

A. Reflections on Continuous Improvement Since Last Comprehensive Review

Provide brief responses to the prompts below, referring to the Peer Review Team Report for the last comprehensive peer review. Suggested length for Section A is 3 pages.

- 1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

San Bernardino Valley College is invested in the fulfillment of its mission and planning priorities. Equity and educational quality is part of daily campus conversations and indicative of a campus-wide culture shift. The campus population is focused on improving campus processes and the student experience, racially conscious planning, building educational partnerships, and supporting student's basic needs.

Equity & Community

SBVC began its equity journey by rewriting the [Campus Mission, Vision and Values](#), intentionally bringing Diversity, Equity, Inclusion, and Anti-Racism (DEIA). SBVC's commitment to DEIA are further embedded into the 2022-2025 Student Equity Plan and the 2023-2028 Educational Master Plan. List below is a representative sample of the goals and initiatives from those plans and action SBVC is taking to meet them.

2023-2025 Student Equity Plan

- Goal 1: Craft a new collective vision for racial equity that aligns Guided Pathways and Student Equity and Achievement (SEA) Program efforts
- Goal 2: Create a space for community building within college teams to transform equity work into solidarity work.

2023-2028 Educational Master Plan

- STRATEGIC DIRECTION 2: Innovate Curriculum and Course Offerings to Support Student Equity and Completion
- STRATEGIC DIRECTION 4: Create Relationships with the Black and African American Community
- STRATEGIC DIRECTION 5: Utilize Quantitative and Qualitative Data to Understand Our Students' Lived Experiences and Better Support Them Towards Their Goals

SBVC is leveraging learning communities to support students. In addition to a fully staffed and funded UMOJA Center, learning communities exist for Puente, Athletes, and UMOJA. English and Communication Studies piloted an AAPI cohort of English 101/Comm Studies 101 in Spring 2024. The Professional Development department has created Math & English communities of practice. The new Asian-American Pacific Islanders (AAPI) Association seeks to support AAPI employees and students. Instruction for GE Math courses in Spanish will begin in Fall 24. As a specific example: instruction and

student services collaboration with Brothers and Communication Studies learning cohort. (Evidence: Provide data)

SBVC's Academic Senate is taking a stand again racism, hate, and violence. Since June 2020 the three resolutions have been passed to guide the faculty and campus community, SU20.01 [Infusion of Anti-Racism/No-Hate Education](#), SP21.01 [Condemning Anti-Asian Racism and Violence](#) and FA23.01 [In Support of the LGBTQ+ Community Rights and Need for Safe Spaces](#).

The Curriculum Committee emphasizes equity and culturally responsive course content and provides guidance on [Diversity, Equity, Inclusion, Anti-Racism & Accessibility \(DEIA\) on the Course Outline of Record](#). In response to the proposal to update Title 5 to require all colleges to add DEIA to the Course Outline of Record (COR) the Curriculum Committee is recommending the creation of an Academic Senate IDEAA Liaison coordinates with Curriculum Chair and Office of Instruction to provide leadership and training to develop equity minded curriculum processes that meet local, state, and federal IDEAA guidelines. [10.2.23 Curriculum Minutes](#)

Student Support/Basic Skills

San Bernardino Valley College's 2020 Quality Focus Essay (QFE) first action project was built around scaling academic and student support services in support of Guided Pathways and AB705.

SBVC has six [Career and Academic Pathways](#) with fully developed program maps. In 2020-21 the Guided Pathways committee worked with the Office Research and Planning and Institutional Effectiveness (RPIE) to collect data, qualitative and quantitative, about onboarding processes, career field guides, and other observations about how students' interface with the college and what they want from the college in terms of support.

In collaboration with Student Services, Counseling and Guided Pathways evaluated career assessment tools to include in the orientation process. The program selected is VitaNavis self-discovery to support more impactful academic and career advising. Expanded use of VitaNavis is part of the 2022-2025 Student Equity Plan.

SBVC employed several strategies to increase access and remove barriers during the pandemic and post pandemic years. The Library distributed 3700 Chrombooks and 781 hotspots between Spring 2020-Spring 2023. The Books Plus program allowed students to receive free textbooks and course materials. The Books Plus program sunset in Spring 2024. The campus is revitalizing ZTC/OER program and processes to reduce the cost of textbooks.

The Valley 360 & Basic Needs Center works to decrease food insecurities for students. The campus has a diaper bank program for students. Valley 360 maintains an active list of housing, transportation, hygiene support, and health resources available to students. SBVC has recently hired a Basic Needs Coordinator, a new position, to support SBVC's equity goals and student Basic Needs. The campus has partnered with SNAP/EBT and Community Action Partnership San Bernardino. Additionally, shower access and laundry services are available.

*(*Locate surveys that indicate these needs for evidence)*

[Basic Needs](#) resources are promoted through the SBVC website, and a Newsletter on Basic Needs is distributed to students each semester, and information on Valley 360 and Basic Needs is provided to faculty to include on their syllabi and in course Canvas shells.

Data and Internal Processes

An SEM, Strategic Enrollment Management, team was created, and proposed for a project regarding data-informed institutional effectiveness. The proposal was approved and the team created new data dashboards, disaggregated data regarding students populations to create profiles based on not just demographics and success or retention, but also basic needs. The campus is using this data to inform faculty and student services and draft an enrollment management plan alongside the Enrollment management committee.

SBVC's second Quality Focus Essay project to evaluate Program Review processes to ensure integration in planning and prioritization throughout the college. The Program Review Committee reviewed and revised the two processes the committee is responsible for; Needs Assessment, gathering campus needs in the areas of classified professionals, equipment, facilities, faculty & technology, and prioritizing those needs; and Program Efficacy, a critical self-evaluation of the effectiveness of all programs and services using available data, the college strategic plan and external factors. The Committee's work began in Summer 2020 with the evaluation of current Program Review Process and will culminated in Spring 2023 with the successful piloting of the new Program Review ASPIRE Process. Along the way, the committee adopted Meta software for Program Review processes and outcomes assessment, and developed a rubric based assessment for resource requests.

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

1. Recommendation 1: In order to increase effectiveness, the team recommends the College continue to strengthen the SAO process for all student services to improve programs and services. (I.B.2, II.C.2)

The Outcomes Faculty Lead has engaged in a number of meetings the Vice President of Student Services, Student Services Council, and Counseling faculty to better understand current SAO practices and identify unique differences between SAO and SLO assessment.

- CurriQunet Meta will be used to gather data on both SLO and SAO assessments
- Workshops have been created for Service Area personnel to improve the writing of SAOs.
- Once SAOs are rewritten or adjusted they will be entered into CurriQunet Meta and periodically reviewed.
- The forms used in CurriQunet Meta are designed for faculty and service area personnel ease, and capture of critical data to better inform about patterns and trends. These are to be completed each semester.

2. Recommendation 2: In order to increase effectiveness, the team recommends that the College ensure that the SLOs on the syllabi are from the officially approved course outline of record. (II.A.3)

SBVC has improved its processes for authenticating that SLOs on class syllabi are consistent with the course outline of record.

- Each semester Division offices collect syllabi for all courses and verify that the SLOs listed are consistent with the Course Outline of Record.
- SLOs are placed on the front page of the syllabus for ease of review and confirmation of accuracy. Dean's are provided an SLO spreadsheet to verify consistency and accuracy of SLOs.

3. Recommendation 3: In order to increase effectiveness, the team recommends the College review and revise existing processes and procedures to ensure that all distance education courses consistently provide regular and substantive interaction as defined by the College. (II.A.7, Policy on Distance Education)

SBVC has made substantial DE training improvements to ensure that regular and substantive interaction takes place in all distance education courses.

- Training is now required to teach online courses
- Deans provided training on RSI, best practices for course design, and where to observe student and instructor interactions in an online course for use in the evaluation process
- Best practices for online instruction guidelines are distributed to all peers conducting peer evaluations for online courses
- Establishment of required DE training within Policies and Procedures AP4105
- Refresh training for recertification launched SP24
- Two cohorts of faculty fully funded and supported in completion of year-long ACUE certification.
- Evidence: email to faculty, email to Deans, tracking list for faculty who completed training, training schedule/s, number of trainings completed, Dina emails to Deans seeking verification of faculty being trained for teaching online, syllabus of training with list of objectives (include refresher), List of faculty attending and completing ACUE cohorts (Rania has this list)

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

SBVC's work to improve practices and align with the 2024 Accreditation Standards are not limited to this section. Below find how the work demonstrated by SBVC throughout this document aligns with the standards. Many items align with multiple standards, but are listed with their primary standard.

Standard 1: Mission & Institutional Effectiveness: The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to equitable student achievement and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

- There has been additional support from research, planning, and institutional effectiveness, as well as administrators to support these efforts in collaboration with the Academic Senate.
- As part of our QFE we have evaluated and reviewed our program review processes and developed procedures that continues to improve upon previous process.
- Purchase of Meta to support Program Review and Outcomes processes.
- Equity work in support of our campus Mission, Vision, and Values is weaved throughout all standards.

Standard 2: Student Success: In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

- For example, use of CurriQnet and Meta has supported curriculum updates and best practices to ensure clear SLO's, planning process, equitable language, and opportunity to reflect
- DE training has been put in place, evaluated, and will be updated to highlight accessibility. An example of acting on continuous improvement is requiring a DE refresher course.

Standard 3: Infrastructure & Resources: The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

- Distribution of Chromebooks and hotspot during the pandemic.
- Construction of new buildings

Standard 4: Governance and Decision-Making : The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

- Implementing policy that allows us to institutionalize and focus on continual improvement
- This, in turn, allows for long term planning and succession of policy
- Inclusive process of creating the student equity plan and educational master plan
- Developing a new Governance Committee Model and Governance Handbook.

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

Provide a brief response to each question below, referring to Standards 1.3 and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section B (not counting any visuals) is 3 pages.

1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

Enrollment – Unduplicated Head Count

Enrollment – Unduplicated Headcount	2019-20	2020-21	2021-22
Total Enrollment	17,642	17,554	17,023

2023 ACCJC Annual Report Institution-Set Standards Data

Course Completion Rates	2019-20	2020-21	2021-22
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	66%	66%	66%
12b. List your stretch goal (aspirational) for successful student course completion rate:	68%	67%	68%
12c. List the actual successful student course completion rate:	67%	65%	67%
Certificates	2019-20	2020-21	2021-22
13a. List your Institution-Set Standard (floor) for certificates:	330	393	394
13b. List your stretch goal (aspirational) for certificates:	610	690	914
13c. List actual number or percentage of certificates:	594	975	497
Degrees	2019-20	2020-21	2021-22
14a. List your Institution-Set Standard (floor) for degrees:	1289	1262	1307
14b. List your stretch goal (aspirational) for degrees:	1372	1575	1596
14c. List actual number or percentage of degrees:	1565	1400	1548
Transfer	2019-20	2020-21	2021-22
16a. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	753	747	752

Commented [TB1]: Can we add a key for the colors? Ex - Red = did not meet floor, etc.

16b. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	807	788	811
16c. List actual number or percentage of students who transfer to a 4-year college/university:	763	813	790

It is difficult to analyze, theorize, and draw conclusions from data in the pandemic and post-pandemic years. Did SBVC begin exceeding stretch goals for Certificates & Degrees because enrollment declined in the pandemic years, or despite the pandemic years? As enrollment again approaches pre-pandemic levels will there be a decline in awards? Preliminary data gathered for the 2024 Annual Report suggests that lower enrollment leads to a higher number of awards. Enrollment has increased, yet awards have decreased and no longer exceed the institutional-set standard stretch goal. Is it a trend? That can only be established after there is several years of post-pandemic data.

Licensure Exam Rates

Program	Exam	2021-22 ISS Floor	2021-22 ISS Stretch Goal	2018-19	2019-20	2020-21	2021-22
Nursing	State	83 %	90 %	85 %	89 %	81 %	79%
Psych Tech	State	78 %	84 %	79 %	79 %	78 %	70%

The Psychiatric Technician Licensure rate has not met the floor for three years. At -1% during the pandemic this was not a great concern. The fact that the licensure rate dropped to -8% after the full return to campus is more of a concern; we would like to know why this happened.

Job Placement Rate for Programs with 10 or more graduates

Program	2021-22 ISS Floor	2021-22 ISS Stretch Goal	2019-20 Job Placement Rate	2020-21 Job Placement Rate	2021-22 Job Placement Rate
Accounting	83	90	89	81	79
Administration of Justice	80	89	85	78	90
Automotive Technology	75	79	75	79	93
Business Management	85	100	93	100	50.9
Child Development/Early Care & Education	77	80	79	77	78
Diesel Technology	73	90	71	81	80
Electronics & Electric Technology	82	96	80	90	90
Environmental Control Technology (HVAC)	86	98	95	92	100
Graphic Art & Design	64	92	61	77	92
Human Services	72	86	70	83	100
Library Technician	79	91	83	90	100
Pharmacy Tech	88	100	100	86	100
Psych Tech	96	100	95	98	100
Registered Nurse	89	91	91	89	100
Automotive Collision Repair	71	79	75	79	71
Manufacturing & Industrial Technology	52	100	100	50	75

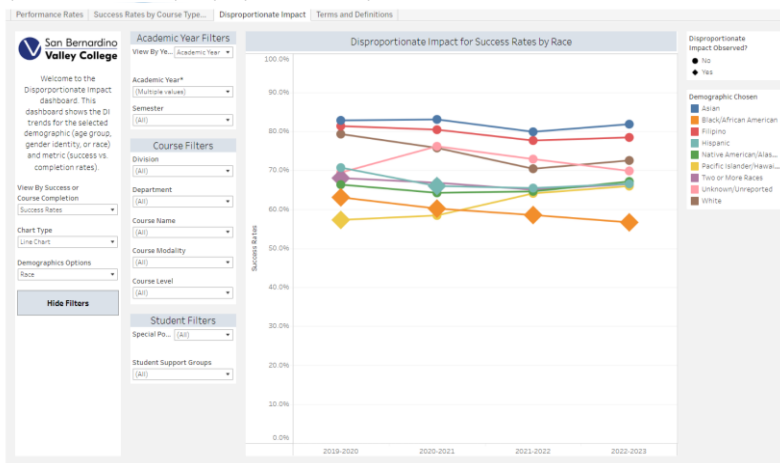
Source: Total Core 4 Employment from https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx divided by total program awards from https://datamart.cccco.edu/Outcomes/Program_Awards.aspx

The only two areas that did not meet the floor are Accounting and Business Management, which makes sense during the COVID years, because of how businesses were impacted. Otherwise, all programs either met the floor or the stretch goal.

It is encouraging that, for the most part, SBVC has continued to meet the floor set of ISS, and the data indicates that stretch goals were exceeded. It is necessary to gather more data, including the missing data sets from 2022 – 2023, prior to making changes or drawing conclusions about trends.

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

SBVC’s new data dashboards are remarkable. The dashboards provide disproportionate impact data for student success at the course, departmental, division, and campus level. Faculty can view demographic patterns in certificate and degree awards. Then, when observing an achievement gap, analyze data course-by-course to identify disproportionate impact at the course level.



The figure above identifies overall disproportionate /African American students continue to show disproportionate impact. impact by race during the pandemic and post-pandemic period, from 2019-2020 to 2022-23. While Hispanic and Pacific Islander/Hawaiian Native populations have incidence of disproportionate impact they recover within a year. Data demonstrates disproportionate impact on the Black/African American population year-to-year.

COURSE SUCCESS	2019-20	2020-21	2021-22	2022-2023	Gain or Loss
Black/African American	57.3%	60.2%	58.5%	56.7%	-0.6%
Pacific Islander/Hawaiian Native	57.3%	58.4%	64.1%	66.0%	8.7%

Native American/Alaska Native	66.3%	64.2%	64.6%	67.2%	0.9%
Two or More Races	68.0%	66.8%	65.0%	69.8%	1.8%
Unknown/Not Reported	69.4%	76.2%	72.6%	69.9%	0.5%
Hispanic	70.7%	66.0%	65.5%	66.5%	-4.2%
White	79.3%	75.8%	70.4%	72.5%	-6.8%
Filipino	81.3%	80.4%	77.7%	78.4%	-2.9%
Asian	82.8%	83.1%	79.9%	81.8%	-1.0%

Data also shows that the Black/African American population had the second greatest overall decrease in student success, showing -6.4% decline over a four-year period. The white population, at -6.8%, showed the largest decline for the same period. The Pacific Islander/Native Hawaiian population show the greatest increase in student success.

SBVC’s Institution-set standards formula; one standard deviation under the 3-year average for the floor, and 1.5 standard deviation over the 3 year average for the stretch goal, was applied to disaggregated student success data.

	Black/African American	Pacific Islander/Hawaiian Native	Native American/Alaska Native	Two or More Races	Unknown/Not Reported	Hispanic	White	Filipino	Asian
ISS Floor	58.3%	57.2%	63.9%	65.1%	69.3%	64.5%	70.7%	77.9%	80.2%
ISS Stretch	60.9%	67.3%	66.7%	68.9%	77.8%	71.7%	81.9%	82.6%	84.6%
Actual	56.7%	66.0%	67.2%	69.8%	69.9%	66.5%	72.5%	78.4%	81.8%

The data shows that Black/African Student are below the floor. SBVC meets the floor in all other populations and exceeds the stretch goal for Native American/Alaskan Native and students of two or more races.

Additional Thoughts:

- Can we incorporate data from the last chair’s meeting? Looking specifically at disproportionately impacted groups but also at whether they had a guided pathway.
- Who is in the “unreported/unknown” group? What is the size of this population?

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

As discussed above as the student population approaches pre-Covid levels SBVC is closely observing composite Institution-Set Standards and Student Success Data trends to determine if data trends and anomalies can be attributed to the pandemic and post-pandemic years. When 2023-24 and 2024-35 data is collected and analyzed, observed trends will have a greater trust factor.

Initiate conversations with programs, specifically Psychiatric Technology, who are facing challenges with declining rates. Try to understand what barriers they face to maintain and grow the size of their program. This could include recent changes in faculty and the structure of the division.

All disaggregated data indicates disproportionate impact and low success rates for the Black/African American population. SBVC is not waiting for more post-pandemic data in this area, but is taking action now. Sections A and D of this report illustrate many current and future equity-minded steps SBVC is taking to improve teaching and improve student learning.

C. Reflections on Assessments of Student Learning

Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

1. Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?

Assessment of Outcomes is continuous with instructional and non-instructional areas gathering data every semester. The analysis of Student Learning Outcomes (SLOs), Program Level Outcomes (PLOs) and Service Area Outcomes (SAOs) takes place primarily during the Program Review Process. The Program Review process prior to Fall 2020 was known as Program Efficacy. Program Efficacy took place every six years and included a thorough analysis of Outcomes assessment.

The new Program Review process, ASPIRE, is an annual review, each year has a different area of emphasis. Outcomes Assessment Analysis occurs in year five of the ASPIRE process. The Program Review ASPIRE process was piloted during the 2022-2023 Academic Year, and the first full year of ASPIRE began Fall 2023. Although the Outcomes Assessment Analysis will not occur until Fall 2027, the ASPIRE process has been constructed to celebrate success. The TOASTS (Triumphs, Outcomes, Analysis, Spotlight, Training, Share) of ASPIRE invites departments to highlight its achievements.

One example of this is the Chemistry Department Year 1 ASPIRE report which was completed during the pilot. In the TOASTS section the department featured their recent outcome work.

“Outcomes: The department's recent focus on DEIA work has led to significant updates in the Chemistry curricula, which now includes diversity and equity-related topics, particularly in relation to the environment and healthcare. These improvements are expected to increase student interest, engagement, and success rates, while addressing inequities and fostering a more inclusive learning environment.”

Another example from the English Department FA23 Year 1 ASPIRE report speaks to their plans to include DEIA in Outcomes.

“The department has been making progress on its commitment to the student equity plan in the following ways: looking toward inclusion of texts that reflect the profile and needs of African-American students and removing texts that are biased; evaluated course objectives and SLOs...”

Periodically, the Accreditation and Outcomes Committee reviews and shares composite data for all SLOs assessed in an academic year.

SLO Composite Results	2021-2022	2022-2023	2023-2024
Course Level Outcomes Success	81%	81%	81%
Course Level Outcomes Success Online Courses	80%	80%	80%

Course Level Outcomes Success F22	81%	81%	81%
Data Dashboard			
Course Success & Completion Passing Grades	65.9%	66.8%	68.5%
Course Success & Completion In Person	64.5%	73.8%	71.9%
Course Success & Completion Online Asynchronous	72.3%	62.8%	66.2%

Upon review of the learning outcomes assessment results from Fall, 2021 through Fall, 2023, it was noted that Outcomes success is a constant 81%. The data was then disaggregated by modality to observe if there was variation. Nevertheless, success rates between modalities remained consistent.

To investigate further the Outcomes data was compared with the success and completion passing grades for courses, which are trending between 65-68%. There is a gap of +/- 15%. This gap gives us pause to question why this is occurring.

2. How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

Disaggregation has been limited by course-level reporting and data reports from the SLO Cloud is somewhat unyielding, and unrevealing. The majority of instructional departments would simply disaggregate by mode of delivery. There have been a few examples that go beyond modality. For example, the Culinary Arts department disaggregated SLO data which illustrated that students are less successful at the 200-course level, and the History department disaggregated by class time and class length.

Further, the SLOCloud had the ability for SAO data to be submitted but the reporting has not been initiated. Rather, SAO data is mostly an electronic process done through platforms such as: Starfish, ConexEd, Informer, Colleague, and SARS (depending on respective department's needs). Student services managers continue to maintain that data in their respective areas. Currently, data is disaggregated along student demographics through the Division of Research, Planning, and Institutional Effectiveness (RPIE).

Program Review's Program Efficacy process was placed on hiatus during the development of the new ASPIRE process. Thus, there are limited examples of how analysis of outcomes has impacted student learning and continuous quality improvement populations of students at this time.

This is both exciting and disheartening. Disheartening due to the SLOCloud constraining our ability to disaggregate data and determine equitable attainment of student learning.

The campus is excited because we are implementing the new META platform, which will be discussed in more detail in Question 3. META will capture the data we need in order to assess patterns and/or trends that will provide the changes that are necessary for equity, bridging attainment gaps, and student learning success.

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?

In response to the recommendations I.B.2 and II.B.2 of the Final Report dated February 2, 2021, an SAO writing workshop called “Designing and Drafting SAOs” was developed and facilitated by the Outcomes Faculty Lead and coordinated by the Vice-President of Student Services to assist service area personnel in writing and updating outcomes. Meetings with the Vice-President of Student Services were initiated in September 2023 and culminated in the SAO workshop on February 26, 2023. The goals of the workshop included building an ongoing relationship with departments that serve students, providing them with a voice and desire to own the outcomes they develop, as well as having at least one written outcome by the workshop completion. Fifteen departments participated in the workshop, and each completed an SAO. A secondary workshop on SAOs titled “Adjusting and Assessing SAOs for Continuous Improvement” is planned on March 18, 2024, to write a second SAO and review Meta for SAO Data Collection.

Student Services will create a standing report schedule for data necessary to assess SAOs in a timely manner.

The Student Equity Plan has as a part of it planning to Evaluate disaggregated data for English 101, 101/086, and 101/087 to address the impact of the corequisites on Black/African American students. The Student Equity Plan also intends for Guided Pathways data will be disaggregated for analysis.

SLOs/PLOs

- Faculty have been tasked with best practices that include placing SLOs on the first page of the syllabus.
- Division offices assemble CORs every semester and ensure that syllabus SLOs are aligned.

Shift in culture from past practice of course level SLO data to student level SLO data

CurriQunet Meta

- The forms used in Meta are designed for faculty and service area personnel ease and capture of critical data to better inform about patterns and trends. These are to be completed each semester.
- Idea: Include a reflection form in Meta that faculty and service area can complete after reviewing outcomes assessment and disaggregated data to assist in monitoring the results and develop future improvements and innovations in support of equitable student learning.

- It will be investigated on the ability to submit to Meta backlogged data on SAOs once the system is available to service personnel
- Meta will be used to gather data on both SLO and SAO assessments.
- Explore SLOs assessment results
- Faculty conversations to revisit student level reporting.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Provide a brief response to the question below. Suggested length for Section D is 2 pages.

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

As San Bernardino Valley College (SBVC) approaches its centennial celebration, the college is looking forward to the next 100 years. SBVC will have opportunities to grow instructional programs and student services to support the educational goals of our culturally diverse community of learners through the implementation of new services and systems, further cultivating existing opportunities, and leadership and campus growth. A number of these opportunities are discussed below.

There is a joint effort between SBVC, SBCCD, and Crafton Hills College to create and use a common application for both campuses. The common application will increase student ability to take courses at either campus without going through a separate registration process. Additionally, the District is implementing Self-Serve an Internet software system designed to provide students, faculty, administrators, and other members of an educational institution's learning community with "anytime, anywhere" access to information services.

SBVC will adopt new GE Patterns, known as CalGETC, by Fall 2025. CalGETC aims to reduce excess units, eliminate course repetitions at four-year universities, increase transfer rates, and improve coordination between California Community Colleges and four-year institutions. The transition to CalGETC will require significant efforts from faculty and staff, with the changes reflected in the 2025/2026 College Catalog.

SBVC has transitioned to using CurriQunet Meta for curriculum and is implementing Meta for outcomes assessment and Program Review. This system streamlines curriculum approval, ensures accurate outcomes assessment, and facilitates regular and effective reviews of Student Area Outcomes (SAOs) by Student Services. It also provides a cohesive space for the new ASPIRE Program Review Process.

SBVC, along with all other community colleges in California, is tasked with implementing a Common Course Numbering (CCN) system for all General Education (GE) required and transfer pathway courses. Faculty and staff will engage in extensive work during the transition to ensure these new course numbers are published in the Course Catalog, aiming to enhance the transfer process for students and support informed course decisions leading to degree completion.

SBVC will utilize Coursedog for scheduling (courses and events) and catalog development. This system aims to streamline the scheduling process and offer an innovative catalog, enhancing user experience for both faculty and students.

The campus is particularly excited about the completing of the new Applied Technology Building, in 2025. The existing technology building that was built in 1965 and long struggled to meet the needs of the campus' thriving CTE programs. A second Applied Technology Building will become a hub for allied health programs.

SBVC's application to develop a Bachelor of Arts degree in Water Resources Management has been approved by the California Community College's Chancellor's Office. Although currently on hold due to duplication questions from the Cal States, there is a possibility of continuing this degree soon, providing students with opportunities for advancement in Water Resources Management fields.

SBVC's Dual Enrollment program is poised for growth with partnerships agreements in place at with area high schools and charter schools. The 25% increase in dual enrollments has prompted the hiring of a Director of Dual Enrollment and Educational Partnerships to further grow the program.

<p>Colton Joint Unified School District Bloomington High School Colton High School Grand Terrace High School Slover Mountain High School Colton Adult School</p> <p>Rialto Unified School District Carter High School Eisenhower High School Rialto High School Rialto Adult School</p> <p>Mountain Communities Rim of the World High School Bear Valley Unified School District</p>	<p>San Bernardino Unified School District Arroyo High School Cajon High School Indian Springs High School Inland Career Education Center Pacific High School San Bernardino High School San Geronio High School SBCUSD Virtual Learning Academy San Andreas High School Sierra High School</p> <p>Charter Schools Springs Charter School PAL Charter Academy Options for Youth Charter School Norton Science & Language Academy Real Journey Academy</p>
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Dual Enrollments by District

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Charters	0	0	14	33	46	50
Colton JUSD	67	55	42	51	25	39
Rialto USD	57	55	29	51	25	39
San Bernardino USD	1448	1429	1128	1384	1349	1677
Total	1572	1539	1199	1486	1399	1755

SBVC is currently working on new K-12 program through California College and Access Pathways (CCAP) partnership with Bear Valley Unified School District

Aligned with Vision 2030 from the CCCCO, SBVC focuses on expanding noncredit offerings to better serve underserved students. The Office of Instruction submitted a resource request for a Director of Noncredit Programs to build the program and collaborate with the community.

Grow

The California Virtual Campus, OEI Initiatives, OER, and ZTC are underutilized. Although good efforts to implement these programs across campus have been made, the challenges presented by the pandemic slowed down full integration of these programs. A small task force has been convened to work on the ZTC Implementation and ZTC Acceleration Grants. Faculty leads are being identified to lead the process.

SBVC's Presidential search should conclude in Spring 2024, and the campus will welcome its 15th permanent President for the 2024-2025 school year. Guided by campus planning documents and collegial processes, the new president will rejuvenate campus culture and lead innovative change.

San Bernardino Valley College has strengthened its commitment to equity and social justice. Inclusion, Diversity, Equity, Anti-Racism, and Accessibility (IDEAA) is infused in the campus' Educational Master Plan, Strategic Initiatives, and Student Equity Plan. The Data Dashboards make student demographic data and disproportionate impact data readily available. A few departments are already closing equity gaps.