnerships the Valley 360 Resource Center became reality in November 2017. A clothing pantry has been added to the Valley 360 Resource Center in the past two years.

Another example of how the campus supports new practices is the Basic Skills Committee role in providing grants to faculty to initiate innovative programs to support student success in the area of basic skills.

Analysis and Evaluation

The current SBVC campus leadership has established a culture of open communication where innovation is encouraged. Participative processes are integrated into strategic planning and program development through formal and informal structures. Institutional structures have been constructed to encourage input and participation for all campus constituencies and community stakeholders. Committee meetings (and the published minutes), campus workshops, campus & community forums, together with informal opportunities to provide feedback to the campus executives are all evidence of an open, inclusive, and transparent decision-process.

IV.A.2: The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

AP2510 Collegial Consultation outlines administrative, classified, faculty, and student roles in decision making processes. Committee memberships include managers, faculty, classified and student representation on major collegial consultation committees including District Assembly, College Council, Accreditation and SLO Committee, Curriculum, Enrollment Management, Facilities and Safety, SSSP, and Program Review. Managers are assigned to committees by the leadership team. Faculty are assigned by the Academic Senate. Classified professionals are assigned to committees by CSEA and Classified Senate. Student representatives are assigned by ASG.

The charges for the Curriculum and Program Review clearly state that the committees operate under the authority of the Academic Senate.
Ad-hoc committees are periodically created to work on special projects or initiatives. The most recent example would be the creation of the ad-hoc Guided Pathways committee in 2018.

Analysis and Evaluation

Administrative procedures provide the opportunity for all staff to influence the development of policy and the development of programs. Additionally, all campus meetings are open and attendance of non-committee members is encouraged. When ad-hoc or special planning committees are convened every effort is made to include all constituencies as per SBVC’s governance philosophy stated in AP2510 Collegial Consultation. For instance, process of developing the SBVC Strategic Plan was an inclusive process that involved meetings and workshops with all campus constituencies first in separate settings, faculty groups, with staff meetings, and in student meetings.

The Governance Philosophy expressed in AP2510 states that

San Bernardino Valley College is committed to the idea of Collegial Consultation as assured in BP/AP2510. We acknowledge the rights and responsibilities accorded to all parties within the District to participate effectively in District consultation and support the establishment of procedures whereby faculty, staff, and students are ensured of appropriate consultation on matters affecting them.

We believe that groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision making process at SBVC, and that the development of policies and procedures for college governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

And ensures that students and classified professionals are involved in collegial consultation.

IV.A.3: Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrators and faculty have substantive and clearly defined roles in campus and district policies, planning, and budget.

In accordance with BP/AP2410 Board Policies & Administrative the District Assembly (DA) committee is charged with maintaining the BP/AP review cycle. Any changes to BPs/APs come through DA for review and approval and then forwarded to the Board of Trustees for approval. Administrators and faculty are represented on DA and appropriate constituencies have feedback into BPs and APs.
BP/AP2510 Collegial Consultation ensure administrators and faculty are included as voting members, College Council, SSSP, and Enrollment Management and District planning committees, DA, and DBC.

Campus and District Program Review Committees have administrative and faculty membership that participate in the needs assessment ranking process. Campus Budget Committee and District Budget Committee also have strong administrative and faculty membership.

Analysis and Evaluation

Administrators and faculty participate fully in areas of institutional policies, planning, and budget.

IV.A.4: Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

AP2510 Collegial Consultation and BP4202 Program, Curriculum, and Course Development state that the Curriculum Committee operates under the prevue of the Academic Senate and in accordance with the Senate approved Curriculum Handbook. The Curriculum Handbook outlines the appropriate involvement of the faculty, the Academic Senate, and administrators in making recommendations in the areas of curriculum and academic standards. The AP2510 Collegial Consultation and the Curriculum Handbook dictate the composition of the Curriculum Committee with faculty assigned by the Academic Senate, the VPI, managers, students, articulation officer, and classified professionals.

Curriculum Committee Charge: Under BP2510, the Academic Senate has a responsibility to make recommendation with respect to Academic and Professional matters. Curriculum is an academic matter and, therefore, the curriculum committee is authorized by the Academic Senate to make recommendation about the curriculum of the college, including:

- approval of new courses;
- deletion of existing course;
- proposed changes in course;
- periodic review of course outlines;
- approval of proposed programs;
- deletion of programs;
- review of degree and certificate requirements;
- approval of prerequisites and co-requisites; and
- assessment of curriculum as needed.
In addition to course review, approvals, and modifications, the committee has a focus on Title 5 compliance, Distance Education (DE) modality approval, and statewide mandates. All curricular changes are approved by the Board of Trustees.

SLOs are included on the COR. SLOs are evaluated using the SLO Rubric developed by the ALSO Committee and approved by the Academic Senate.

**Analysis and Evaluation**

Faculty have authority over the curriculum process. Faculty members are involved in every phase of the curriculum development process from conceptualizing courses, designing the courses, evaluating the course content, and approving the course outline of record. When changes are made to the content of a course or programs, before substantive change documentation is submitted, the changes are discussed in the departments meeting and/or in the Online Program Committee before being submitted to the curriculum committee for review.

IV.A.5: Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

**Evidence of Meeting the Standard**

AP2510 Collegial Consultation describes the district, campus and governance structure. AP2510 affirms the participation of all constituency groups in decision making processes. Campus processes allows for the implementation of plans, policies, curricular changes, reports, and initiatives in accordance with internal and external deadlines.

Article 3 of the Classified Senate Constitution discusses the role and purpose of classified professionals in collegial consultation.

Similarly, ASG’s webpage includes a section on shared governance and ASG’s constitution outlines expectations of student offers in shared governance.

The Academic Senate website includes faculty roles in governance and collegial consultation under Title 5 of the California Code of Regulations, Section 53200 Definitions commonly known as the 10+1. The Academic Senate By-Laws and Constitution outline the purpose and role of the Academic Senate in the campus governance structure. The SBCCDTA Contract ensures faculty participation on campus committees. Faculty committee assignments are made by the Academic Senate.

Management job descriptions include a description a manager’s role in campus/district leadership.
Analysis and Evaluation

Campus decision making relies on appropriate expertise based on job description, Title 5, constituency prevue, labor bargaining agreements, and committee structure. The campus acts on plans, policies, curricular changes, reports, and initiatives at the local, state, and nation level in a timely manner.

IV.A.6: The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Policy and planning decisions are communicated on the several campus websites including the President’s webpage, the ORPIE webpage, the President’s Newsletter. In addition, the campus has formal communications channels for communicating policy changes, including announcements and presentations on Opening Day and Flex Days. Decision making processes include discussion and feedback from campus collegial consultation committees who are charged with sharing information with their constituencies.

Analysis and Evaluation

Decision making processes are publicly available. Processes are in place to distribute information regarding policy and planning decisions. Campus communications would benefit from distributing information to the entire campus in multiple formats additionally committee members could be more diligent about reporting out to their constituency groups, and with regard to posting minutes.

IV.A.7: Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

AP2510 Collegial Consultation is regularly reviewed as part of the BP/AP Review process. The BP/AP review process run through District Assembly allows the opportunity for all constituencies to participate in evaluation and revision of AP2510 Collegial Consultation.

The Campus Committee Structure is reviewed by Academic Senate biennially for relevancy and effectiveness. Committees can be formally and permanently added to the campus committee structure at any time should the need arise. The Guided Pathways committee began as an ad-hoc of the Academic Senate. Over time the committee recognized a need to be permanent committee and developed a formal change and membership which was presented to and approved by the Academic Senate in spring 19.
Leadership positions for faculty, classified, and student bodies are elected and evaluated in accordance to their by-laws. Faculty Department Chairs, and Faculty Leads are identified and evaluated in accordance with SBCCTA Contract.

Campus plans such as the EMP, FMP, and Strategic Goals and Objectives, while living documents, have established review cycles. Campus Climate Surveys, local, regional, state and national reporting, committee surveys and committee evaluations also serve to evaluate and improve campus plans and processes.

Analysis and Evaluation

SBVC leadership roles, governance structures, decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The college committee structure offers an effective method of two-way communication between campus leadership and campus constituencies. Faculty, classified professionals, and students are appointed by Academic Senate, Classified Senate, and student government. Committee meetings are open to all who want to attend. Committee chairs or their designees also attend College Council meetings.

College Council serves as the primary structure for broad-based input from all college constituencies. Co-chaired by the campus president and the academic senate president College Council meets bi-monthly; the membership includes committee chairs from all campus collegial consultation committees and the entire executive team.

The Program Review Committee, under the authority of the Academic Senate, regularly assesses the efficacy and needs of campus programs.

Campus Climate Surveys provide all members of the campus community with a voice to evaluate policies, procedures and decision-making process.

Performance evaluations for manager provide stakeholders on campus and in the community with an opportunity to evaluate specific managers.

SBVC’s strong committee and governance structure was an asset to the college during the COVID-19 crisis. Committees continued to meet online and make recommendations on how the campus respond to COVID-19. In addition to regular email update the president initiated bi-weekly Campus Updates via Zoom that are well attended. Administration was responsive to concerns identified by campus constituencies.

Improvement Plan(s)
IV.B Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The College President serves as the chief administrative officer. BP2430 Delegation of Authority to the Chancellor states that “The Chancellor may delegate any powers and duties entrusted to him/ or her by the Board (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.” The college president’s job description further identifies the college president as the chief administrative officer.

The president ensures that campus planning documents such as the EMP are aligned with the college mission. The president, in collaboration with vice president of instruction, vice president of student services, vice president of administrative services, and dean of research, planning and institutional effectiveness, has created an evidence-based campus culture with a focus on equity and student success. Ms. Rodriguez is an advocate for equity and student success, and is the driving force behind Generation Go!, and the College Promise programs on campus.

Analysis and Evaluation

Under President Rodriguez’s guidance the campus has strengthened ties between campus data, strategic goals, and educational planning to increase student access and success. For instance, during her first semester on campus the president was tasked with taking over the development of the Comprehensive Master Plan (CMP) for the campus. While ensuring collegiality, President Rodriguez successfully realigned the existing draft with the campus mission, and strategic initiatives. The CMP includes realistic goals for student success that were developed using campus and community data. President Rodriguez practices transparency in all that she does, short- and long-range institutional planning is shared with campus constituencies and the surrounding community.

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The college president’s job description includes a lengthy list of the qualification, duties, and responsibilities, including the delegation of authority. Accordingly, Ms. Rodriguez delegates
authority to the VPs, Deans and others to act within the scope of their position and job
description. The SBVC Organization Chart illustrates the formal administration structure on
campus. AP2510 Collegial Consultation Collegial speaks to the campus’s governance
philosophy and collegial consultation processes.

President Rodriguez works with President’s Cabinet and Chancellor’s cabinet, and takes input
from campus constituencies and collegial consultation committee, to evaluate the administrative
structure at SBCCD. During her tenure as college president, Ms. Rodriguez has stabilized upper
administration and worked with the SSSP Committee, SSSP Plan, and Academic Senate to grow
and stabilize the administrative structure on campus, particularly in the area Student Services.
Recently, Ms. Rodrriquez has worked with the VPI and appropriate Deans to centralize the
tutoring and instructional support services thereby increasing access for all students.

Analysis and Evaluation

As per BP2430 Delegation of Authority to the Chancellor. BP2510 Collegial Consultation, and
the job description for the college president, President Rodriguez delegates’ authority to campus
administrators, supervisors, and faculty as is appropriate and consistent with their
responsibilities. President Rodriguez is patient and intentional, seeking to hire administrators,
faculty and classified professionals who embody the campus mission.

IV.B.3 Through established policies and procedures, the CEO guides institutional
improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student
  achievement;
- ensuring that evaluation and planning rely on high quality research and analysis
  of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and
  allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and
  achievement; and
- establishing procedures to evaluate overall institutional planning and
  implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

President Rodriguez has maintained the collegial consultation process described in AP2510
Collegial Consultation and the 2014 College Governance Handbook. Collegial consultations
committees include Accreditation and Student Learning Outcomes, Facilities and Safety,
Technology, Budget, Professional Development, and Enrollment Management. The
Matriculation/SSSP, Curriculum, and Program Review Committees are collegial consultation
committees that operate under the authority of the Academic Senate. The chairs of collegial
consultation committees along with CSEA, CTA, and Student Government have a seat on
College Council.

The College Council has three primary functions: planning, issue management, and
communication. The college planning function includes the college Educational Master Plan
(EMP), thereby developing the college’s Education Strategic Plan. The EMP includes
the Program Review annual needs prioritization, Technology Plan, Five Year Construction and
Facilities Plan, Enrollment Management Plan, Basic Skills Plan, and Professional Development
Plan. College Council reviews each of the plans and analyzes each for budget impact and
provides recommendations to the President. [note: reads awkwardly, but direct quote from 2510]
The issues management function takes place as campus issues are presented to the College
Council and referred to the appropriate committee for review, consideration, and
recommendation to the President.

The communication function is served by the College Council as the central communication
venue for college governance issues including budget, in that all constituent groups are
represented and are responsible for reporting and disseminating of information to their
appointing body.

The Strategic Planning Model illustrates that the mission and strategical goals are the foundation
for campus planning. The Strategic Planning Model further illustrates how collegial consultation
committees are campus processes are interdependent on each other, and that planning is a shared
responsibility.

A recent illustration of established procedures to evaluate overall institutional planning with the
campus mission and goals is the work done in College Council on the campus strategic direction
and goals spreadsheet that highlights progress alignment with campus
offices/committees/processes, accreditation standards, state initiatives, and student funding
model. The spreadsheet illustrates how the campus works to achieve its goals, how campus goals
are tied to the boarder goals of state, and how the campus work aligns with accreditation. The
spreadsheet is a visual illustration used by the President and College Council to measure
progress, distribute resources, and eliminate duplication of effort.

**Analysis and Evaluation**

Lead by President Rodriguez, College Council is the embodiment of how the collegial processes
described in AP2510 Collegial Consultation, and the Strategic Planning Model are inclusive of
the campus community and sets the goals and priorities for the campus. Anchored by an
exemplary program review process and grounded by an evidence-based culture the president
allocates available campus resources to the best benefit of students.
The success of the campus mission, and strategic direction and goals is quantitatively and qualitatively evaluated using traditional student success matrices, increased access to student and instructional support services, progress on strategic goals, campus climate surveys, campus event feedback, committee self-evaluations, and anecdotal evidence such as social media posts.

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, classified staff and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

President Rodriguez guides the campus accreditation process. She meets weekly with the ALO to ensure that the campus meets Eligibility Requirements, Accreditation Standards and Commission policies and bi-weekly with the faculty lead of the ALSO Committee to ensure that local processes for accreditation are being followed. Ms. Rodriguez is knowledgeable of programmatic accreditations on campus and assures that programs have the necessary support for their accreditation.

President Rodriguez works directly with the ALO in the development and timely of the ACCJC Annual Reports and, maintains currency on accreditation by attending meetings, conferences, and workshops that disseminate information and updates on Eligibility Requirements, Accreditation Standards and Commission policies, including Region 9 meetings, ACCJC Team Training, CCLC Annual Conference, Wheelhouse Fellowship Academic, ACCT meetings, and serving on ACCJC visiting teams. Additionally, Ms. Rodriguez participates in programmatic accreditations visits.

Analysis and Evaluation

The College President is fully engaged in campus accreditation processes. She consults regularly with the ALO and faculty lead, both of whom have a seat on College Council. President Rodriguez informs the campus community of regional and programmatic accreditation through campus presentations and reports.
IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The District Assembly is responsible for reviewing and revising governing board policies. The president, an ex-officio member of District Assembly, routinely evaluates the alignment of institutional practices to board policies through discussions in the College Council and the President’s Cabinet and works in conjunction with the vice presidents of SBVC to monitor the implementation of the statutes. Through the involvement of the different constituency groups, any and all changes in SBVC practices and policies are immediately reflective upon adoption. Additionally, the SBCCD and SBVC governance structures allow for board policies and administrative procedures to be reviewed at all levels to ensure alignment of institutional practices, policies, and the mission.

The flowchart for changes to board policies or administrative procedures from AP2410 Board Policies & Procedures shows how the addition of new or revising of existing board policies and administrative procedures moves from the District Assembly to the appropriate constituent groups. BPs/APs are reviewed on a 10 year cycle; however, new or revised BPs/APs may be brought to District Assembly at any time. Further, the campus governance chart from AP2510 Collegial Consultation shows how the District Assembly interacts with the College Council and other collegial consultation groups.

The president reviews budget summaries on a regular basis and is the ultimate decision maker for SBVC’s expenditures. The president holds the responsibility centers accountable for their budgets, with appropriate expenditures to support their respective areas. While the president is well informed on making these decisions, information is also provided through established processes on the SBVC campus. The Budget Committee identifies unexpended funds and tracks the campus fund balance. The Budget Committee recommends to College Council what portion of the fund balance should be spent to fund one-time needs. College Council makes a recommendation to the president regarding the allocation of funds based on the program review prioritizations lists.

Analysis and Evaluation

The College President regularly participates in the campus and district meetings that drive the development of policies, procedures, and budget. She actively advocates for enhancement of SBVC funding and actively opposes redistribution of funds away from the campus. The president works to establish a working budget that meets the needs of the campus and allows for one time funding and growth to enhance teaching and learning.

IV.B.6 The CEO works and communicates effectively with the communities served by the
Evidence of Meeting the Standard

The college president regularly communicates with the campus community. All campus meetings are an opportunity to celebrate campus successes, and a spring board for sharing campus goals. President Rodriguez, with the VPs, outreaches to the campus by hosting a monthly open office hour. The college president regularly attends, and reports out at collegial consultation meetings at the campus and the district, including College Council, Academic Senate, Chancellor’s Cabinet and District Budget Committee. She participates in the annual Campus/Community Meeting, a public workshop to gather input on the college’s strategic direction.

The college president is active in the community and has implemented outreach programs such as FoodIE Fest, Winterfest, and SBVC Day of Service. She serves on a number of local and national boards including Arrowhead United Way, RJ Academies, Making Hope Happen Foundation, Capella University National Board, and the International Board of the Hispanic Association College and Universities. Additionally, Ms. Rodriguez is active at the State level. Ms. Rodriguez has addressed members of the State Assembly, on several occasions on such topics as Generation Go!, and the condition of campus facilities.

Analysis and Evaluation

President Rodriguez actively engages and communicates with the campus community.

Conclusions on Standard IV.B. CEO

The Campus President acts with integrity and leads the campus to promote and continuously improve student success by ensuring academic quality and stability. The Campus President depends on employee expertise and uses governance roles and structures to establish, revise and implement policies and plans. The president communicates with the campus constituencies and the communities served by campus. The president advocates for students and the campus at the local, regional, state, and national level.

During the COVID-19 the president worked tirelessly to support ensure the health and safety of the campus community.

Improvement Plan(s)
Evidence List

IV.C Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The role of the Board of Trustees is to ensure the mission of the SBCCD, which is “to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world,” is achieved.

The board is composed of seven trustees elected from the local communities and two student trustees elected by their respective campuses for a one-year term, according to the SBCCD BP2015 Student Trustees, Each student trustee is entitled to vote in an advisory capacity.

BP2200 Board Duties and Responsibilities describes the general guiding principles of the Board of Trustees; their duties and responsibilities are listed. This policy identifies the board’s responsibility to “establish policies for, and approve, current and long-range educational plans and programs, and promote orderly growth and development of the colleges within the District.” BP2200, Section A, 1 and 7 outline the board’s responsibility for hiring and evaluating the chancellor. BP2000, Section C addresses establishing and maintaining academic standards, assuring the quality, integrity, and effectiveness of student learning programs, and BP2200, Section B, details the board’s responsibility to ensure the financial stability of SBVC. Further administrative procedures detail how the board carries out its responsibilities.

BP4000 Instructional Programs states that “the colleges of the district shall offer comprehensive instructional programs in the areas of general education, transfer education, vocational education, learning skills education, community services, and joint programs with business, industry, labor, government, and other accredited educational institutions.” In addition, BP4100 Graduation Requirements for Degrees and Certificates addresses degrees and certificate requirements; BP4220 addresses the standards for scholarship; BP4100 addresses the graduation requirements for degrees and certificates offered, while the Chapter 5: Student Services of board policies covers a variety of student services-related items, such as, admissions, tuition, fees, refunds, student records, enrollment priorities, and course adds and drops.
The Board of Trustees Finance Committee exists as a standing, advisory committee on budgetary matters and strives to improve efficiency of BOT decision making processes by conducting research, improving clarity, and increasing transparency on financial matters.

**Analysis and Evaluation**

Board policies are in place to inform and guide trustees on their role and responsibilities to ensure academic quality, support student learning, and provide for the financial stability of the district. Additionally, the Board of Trustees use the following documents to ensure that new and returning trustees fully understand their role and responsibilities:

- Orientation and Development for Community College Trustees;
- Trustee Handbook (revised 11/06/19);
- Trusteeship; and
- Board Chair Handbook.

Trustees participate in state and national conferences [list] that enhance their knowledge of the role of the Board and stay informed about educational trends, initiatives and laws.

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

**Evidence of Meeting the Standard**

The 2019 Trustee Handbook and AP2200 Board Duties and Responsibilities instructs Trustees to act as a whole once a decision is made.

**Analysis and Evaluation**

The 2019 Trustee Handbook instructs Trustees to act as a whole once a decision is made.

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

**Evidence of Meeting the Standard**

BP/AP2431 Chancellor Selection and BP/AP7250 Educational Administrators define the process for selecting the chancellor and college presidents. BP/AP2435 Evaluation of the Chancellor states that the chancellor shall be evaluated annually and outlines the process for the evaluation of the chancellor.
Analysis and Evaluation

BP/AP2435 Evaluation of the Chancellor includes a survey that is sent out to the district community via email. These surveys are sent out in a timely manner. Survey responses are provided to the Board of Trustees for use in the evaluation process. The chancellor’s evaluation is a standing closed session item on the Board of Trustees business meeting.

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The 2019 Trustee Handbook instructs trustees on the roles and responsibilities of a board member and instructs the board to serve as an advocate for district.

AP2200 Board Duties and Responsibilities further discusses that the role of Board is to support the colleges in the pursuit of their missions and goes on the state that the Board is to represent the general public for whom they hold the colleges in trust. They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of our region.

The 2019 Trustee Handbook, AP2200 Board Duties and Responsibilities, AP2710 Conflict of Interest, and BP2715 Code of Ethics – Standards of Practice prohibit trustees from unethical behavior.

Board members are elected in seven different regions and represent the diverse community served by SBCCD.

Analysis and Evaluation

The BOT is an independent body that makes decisions for the benefit of the district population.
IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The establishment and revision of Board Policies and Administrative Procedures is governed by BP and AP2410 Board Policies & Administrative Procedures.

The 2019 Trustee Handbook and AP2200 Board Duties and Responsibilities instructs the Board to act with integrity and work in the best interest of the colleges and student success and gives the board ultimate responsibility for educational quality, legal matters, and integrity. To this end the Board has established institutional values that are reviewed and updated annually.

The Board holds an annual board meeting AP2300 Annual Organization Meeting for the election of Board officers. Additionally, the Board has a mid-year retreat in January and a two-day retreat in June during which time board members reflect on the years accomplishments and learn about effective trustee practices. The board works on plans to further the goals stated in the SBCCD Strategic Plan and sets the Board Institutional Values, Board Planning Imperatives, and Chancellor’s Goals.

Analysis and Evaluation

The BOT give final approval for the establishment and revision of BPs/APs and district and campus planning. The BOT engages in long range planning for the benefit of the institution.

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Chapter 2 of Board Policies and Administrative Procedures that pertain to the Board of Trustees are publicly available on the District website including BP2010 Board Membership, and BP 2200 Board Roles and Responsibilities. These policies and procedures outline the number of trustees, and structure of the board. The duties and responsibilities of the Board can be found in policies and procedures, and the Trustee Handbook.

Analysis and Evaluation

The Board of Trustees publishes the board bylaws and policies
IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

BP/AP2410 Board Policies & Administrative defines the ten-year timeline for BP/AP review and establishes points of accountability for the review process. BP/AP review starts and concludes in District Assembly. PolicyStat is used to track the BP/AP review cycle. PolicyStat tracks changes to BPs/APs, and includes notes and rationale for BP/AP changes. District Assembly members are able to see changes online. District Assembly members are responsible for ensuring input by subject area experts and preventing conflicts with other District BPs/APs. The BP/AP review cycle was reviewed at District Assembly in spring 19.

In matters relating to board policies in Chapter 2 (not including BP/AP2410 Board Policies & Administrative & BP/AP2510 Collegial Consultation, which go through the full review process), the Board submits board policies and policy changes to the District Assembly (DA) for review and feedback only, prior to placing on board agenda.

New Trustees receive training on BPs and APs in Chapter 2. Board members attend local, state, and national training to stay current with regard to board policies and discuss policies at their planning retreats. The full text of all BPs and APs being reviewed, revised, or added are published in the Board Book for first and second read.

Analysis and Evaluation

It is the goal of the Board to act ethically and work within district policies, procedures and bylaws to further the goals of the campuses and district. Although the processes in BP/AP2410 Board Policies & Administrative are not swift, the Board respects the process which allows for collegial consultation across both campuses and the district.

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

At the request of the Board of Trustees the District Office of Research, Planning, and Institutional Effectiveness created a Key Performance Indicators (KPI) dashboard that is available online. The KPI Dashboard allows trustees to see district wide progress the four KPI goals, student success, enrollment and access, partnerships of strategic importance, and district operational systems at a glance. Trustees receive an update on KPIs during the board study sessions.
There are Board study sessions partially or entirely devoted to discussions on student learning and achievement and institutional plans for improving academic quality. Recent Board student sessions have included: 5/23/19, Quarterly Non-Credit and Basic Skills Updates & Student Equity/SSSP Update, 5/30/19, SBVC & CHC Program Review and Educational Master Plan Update, and 8/1/19, Transfer & Graduation Rates.

**Analysis and Evaluation**

The BOT is regularly informed on student success measures and KPI in monthly Board reports. Additionally, Board Study Sessions address student success through in-depth review of indicators such as KPIs and SSSP planning.

**Evidence of Meeting the Standard**

Trustees receive Community College League of California (CCLC) Trustee Training. The Trustee Handbook is designed to complement, augment, and expand upon the CCLC Trustee Training. The Trustee Handbook contains topics in which all trustee members should be trained to be effective at the local level. The handbook defines the role and responsibilities of the Chancellor and Board President in board member training, and includes a sign-off sheet to verify the training of board members in each topic area. The Trustee Handbook was last reviewed in 2019.

**Analysis and Evaluation**

Trustees receive ongoing professional development at retreats, conferences, and study sessions. The Board members participated in Trustee Training and CCLC Annual Conference. The 7/25/19 study session included training on Robert’s Rules of Order, the Brown Act, and conflict of interest. Trustees seeking to improve their ability to work well with each other and SBCCD personnel had a facilitated worship around the DISC personality assessment.

**IV.C.10** Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.
Evidence of Meeting the Standard

The board is committed to assessing its own performance in order to identify its strengths and areas in which it may improve its functioning. To this end, the board has established the following processes for evaluation:

- The board and the chancellor shall establish goals and objectives to be accomplished each fiscal year. (BOT 6/14/19)
- A report will be completed by the chancellor on the accomplishments of the board goals and objectives at the end of the fiscal year and will be submitted at the board retreat. (BOT 6/13/19)
- During the annual planning session each board member will complete the self-evaluation instrument according to BP2745 Board Self-Evaluation and submit it to the chancellor. (BOT 6/13/19)
- The chancellor shall synthesize the annual report and the self-evaluation and information will be shared with the board.
- The board shall meet in open session to complete a final review and assessment of the goals and objectives.

Analysis and Evaluation

The 2019-2020 Institutional Values (formerly Board Imperatives) and 2019-2020 Operational Priorities (formerly Board Goals) were approved at the July 11, 2019 Board meeting. District & Chancellor Goals for 2019-2020 were approved at the August 8, 2019 Board meeting.

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

BP2715 Code of Ethics, last reviewed in 2017, presents the code of ethics which includes thirteen responsibilities of a board member. The oath for a board member is as follows:

As a member of the San Bernardino Community College District Board of Trustees, I will perform my duties in accordance with my oath of office. I am committed to serve the individual needs of the citizens of the District. My primary responsibility is to provide
learning opportunities to each student regardless of sex, race, color, religion, ancestry, age, marital status, national origin, or handicap.

**Analysis and Evaluation**

The Board meets the standard. The 13 responsibilities include performing board duties effectively and credibly, working with fellow board members cooperatively, voting fairly and without bias, representing all community members, welcoming the active involvement of students, employees, and citizens of SBCCD, and striving to provide the most effective college board service possible.

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

**Evidence of Meeting the Standard**

BP2431 Selection of the Chancellor specifies that the Board of Trustees is responsible for the selection and evaluation of the chancellor. The job description for the chancellor details the responsibility and authority granted to this individual to administer board policies. As stated in BP2435 Evaluation of the Chancellor, the chancellor is evaluated annually under the terms of their contract.

BP2430 Delegation to the Chancellor states that the board clearly delegates to the chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action, including but not limited to, the administration of colleges and centers, recommending appropriate actions needed to be taken when no written board policy is available, as well as the acceptance of written resignations and conferring with the District legal counsel for matters of SBCCD. The chancellor is expected to perform the duties contained in the chancellor job description and fulfill other responsibilities as may be determined in annual goal setting or evaluation sessions. The board holds the chancellor accountable for the operations of the two colleges and the SBCCD office.

**Analysis and Evaluation**

The board has selected, evaluated, and clearly delegated authority to the chancellor in accordance with board policies and administrative procedures.

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates
Evidence of Meeting the Standard

BP/AP3200 Accreditation sets the requirements for preparation for reaffirmation of accreditation. AP3200 includes the following requirements regarding preparation of the self-evaluation and participation of the Board of Trustees:

- The development of a self-study report and any other materials necessary to support accreditation or reaffirmation of accreditation shall begin no less than two years before the accreditation visit.
- The college president shall appoint an ALO, who will be responsible for coordinating all necessary activities in preparation for the visit by the visiting team and subsequent reports and visits. Each college shall have an Accreditation Steering Committee with members from faculty, management, the classified professionals and students.
- The self-study report shall be made available to the faculty, classified professionals, managers, and student leaders for review and comment before it is sent to the Board of Trustees for approval.
- The self-study and any subsequent reports required by the ACCJC shall be approved by the SBCCD Board of Trustees before they are submitted to the ACCJC.

Presentations have been given to the BOT on the 2014 ISER, Follow-Up Report, Mid-Term Report, ACCJC Annual Reports and the 2020 ISER.

Analysis and Evaluation

The board is informed on results of past accreditation visits and annual reports. The ALO presents all reports to the board before sending them to the Accrediting Commission. The board typically addresses accreditation at one of its study and/or planning sessions each year.

AP2510 Collegial Consultation establishes the A&O Committee and a collegial consultation committee. The charge of the A&O Committee states that the committee “prepares the self-study, prepares for the accreditation team site visit, follow up on implementation of accreditation recommendations, performs assessments as needed, and prepares any follow-up reports or documentation.” SBVC has been focusing on accreditation since 2017 and preparing for the self-evaluation for over two year. The A&O Committee meets bimonthly, or as necessary, to support the writing of the self-study document and any other reports as required. The ALSO meeting minutes since 2006 can be found at the A&O website. The A&O Committee members have attended conferences in regard to accreditation. Reports to ACCJC are distributed to collegial consultation groups for feedback and approval. The A&O Committee began making presentations, facilitating workshops, and working with constituencies regarding the 2020 self-evaluation study in fall 2018.
Conclusions on Standard IV.C. Governing Board

The Board of Trustees maintain appropriate Board Policies and Administrative Procedure. The Board of Trustees is guided by the Trustee Handbook and engages in professional development and training. The Board of Trustee have two retreats a year to set district priorities and engage in long range planning.

On March 17, 2020 the Board of Trustees held a special meeting to adopt resolution #2020-03-17-BOT01 COVID-19, authorizing the District to prepare and respond effectively to the Novel Coronavirus (COVID-19).

Improvement Plan(s)

Evidence List

BOT Handbook Update – Board Agenda 11/13/19
Board Policies and Administrative Procedures
Board Handbook
List of conferences attending
Minutes

IV. D Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Chancellor works with the campuses and district support services to provide direction for the SBCCD. The chancellor works with District Assembly, a multi constituency advisory body, and Chancellor’s Cabinet to ensure educational excellence and integrity through the district. There are clearly defined roles within the district and campuses as expressed in the SBCCD organization charts, and AP2510. The chancellor communicates with the campuses through his e-newsletter Chancellor’s Chat, Board Reports, dissemination of information through committee processes and update to the Academic Senate.
BP 2410; 2435 2430

Analysis and Evaluation

The chancellor plays an active and collegial role in developing and communicating expectations to district personnel.

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The District Support Services Plan details how SBCCD supports the college mission and functions by providing fiscal, business, human resources, payroll, purchasing, warehousing and printing services. TESS provides the infrastructure for technology districtwide and administers educational learning systems for DE.

District Assembly was created to provide a venue for communication between SBCCD and the colleges to review District policy and assign appropriate committees to resolve issues. District Assembly members are elected for all constituencies and locations. The DA Constitution can be found on the district website and it outlines the purpose, membership, election procedures, duties of officers, meeting norms and the composition of the executive council.

DA, TESS, District Marketing and Outreach Committee, DIEC, DPR, and DBC, develop, monitor, and update various activities based on data and solicit campus input with appropriate distribution of college members in each group. Information or potential action items are brought back to the campus community with the intent of improving the services of the colleges.

The Chancellor’s Cabinet is comprised of the vice chancellors (vice chancellor of fiscal and business services, vice chancellor of human resources, and associate vice chancellor of technology and education support services) and campus presidents. They meet twice a month and have cabinet retreats quarterly and act as a primary conduit for exchanging information and ideas between the districts and campuses.

SBVC campus climate surveys include evaluation of employees’ satisfaction with District services. SBCCD also surveys the campus to see if SBVC is effectively meeting employee needs.
The ACCJC functional map further delineates areas of primary, secondary, and joint responsibility between the campuses and district. The functional map was collegially developed and mutually agreed upon.

SBCCD’s distribution of resources is dependent upon the source of funds. For the most part, the largest source of revenue that comes to SBCCD is in the form of general apportionment from the CCCC0. Previously, the most significant factor in determining the amount of general apportionment is the generation of FTES. SBCCD calculates the FTES generated by each campus and general apportionment is based on FTES. Generally, FTES fall around 70 percent to SBVC and 30 percent to CHC. Currently, general apportionment funding is calculated based on the each campuses success percentage of the Student Centered Funding Formula. SBCCD does receive other sources of revenue from local, state, and federal sources that either is allocated 100 percent to one particular campus (e.g., grants), or based on FTES (e.g., safety money and block grants).

With the adoption of the CCCC0’s Student Centered Funding Formula, the DBC actively sought an equitable alternative to FTES for division of general apportionment.

**Analysis and Evaluation**

Operational responsibilities and functions of the District Support Services are well documented. Distribution of district resources follow a collegial developed RAM.

**IV.D.3** The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

**Evidence of Meeting the Standard**

Allocations of resources to the campuses and district are governed by the District RAM, Guiding Principles for FCC Auction Proceeds, Prioritized Board Directives for the General Fund, District and Campus budget processes in accordance with BP/AP6100, BP/AP6200 and BP/AP6250.

Expenditure approval processes exist at the campus and district for budget oversite. Contracts and budget information are published monthly in the Board Book, accounts are audited on an annual basis or as required by law.

**Analysis and Evaluation**

Although incoming funds are not always adequate to support the goals of the respective campuses and the district, distribution of public funding, and the KVCR FCC sales are done in accordance with collegially developed practices. The chancellor recently announced his intent to reduce the district budget in order to direct more funds to the campuses.
IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

Evidence of Meeting the Standard
The SBVC president’s job description clearly delineates the president’s responsibility for the campus to plan, organize, coordinate, direct, and administer all departments, programs, activities, budgets, and personnel of the College. The president works under the general direction of the chancellor who holds the president accountable for his/her performance through the evaluation procedure described in AP7250 Educational Administrators. The SBVC president serves as a member of District Assembly and Chancellor’s Cabinet, which provide a mechanism for communication between SBCCD, the chancellor, and SBVC.

Analysis and Evaluation
The president’s responsibilities to the campus are detailed in the president’s job description. AP7250 Educational Administrators is the mechanism used to hold the president responsible for his/her actions. The president’s evaluation has taken place in a timely manner. The evaluation was inclusive of the required committee membership, and the campus received evaluation surveys.

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
The District developed a Program Review process that is aligned with campus program review processes. Previously, district program reviews took place during the academic year and operated alongside campus program review processes. The DIEC realized that the district was establishing and prioritizing district needs for supplies and personal prior to being informed of campus needs. The district now conducts program review over the summer, after the campuses have completed their program review processes.

Analysis and Evaluation
Although district support services areas strive to establish and prioritize needs to best support the campuses to improve student learning, achievement, and institutional effectiveness, the process is not yet perfected. Questions arise at the campus level on how it is determined to fund district growth positions over campus growth positions. Improved communication and documentation of
how district growth supports the prioritized needs the campuses established through program
review would be beneficial,

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the
colleges and should be timely, accurate, and complete in order for the colleges to make decisions
effectively.

Evidence of Meeting the Standard

The chancellor and SBCCD use several mechanisms for communicating with the colleges.
SBCCD provides annual reports pertaining to finance, personnel, and demographics.
Districtwide committees such as Chancellor’s Cabinet and District Assembly facilitate the
sharing of information, which is brought back to SBVC and shared out to constituency groups.

Communication also takes place through the collegial consultation process via the Academic,
Classified, and Student Senates at SBVC. The chancellor addresses the Academic Senate every
semester and the Executive Vice-Chancellor of Finance addresses the Academic Senate at least
once a year. District Administrators are invited to campus meetings as issues arise. The
chancellor sends out by e-mail to all SBCCD staff, a monthly letter discussing local and
statewide decisions and issues facing SBCCD and the colleges, as well as the Highlights of the
Board Meeting newsletter. The SBCCD website provides a variety of information about SBCCD,
the Board of Trustees, board agenda, and board meeting minutes and recordings for public
access. The SBVC President sends out via email the President’s Report to the Board of Trustees
every month.

DBC had discussion on 8/22/19 on improving communication with the campuses. The discussion
resulted in two e-mail announcements per academic semester which include links to District
committee website, agendas and minutes. Further the email lists meeting dates for each
committee and encourages interested parties to attend.

Analysis and Evaluation

District Assembly membership includes all campus constituencies. District Assembly members
are expected to report out on the constituent groups. In the communication model used by
SBCCD, effectiveness of the communication relies heavily on the assumption that consistent and
timely sharing of information between entities occurs and that information will be shared
vertically with SBVC staff who are responsible for the day-to-day operations of the colleges.

The district is aware, through climate surveys and committee self-evaluation surveys, that
although pathways of communication between the district and campus exist, those pathways
aren’t always implemented or followed. District committee members are being encouraged to
report to their constituencies on a regular basis. The new email announcement of meetings
provides another point of communication.
The district/system CEO regularly evaluates district/system and college role
delineations, governance and decision-making processes to assure their integrity and
effectiveness in assisting the colleges in meeting educational goals for student achievement
and learning. The district/system widely communicates the results of these evaluations and
uses them as the basis for improvement.

Evidence of Meeting the Standard

The District Office of Research, Planning and Institutional Effectiveness (DORPIE) Office
regularly evaluates district services using the District Climate Survey. More than a satisfaction
survey of district departments, the District Climate survey includes insightful questions on
Inclusiveness and District Shared Governance that elicits honest responses used to formulate
theses and initiate improvements. Survey results are publicly posted on the DORPIE website,
and distributed and discussed at District Assembly and District collegial consultation
committees.

The District Committee on Institutional Effectiveness is charged with aligning SBVC’s goals and
strategic initiatives with the Board’s Imperative while balancing the district-level strategies with
measurable outcomes:

- Support the colleges' Institutional Effectiveness processes;
- Support the accreditation processes at the colleges and ensure that the related;
  accreditation district entities (HR, Business Services, TESS, etc.) are meeting
  accreditation requirements;
- Draft and finalize District Scorecard with support from colleges;
- Provide an update on annual Student Success Scorecard;
- Monitor progress of IEPI objectives;
- Involve community evaluation and best practices to make data informed decisions;
- Develop mechanisms to assess progress on major district plans and make
  recommendations to District Assembly; and
- Develop mechanisms to assess effectiveness of District Support Services

The District initiated a new Program Review process in 2017 that better mirrors the campus
processes. District Program Review requires district services to undergo a detailed and
evaluative self-analysis of their services every four years.

District needs assessment and prioritization is now conducted during the summer months in
order to better sequence with the campus program review processes. District program review
feels that the district needs assessment will be better informed if the process takes place after
CHC and SBVC needs have been identified.
Analysis and Evaluation

DORPIE, District Committee on Institutional Effectiveness, and District Program Review are evaluating their roles and charges and evolving into more effective entities to assess how the district is assisting the colleges in meeting educational goals for student achievement and learning.

Conclusions on Standard IV.D. Multi-College Districts or Systems

The chancellor reports directly to the Board of Trustees and works through District Assembly and Chancellor’s Cabinet on strategic planning, issue management, budget expenditures, and communication. The chancellor delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with collegial consultation processes. The chancellor ensures that all statutes, regulations, and board policies are implemented and work in accord with the SBCCD mission and values.

The Board of Trustee COVID-19 resolution allows the Chancellor to enter into necessary contracts and respond to emergency conditions at District sites in accordance with Public Contract Code. The chancellor assembled a District Taskforce comprised of student, administrative, classified, and faculty leadership throughout the District. The Taskforce guided planning for the move to online instruction and services in spring 2020.

Improvement Plan(s)

Evidence List

- flyers announcing Campus & Community events
- PowerPoint presentations from the events
- Agendas from the Campus & Community events.
- All CTE programs have Advisory groups to provide broad-based input for planning from campus and community stakeholders
- Advisory group minutes
- Communication Flowchart -
- Classified Senate
- CSEA Bargaining Agreement
- CTA Bargaining Agreement
- Academic Senate Minutes
- Advisory Committee minutes.
- [ Evidence: President’s webpage
• ORP webpage
• President’s Newsletter
• College Council
• Curriculum Committee Website
• Evidence: Communication flowchart
• Technology plan
• Enrollment Management Plan
• Educational Master Plan presentations]
• Evidence: Curriculum Committee minutes
• Evidence: SLO refinement process (minutes from A&O committee)
• Evidence: Committee membership list
• Evidence: Committee Evaluation Survey
• Evidence: Strong Workforce planning documents
• [Program viability procedures
• Evidence: Curriculum Handbook
• Evidence: Curriculum Committee website
• Evidence: District Assembly Constitution
• Evidence: Online program learning Plan
• Evidence: Online committee minutes
• Evidence: Strong Workforce planning documents
• Evidence: Committee Evaluation Survey
• Evidence: Associated Student Government Constitution
• Evidence: Strategic Plan Presentations (announcement flyers and presentations)
• Evidence: Educational Master Plan presentations
• Evidence: Student Equity Plan
• Evidence: Student Success Committee Minutes (formally known as the Matriculation Committee)
• Evidence: Professional Development Plan
• Evidence: Budget planning process (minutes for the SBVC Budget Committee) &
  (minutes from District Assembly)
C. Quality Focus Essay

Quality Focus Essay (QFE)

Introduction and Background

Over the past three years, since the accreditation team follow-up visit in 2017, San Bernardino Valley College (SBVC) has, through the Accreditation and SLO (ASLO) Committee, been monitoring, tracking, and updating college documents in preparation for the October 2020 visit. The Accreditation and SLO Committee consists of stakeholder members representing all constituent groups across the college. Under the leadership of President Diana Rodriguez, the executive team, in collaboration with the Academic Senate, the Accreditation and SLO Committee have been conducting the analysis and writing for each Accreditation standard. A timeline, including milestones, was published throughout the college to ensure an efficient process. Timelines and report drafts were shared college-wide through meetings, email communications, and campus forums.

Identification of the Action Projects

Action Projects to be represented in the Quality Focus Essay originated in the Accreditation and SLO committee. Members of the ASLO committee were asked to identify projects that are in areas of needed change, development and improvement, and that are related to the Accreditation Standards. Additional criteria included projects that are critical to the improvement of student learning and achievement, practical, measurable, data-driven, and in support of the College’s strategic plan goals. The committee narrowed the topics to two Action Projects which were agenized on various shared governance committee meetings across campus. It was a priority for the college to provide as many opportunities as possible for all college constituents to provide feedback and voice ideas for the Action Projects.

Through robust dialogue in the ASLO committee meetings, two Action Projects were identified and agreed upon unanimously (QFE.1-9).

The table below identifies the two Action Projects and the Standards associated with them.

<table>
<thead>
<tr>
<th>Action Project</th>
<th>Standards Related to Action Project</th>
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<tbody>
<tr>
<td>Scale academic and student support services in support of Guided Pathways and AB705.</td>
<td>I.B., II.A., II.B, II.C, III.A., III.B., III.C.</td>
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<tr>
<td>Evaluate Program Review processes to ensure integration in planning and prioritization across the College.</td>
<td>I.B</td>
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</table>
Action Project 1: Scale academic student support services in support of Guided Pathways and AB705.

Since fall, 2017, San Bernardino Valley College (SBVC) has been in the process of scaling and adopting practices, policies, and activities for the implementation of Guided Pathways. In addition to the initial self-evaluation in 2017, SBVC conducted two self-evaluations on the scale of adoption for Guided Pathways; one in Spring of 2019 and one in Spring of 2020. Four faculty leaders have been working on Guided Pathways, in collaboration with administration and state-designated liaisons. In Spring 2019, the College hosted a Paradigm Shift event, which brought constituents together from throughout the college to discuss College and state initiatives, and how areas are connected in serving student success. In Fall 2019, SBVC organized a standing committee for Guided Pathways. This committee is a college-wide committee of all constituents to come together bi-weekly to work on Guided Pathways. Members from faculty, classified professionals, administration, and students attend the meetings. Most recently, the standing committee split into two sub-groups addressing the topics of the College website and scheduling.

The Guided Pathways steering committee, consisting of four faculty leads and two administrators, meets every week and helps to guide the work of the campus and the standing committee. The faculty leads worked extensively with the faculty chairs and departments on creating the career fields and placing them into designated colors. The steering committee is proud to report that the college has worked collaboratively and across areas to establish and finalize the grouping of career fields/’meta-majors’ and colors, creating a color wheel of career fields. The committees and faculty are currently in the process of finalizing degree and certificate pathways into the broader career fields/’meta-majors’.

In fall of 2019, the College’s efforts in preparing for AB705 came to fruition. SBVC fully implemented AB705 processes and procedures for incoming freshman and first-time college students. To do this, the College utilized self-reported high-school GPA, grades in previous math and English courses, as well as the Guided Self-Placement questionnaire to recommend placement. Also, during this time, the San Bernardino Community College District debuted The Free College Promise. The Free College Promise (Promise), open to all incoming freshmen from area high schools, offered students fee waivers, free Chromebooks, free textbooks, and $300 cash to spend on other expenses. The initial estimate of Promise students was about 700. The College’s final numbers from the first semester (Fall 2019) was 1238 incoming Promise students. This presented additional challenges as the College was also implementing AB705. One of the requirements for Promise students is to be a full-time student taking 12 units or more. This created a perfect storm of convergence with AB705 and our Guided Pathways discussions. Not only did we make adjustments to serve new incoming Promise students, we also had to create the opportunity for all of them, plus other incoming students, to complete transfer-level English and math in one year.
For AB705, the College followed the state recommendations for placement as listed below:

**English**
- Students who have a GPA of 2.6 or higher can enroll directly into ENGL 101 – Freshman Composition.
- Students who have a GPA of 1.9 to 2.59 must enroll in ENGL 086 and ENGL 101. ENGL 086 is the 1-unit co-requisite course designed to provide support for ENGL 101, including strategies for college level reading, writing, and critical thinking.
- Students who have a GPA less than 1.9 must enroll in ENGL 087 and ENGL 101. ENGL 087 is the 2-unit co-requisite course designed to provide intensive support for ENGL 101, including fundamentals for successful college level reading, writing and critical thinking.

**Math**
- Students who have a GPA of 2.6 or higher can enroll directly into the following college-level math courses:
  - MATH 102 – College Algebra
  - MATH 103 – Plane Trigonometry
  - MATH 108 – Introduction to Probability and Statistics
  - MATH 115 – Ideas of Mathematics
  - MATH 141 – Business Calculus
- Students who have a GPA between 2.3 and 2.59 can enroll directly into the following college-level math courses:
  - MATH 108 – Introduction to Probability and Statistics
  - MATH 115 – Ideas of Mathematics
  - MATH 141 – Business Calculus
- Students with a GPA of 2.0 to 2.29 will be required to enroll in MATH 095 – Intermediate Algebra. After the students successfully complete MATH 095 they can enroll in a college-level math class.
- Students with a GPA less than 2.0 will be required to enroll in MATH 096 – Elementary and Intermediate Algebra. After the students successfully complete MATH 096 they can enroll in a college-level math class.
- Students in all math classes will have the option to enroll in MATH 601 for supplemental support. MATH 601 is not directly tied to any individual math course but allows students to improve on specific skills. MATH 601 is supplemented by ALEKS PPL. ALEKS PPL (Placement, Preparation, and Learning) includes:
  - Artificial intelligence that efficiently assesses course readiness
  - Open response, adaptive assessment covers 314 topics in 30 questions or less
  - Mastery-based learning motivates students to achieve higher placement results

During fall semester 2019, the College collected an initial set of data.
<table>
<thead>
<tr>
<th></th>
<th>Free College Promise</th>
<th>Continuing Students</th>
<th>Other First Time Students</th>
<th>SBVC Average</th>
<th>FCPP</th>
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<tbody>
<tr>
<td>TL Math Courses Taken</td>
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<td>% D, F, NP</td>
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<td><strong>% D, F, NP</strong></td>
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<td><strong>Continuing Students</strong></td>
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<td><strong>% D, F, NP</strong></td>
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<td><strong>SBVC Average</strong></td>
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Success: SBVC

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<td>26180</td>
<td>39921</td>
<td>65.58%</td>
</tr>
</tbody>
</table>

**Desired Goals and Outcomes**

San Bernardino Valley College is committed to a collaborative effort in the success of our students by providing the necessary support services and systems through the lens of Guided Pathways and AB705. In order to achieve advancement in student success, the College will pursue the following goals:

- **Goal 1. Expand and enhance academic support services, including tutoring, embedded tutors, and supplemental instruction.**
  - With the implementation of AB705, Guided Pathways, and the Free College Promise, it is integral to the success of our students that we strengthen and enhance our academic support services.

- **Goal 2. Increase success rates in transfer-level English and Math courses.**
  - While our initial data indicates that our students are taking advantage of our current wrap-around services, the College would like to increase success rates in these courses by 6% over the next three years.

- **Goal 3. Schedule English, Math, and other Gateway courses to maximize the probability of student success and completion of those courses.**
  - Recently, the College debuted a new scheduling tool that will assist the faculty chairs and deans in creating a student-centered schedule. Further work needs to be done to coordinate across discipline subject areas and student services.

- **Goal 4. Expand and enhance student support services and onboarding to further maximize student success in the first year at the College.**
  - SBVC Student Services currently recruits through extensive outreach for the College and Promise. Further evaluation and analysis of the year of Promise will help inform adjustments and changes to current practices.

- **Goal 5. Complete course and program maps for Guided Pathways and fully implement Guided Pathways.**
Over the next three years, SBVC will complete all implementation of the campus-wide effort of Guided Pathways, ensuring that we clarify all pathways, students enter a pathway during their first semester, ensure they stay on their chosen path, and ensure they are learning and complete the chosen pathway through to graduation.

### Actions/Steps to be implemented and Timeline

<table>
<thead>
<tr>
<th>2019-2020 Academic Year</th>
<th>Action/Step to be Implemented</th>
<th>Goal</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Office of Research, Planning, and Institutional Effectiveness compiles and organizes data from Fall 2019 and distributes it campus-wide for analysis.</td>
<td>G1</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td>Fall 2019 data is analyzed by different constituent groups and committees across the College.</td>
<td>G1</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td>Hold informational workshops, in partnership with Professional Development, for college constituents on tutoring, supplemental instruction, and embedded tutors.</td>
<td>G1</td>
<td>Beginning</td>
</tr>
<tr>
<td></td>
<td>English and Math faculty will evaluate practices and services from Fall 2019 in order to implement adjustments as needed to raise overall success rates.</td>
<td>G2</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td>Implement new student-centered scheduling tool for Summer 2020 and Fall 2020 schedules.</td>
<td>G3</td>
<td>In progress</td>
</tr>
<tr>
<td></td>
<td>Student Services will meet with Instructional Deans to better align course offerings and student services in order to increase overall success rates.</td>
<td>G3 and G4</td>
<td>Beginning</td>
</tr>
<tr>
<td></td>
<td>Launch student-centered Guided Pathways website.</td>
<td>G4</td>
<td>In progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2020-2021 Academic Year</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Action/Step to be Implemented</td>
<td>Goal</td>
<td>Progress</td>
<td></td>
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<tr>
<td>------------------------------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revise course offerings, as needed, based on data analysis from Fall 2019.</td>
<td>G1</td>
<td>100% - Ongoing</td>
<td></td>
</tr>
<tr>
<td>Based on Spring 2020 discussions with constituent groups across campus, compose comprehensive plan for expanded academic and student services.</td>
<td>G1</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>The ORPIE coordinates with the Office of Instruction and Student Services to discuss and refine data collection for academic and student support services.</td>
<td>G2</td>
<td>100% - Ongoing</td>
<td></td>
</tr>
<tr>
<td>English and Math faculty will evaluate practices and services from 2019-2020 in order to implement adjustments as needed to raise overall success rates.</td>
<td>G2</td>
<td>Continuous</td>
<td></td>
</tr>
<tr>
<td>The Office of Instruction and the Office of Student Services devise a plan to connect scheduling with the student educational plans.</td>
<td>G3</td>
<td>Beginning</td>
<td></td>
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<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and revise services as needed based on data available at this time.</td>
<td>G1, G2, G3, G4</td>
<td>Continuous</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2021-2022 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action/Step to be Implemented</strong></td>
</tr>
<tr>
<td><strong>Fall</strong></td>
</tr>
<tr>
<td>Begin work on the ACCJC Midterm Report and Quality Focus Essay Update.</td>
</tr>
<tr>
<td>Evaluate progress on goals to date.</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>Complete assessment and ACCJC Midterm Report, along with the Quality Focus Essay Update.</td>
</tr>
</tbody>
</table>

**Responsible Parties**
The work indicated in the goals and action steps above are made possible only by the collaboration amongst all constituent groups across the campus. However, in order to fully implement actions and steps, the work of groups and/or areas on campus are crucial to this work.

1. Office of Research, Planning, and Institutional Effectiveness
Much of the work listed above is based, in part, on the data obtained from the Office of Research, Planning, and Institutional Effectiveness (ORPIE). It is vital to the achievement of the goals that ORPIE gather and report effectively throughout the three years in order for the College to evaluate, analyze and implement changes.

2. Faculty Chairs and Department Faculty
Faculty are discipline experts and ultimately assign work and guide the outcomes for success in courses and programs. Faculty chairs and department faculty receive support for this work from the instructional and student services deans. It is recommended that instructional faculty work with non-instructional faculty, including counselors, on the advising of students, supplemental instruction, and embedded tutors.

3. Tutoring Center Faculty and Classified Professionals
Tutoring center faculty and classified professionals are on the front lines of academic student support. They must work with instructional faculty to ensure that services align with courses and programs, while tracking participation from students.

4. Student Services Managers and Deans.
Student Services manages and operates the Free College Promise onboarding, advising, and counseling. In addition, they are responsible for placement evaluation utilizing the Self-Guided Placement tool. Special programs and learning cohorts with specific criteria for participation must be included and disaggregated as part of these efforts.

4. Professional Development
The role of Professional Development will be to facilitate professional development opportunities in student success initiatives, serve as a resource for faculty and classified professionals, and provide training where needed in order to accomplish these goals.

5. Guided Pathways Faculty Leads
With support from the Office of Instruction and Office of Student Services, the Guided Pathways faculty leads will continue their leadership in the full implementation of Guided Pathways.

Resources
The San Bernardino Valley College planning documents will serve as the main catalyst and guiding direction for all work pertaining to continuous quality improvement. Together with the Strategic Plan, Vision for Success, Program Review documents, and initiative work plans, the
College will have a clear and integrative framework in support of the completion of this Action Project. In addition to the necessary technology and software support to enable all of the work.

Assessment

Success data will be collected, evaluated and analyzed throughout the duration of this Action Project. The Office of Research, Planning, and Institutional Effectiveness will be an integral component to the overall gathering, dissemination, and analysis of data. Consistent and regular communication with all College constituent groups will be necessary in achieving the goals set forth in this Quality Focus Essay. Data and practices will be ongoing as adjustments and changes are made in order to achieve the highest level of success by and for our students.

Evidence

Action Project 2: Evaluate Program Review processes to ensure integration in planning and prioritization across the College.

San Bernardino Valley College has a robust Program Review process for evaluating itself in the areas of administrative services, instruction, and student services. The goals of SBVC are articulated in the Strategic Plan and initiatives and these are used for evaluation purposes in program review. Programs are expected to demonstrate how they are meeting institutional needs with regard to SBVC’s mission and Strategic Plan. Since 2008, the program review process has been aligned with the strategic initiatives: access, success, planning, technology, partnerships, and campus climate. In the 2007-2013 Strategic Plan and beginning in 2014-2015, program review will be aligned with program efficacy and needs assessment with the draft 2014-2019 Strategic Plan: where access, student success, communication, culture, and climate, leadership, and professional development, effective evaluation and accountability, and facilities are accounted for. Most recently, through our equity work, the Program Review has approved the disaggregation of data on the EMP documents. While the processes that are in place for Program Review are effective in serving their purpose, it is a need of the College to spend the next three years evaluating those processes through the lens of student success and Guided Pathways. Additionally, the integration across the college with Program Review, planning, student learning, and resource allocation will be closely evaluated. Through this evaluation, changes will be recommended, vetted, and implemented during this three-year evaluation process.

Desired Goals and Outcomes

During the Program Review process, departments provide documentation of their needs, including information regarding how fulfilling these needs will support programmatic planning and the institution’s mission and strategic plan. In addition, the process helps to monitor and track compliance with curriculum, SLO’s, student learning, and budgets. In order to achieve a
thorough and in-depth evaluation of the Program Review process, the College will employ the following goals:

- **Goal 1. Conduct an in-depth evaluation of the current Program Review process.**
  - As discussed in the ASLO committee during Fall 2019, the Program Review process should provide an opportunity to grow and celebrate success, provide clarity and guidance on continuous quality improvement, and provide stronger links between needs assessment, staffing, and resources.

- **Goal 2. Review process module for the creation of new programs.**
  - There is a recognized need for the Program Review process to allow for faculty to create and vet new program ideas. New programs should be evaluated on the basis of need, ongoing costs, and resources required for the program to be successful in serving our students and the community.

- **Goal 3. Review program discontinuance process.**
  - The program discontinuance process is in need of evaluation as it relates to Program Review. As programs are evaluated for efficacy, a recommendation of Continuation or Conditional on the most recent Efficacy Review is required in order to participate in Needs assessment.

- **Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.**
  - In accordance with Standards III and IV relating to resources and decision-making, it is crucial for the College to have transparent processes in place thereby linking Program Review to resource requests/allocation/prioritization and college-wide decision-making.

**Timeline**

<table>
<thead>
<tr>
<th>Term</th>
<th>Stage</th>
<th>Action/Steps to be Implemented</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2020</td>
<td>Initial</td>
<td>Incorporate need for Program Review process evaluation into the Quality Focus Essay as an Action Project.</td>
<td>Program Review Committee, ASLO Committee, Academic Senate</td>
</tr>
<tr>
<td>Spring 2021</td>
<td>Beginning</td>
<td>Begin to evaluate current Program Review procedures in the Program Review Committee. Outline, dissect, and show linkages as a start to the evaluation process.</td>
<td>Program Review Committee</td>
</tr>
<tr>
<td>Fall 2021</td>
<td>In Process</td>
<td>Document discussions and outline current processes while vetting</td>
<td>Program Review Committee,</td>
</tr>
<tr>
<td>Spring 2022</td>
<td>In Process</td>
<td>Incorporate the input and feedback from Governance committees in the spring, begin to revise Program Review processes.</td>
<td>Program Review Committee</td>
</tr>
<tr>
<td>Fall 2022</td>
<td>Complete Process</td>
<td>Once the new and revised process is complete, take the process to Governance committees on campus for approval and adoption.</td>
<td>Program Review Committee, Governance Chairs</td>
</tr>
</tbody>
</table>

### Resources

### Evidence