



Accreditation First Draft Forum

Standard I

2/6/14





San Bernardino Community College District

Resource Allocation and Utilization

Review, Analysis and Recommendations

Prepared by CBT Consultants

Michael Hill and Michael Brandy

January 2014



College Brain Trust

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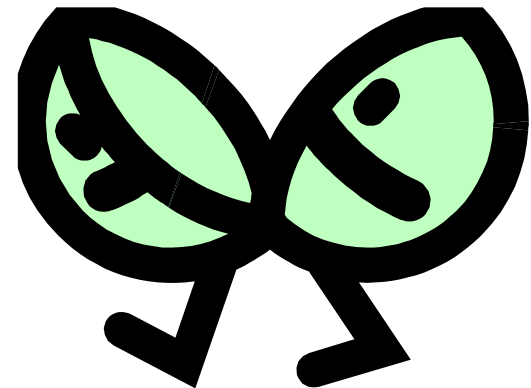
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Schedule Change

Standard 2 Forum
2/20/14 1:00 – 2:30

Standard 3 Forum
2/17/14 1:00 – 2:30

Standard 4 Forum: TBD



First Draft Forums

- Presentation of Findings & Evidence
 - How SBVC meets the Standard
- Further Exploration
 - Fresh Examples & Additional Evidence



Standard I

Staff, Faculty & Managers
working on Standard I

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Editing: Kathleen Rowley



Standard I: Institutional Mission and Effectiveness

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



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

- **Discussion about Mission Statement**
- **Assessing Institutional Effectiveness**

- **How SBVC Meets the Standard**
 - **Mission is reviewed annually** in College Council; Academic Senate; Classified Senate; Online Committee etc..
 - **Mission is tied** to all key planning processes (**Strategic Plan, EMP, Curriculum, Program Review**)
 - **R&P Office collects and evaluates data.** **Data** is used for discussion at the campus, division, department and committee level
- **What is the Evidence?**
 - Meeting Minutes
 - Campus Publication
 - Campus Climate Survey



**SBVC Mission: San Bernardino
Valley College provide quality
education and services that support
a diverse community of learners.**

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

- **Yes.** It was approved by the Board of Trustees on February 28



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

How was mission statement **developed**?

How is Mission **communicated**?

How is Mission **changed**

- **How SBVC meets the Standard**
 - **Created in 2007** through campus wide discussions and working with campus constituencies
 - Mission statement is in Catalog, Schedule of Classes, Publications, Coffee Cups, e-mail signatures, Program Efficacy
 - Mission **reviewed annually**. Committees can vote to open dialogue to revise the mission.
- **What is the Evidence?**
 - Catalog & Schedule of classes
 - Meeting Minutes
 - Sample publications



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

How effectively does the mission statement prompt **planning and decision making**?

To what extent is the mission statement **central** to the choices the college makes?

- **How SBVC meets the Standard**
 - **Mission is the foundation** for;
 - SBVC Strategic Plan,
 - SBVC Facilities
 - Master Plan
 - Mission included in **Program Review**
 - Basic Skills, Technology Committee and Professional Development Committee incorporate Mission

- **What is the Evidence?**
 - The planning documents
 - Program Efficacy documents



Standard IB: Improving Institutional Effectiveness

The institution demonstrates a **conscious effort** to **produce** and **support** student learning, **measures** that learning, **assesses** how well **learning** is occurring, and makes **changes** to **improve** student learning. The institution also organizes its key processes and allocates its **resources** to effectively support student learning. The institution **demonstrates** its effectiveness by providing 1) evidence of the **achievement** of student learning outcomes and 2) evidence of institutional and program performance. The institution uses ongoing and **systematic evaluation and planning** to refine its key processes and improve student learning.



I.B.1. The institution maintains an ongoing, collegial, self-reflective **dialogues** about the continuous improvement of student learning and institutional processes.

How has the college **structured** its dialogue?

Subject of dialogue?

Impact of dialogue on student learning?

- **How the College Meets the Standard**
- **Structured Dialogue**
 - Shared Governance/Committees
 - Division, Department & Management Meetings
 - Opening Day, Flex Days, Workshops, Events
- **What we talk about:** textbooks, reorganization, prioritization, assessment, prerequisites, smoking areas, student access & success and more
- **Impact on Student Learning:**
 - Student Success Summit recommendations to increase learning communities and paired classes
 - Academic Senate Textbook Study



I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively towards their achievement.

What **criteria** does the college use to determine its **priorities and set goals (institution-set standards)**?

- **How SBVC Meets the Standard**
 - Mission & Vision
 - Strategic Plan
 - Education Master Plan/EMP One-Sheets



- **Institution-Set Standards**
 - New this Accreditation Cycle
 - Establishing standards in progress
 - Incorporate with Strategic Plan



Standard I.B.2

Is there a **broad-based understanding** of the goals and the processes to implement them?

Is there an institutional **commitment** to achieve identified **goals**?

- **How SBVC Meets the Standard**
- **Broad-Based Understanding: *Not So Much***
 - Campus Climate Surveys indicate decreasing familiarity with and participation in campus planning processes and goals
 - Why? High turn over in upper management? Low response rate in Campus Climate Surveys? Poor Communication?
- **Commitment to goals is demonstrated through achievement**
 - Strategic Initiatives
 - Student Success
 - Basic Skills



Standard I.B.2: Goals

Implementation

Measurement

Achievement

Visible Progress

- **How SBVC Meets the Standard**
 - [Strategic Initiatives](#)
 - EMP One-Sheets
 - Program Efficacy
 - Progress Reports on committee plans

Table 1. Goal Themes Identified by Stakeholders and Resulting Initiatives ^[1]

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



I.B.3. The institution **assesses** progress toward achieving its stated goals and **makes decisions** regarding the improvement of institutional effectiveness in an **ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation**. Evaluation is based on analyses of both quantitative and qualitative data.

- **How SBVC Meets the Standard**



To what extent does the institution understand and participate in ongoing and integrated planning?

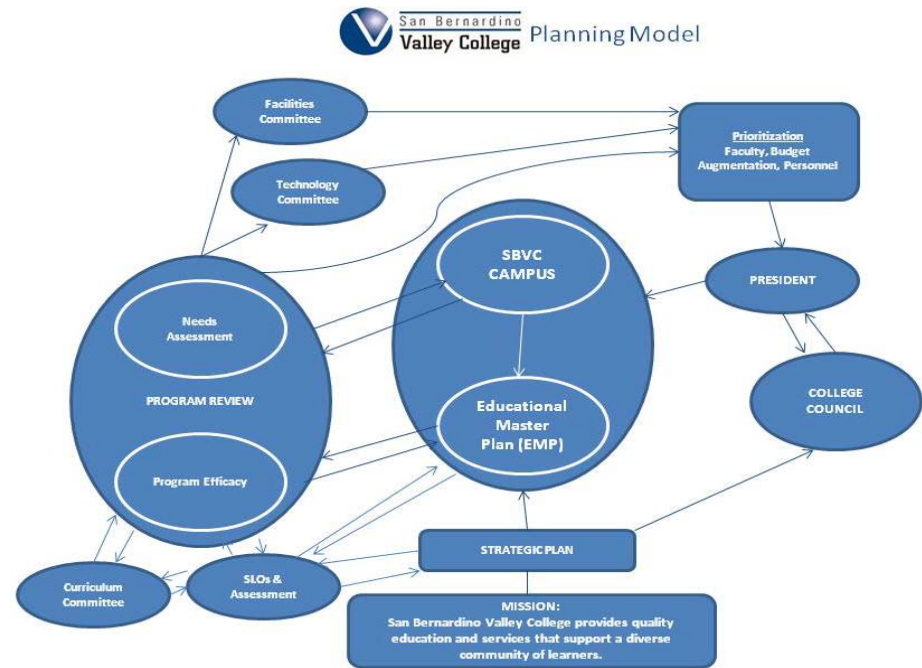
- **Evidence**
 - Campus Climate Surveys



- **How SBVC Meets the Standard**

Standard I.B.3

Does the college have a **planning process** in place? Is it **cyclical**? i.e., does it incorporate systematic evaluation of programs and services, improvement planning, implementation, and re-evaluation



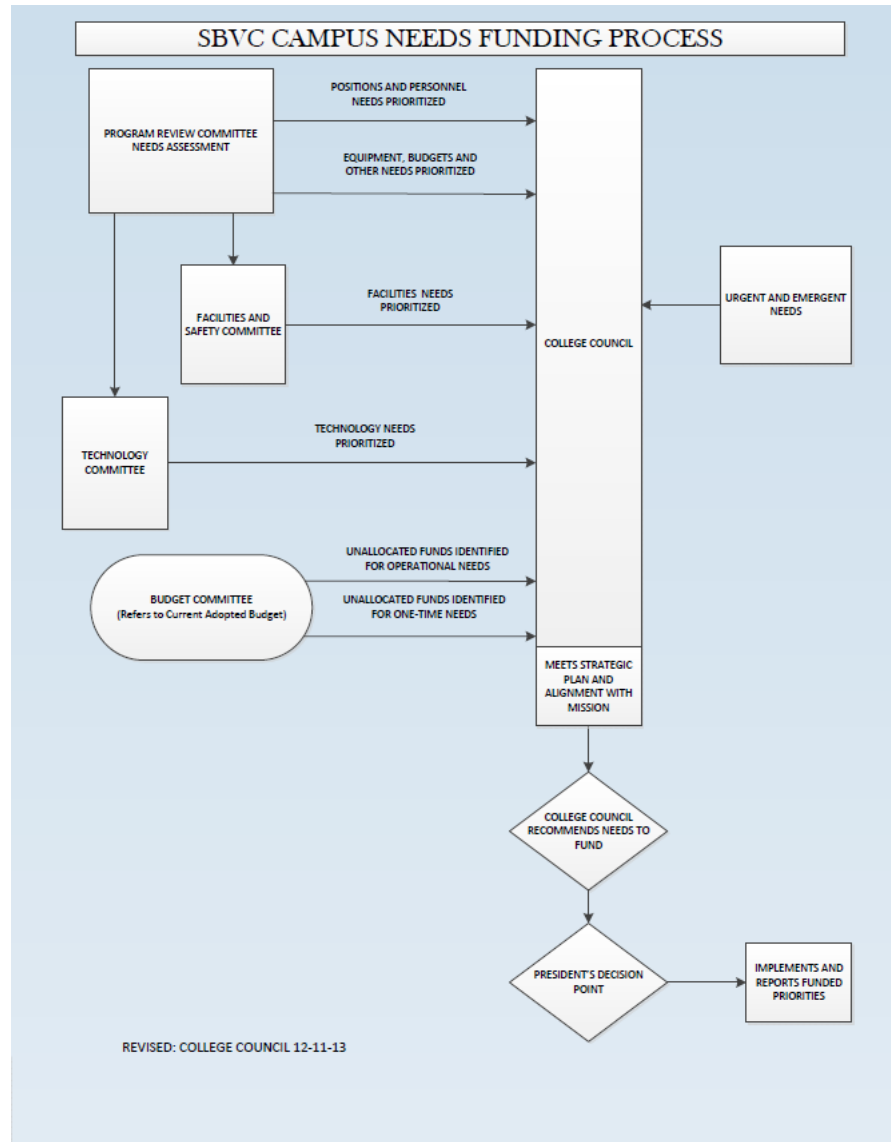
- Program Review: Annual, 2-Year & 4-Year Cycle
- Curriculum 2-Year & 6-Year Cycle
- Mission: Annual Review
- Planning Model Updated 2013



- **Funding Process**

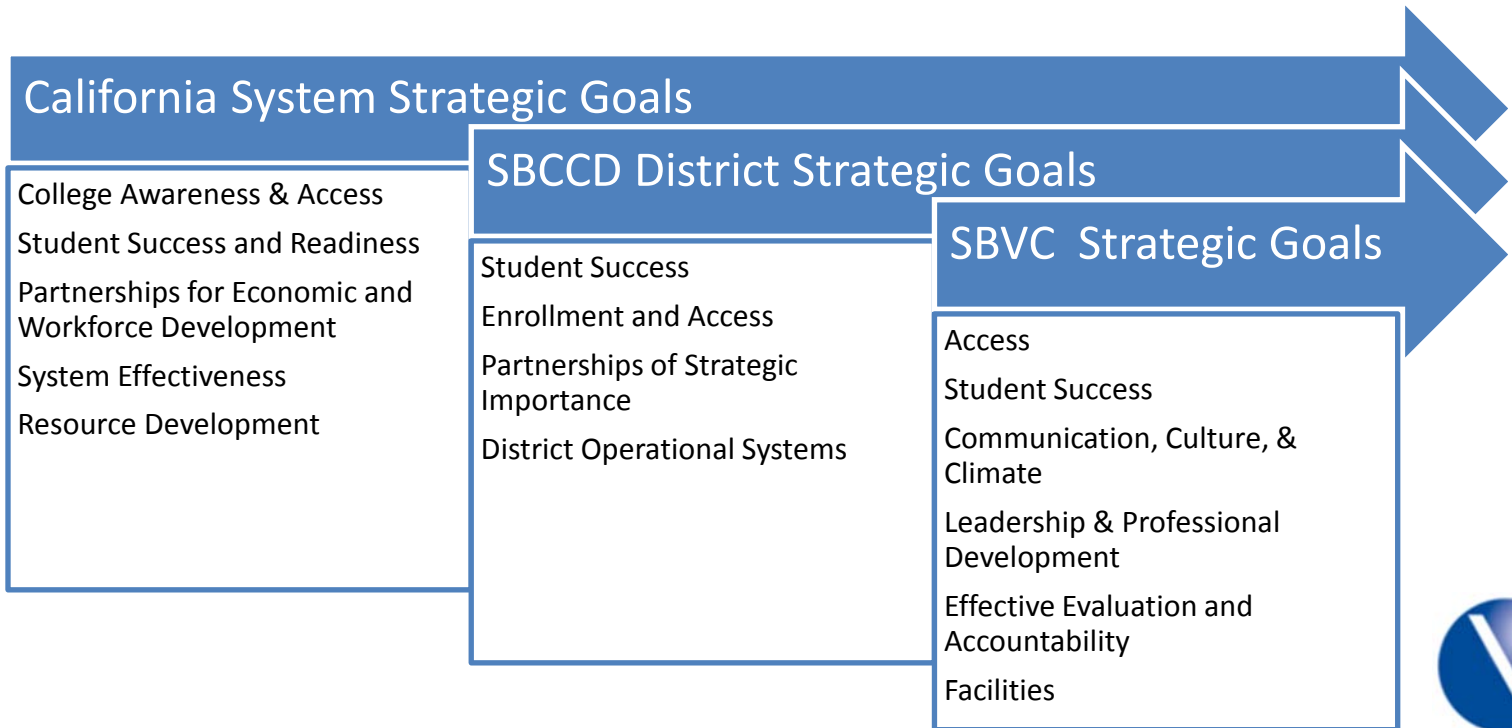
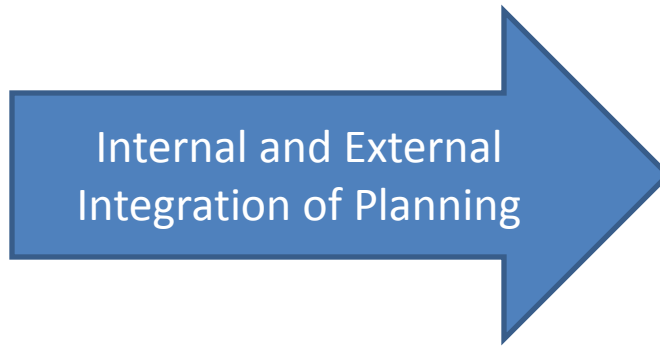
1.B.3

How does college **budgeting** of resources follow **planning**?



1.B.3

How is planning integrated?



- **How SBVC Meets the Standard**
 - Institution-set standards to be aligned with Strategic Initiatives

1.B.3

To what extent are institutional data and evidence available and used for planning? Are data analyzed and interpreted for easy understanding by the college community?

What data and/or evidence is used to communicate and analyze institution-set standards?

January 23, 2014 | STRATEGIC PLAN — DRAFT 3.5 — COLLEGE COUNCIL UPDATE |

Strategic Initiatives: We will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

(2)	(2) Student Success	Benchmark 12-13 year	Institution Set Standard	Annual Target	5-year Goal	Campus Plans and responsibility center
	Student Success					
2.1 Increase the percentage of students who succeed in basic skills courses						
2.1.1 Increase scorecard measure by 1% a year (see 2.1d)						
2.1.2 Provide more tutoring opportunities (SEP, MP, EP)						
2.1.3 Increase the number of students receiving tutoring (SARS sign-in count)						
2.2 Promote learning communities						(SEP, MP, EP)
2.2.1 Increase the number of students participating in learning communities						
2.3. Produce and present annual reports that assess student success (see initiative 5.7)						
2.4 Expand the use of the early alert systems						(SEP, MP, EP)
2.4.1 Fully implement SARS early alert system						
2.4.2 Increase the number of faculty who submit reports by 10% a year						
2.5 Improve performance on all -Scorecard measures			x			(SEP, MP, EP)
2.5.1 Completions			x			
2.5.2 Persistence			x			
2.5.3 30 units			x			
2.5.4 Remedial Math			x			
2.5.5 Remedial English			x			
2.5.6 Remedial ESL			x			
2.6 Increase individual student success measures						
2.6.1 Increase online success rates compared to traditional			x			
2.6.2 Increase the graduation rate (degrees and certificates)						
2.6.3 Increase the transfer rate					(SEP, MP, EP)	

Office of Research, Planning, and Institutional Effectiveness | SBVC Strategic Plan 3

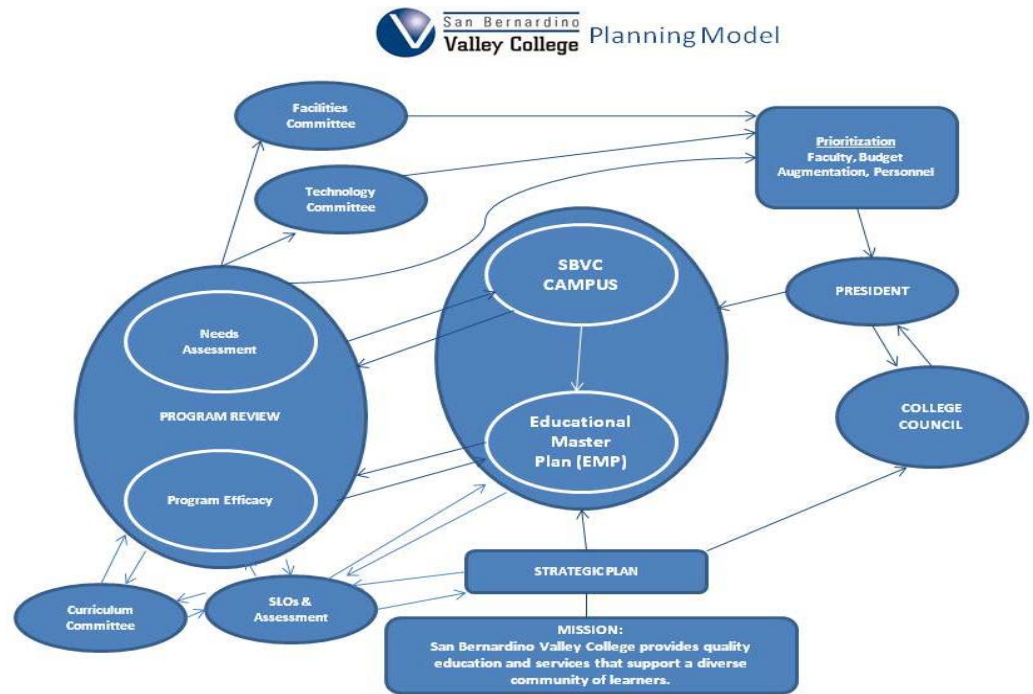


I.B.4. The institution provides **evidence** that the **planning** process is broad-based, offers **opportunities** for input by appropriate constituencies, **allocates necessary resources**, and leads to improvement on institutional effectiveness.

What mechanisms exist for participation in college planning?

How is broad involvement guaranteed?

- **How SBVC Meets the Standard**



Standard I.B.4

To what extent does the college allocate resources to fulfill its plans?

When **resources** to fulfill plans are **not available**, does the college identify and follow **strategies to increase** its capacity, i.e., seek **alternate** means for securing **resources**?

What changes have occurred as a result of implemented plans?

- **How SBVC Meets the Standard**
- SBVC manages **\$ 7,000,000.00** in Awarded Projects
 - Walmart
 - STEM/PASS GO
 - Advanced Technology Education Grant
 - CTE Grants
 - Student Mental Health Program
 - Basic Skills
- Student Success Center
- Supplemental Instruction
- Paired Courses
- Fast Track Math



I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

What assessment **data** does the college collect?

By what means does the college make **public its data** and analyses internally and externally?

How does the college **assess** whether it is effectively **communicating** information about institutional quality to the **public**?

- **How SBVC Meets the Standard**
- **Data Collection**
 - Scorecard
 - Datatel
 - EIS Data
 - SWOT Studies
 - Town Halls
 - Focus Groups
 - Campus Climate Surveys
- **Make Data Public**
 - Researcher's Website
 - Reports; Publications; e-mail newsletters
- **Assess/Public**
 - Advisory Groups
 - Telephone Survey (2006)
 - Follow Up Survey (Summer 2014)



I.B.6. The institution assures the **effectiveness** of its ongoing **planning** and resources allocation **processes** by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research effort.

What processes does the institution use to assess the effectiveness of its cycle of evaluation, integrated planning, resources allocation implementation, and re-evaluation?

How effective is the college planning process for fostering improvement?

- **How SBVC Meets the Standard**
- **Evaluation Processes**
 - Campus Climate Surveys
 - Committee Self-Review
 - Annual Reviews: Strategic Plan, Education Master Plan
 - New this Spring: Committee Member Surveys



I.B.6

How effective is the college planning process for fostering improvement?

BENCHMARK – A STANDARD BY WHICH SOMETHING CAN BE MEASURED	BASE LINE 07-08	08-09	09-10	10-11	11-12	ACTIVITIES
6.1.1. By Fall 2012, SBVC faculty will use classroom technological advancements in the learning environment.	*	70% of classes have access	90%	95% of classes have access to class-room tech-nology	<ul style="list-style-type: none"> • New faculty training • Regular faculty training • List of classroom technology needs prioritized for funding • Establish minimum technical aspect for each core competency in the classroom for use of technology 	<ul style="list-style-type: none"> • New buildings coming online with state of the art technology • All new classrooms should be smart • Training needs to continue, maintain consistency of tech in classrooms. The % of access does it measure use of classroom tech? Are we measuring what we are asking?)



I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Gathering evidence about program effectiveness?

How effectively do evaluation processes and results contribute to improvement in programs and services?

- **How SBVC Meets the Standard**
- Program Effectiveness
 - Educational Master Plan
 - Program Efficacy
 - Focus Groups
- **Improvement in Programs and Services**
 - Basic Skills Partnerships
 - Growth Positions: Anthropology, Political Science, Physics and Counseling
 - Supplemental Instruction
 - Revitalized Machine Technologies Program



What's Next for Standard 1?

Second Draft Review in April

- Based on First Draft
- Incorporating Feedback
- Written in 'One Voice'
- Edited





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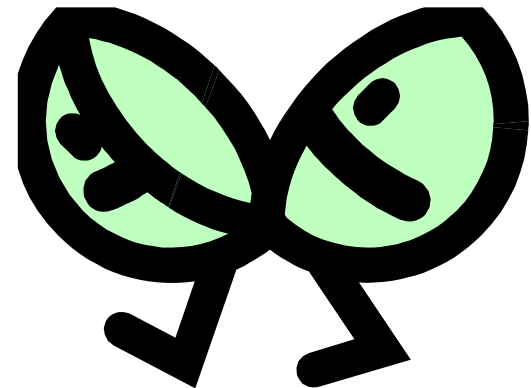
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Standard 4 Forum: TBD



Pre Prop. 30:

- Creating plans based on resources

- Reduced course offerings

- Hiring frost

Post Prop 30:

- Increased Course offerings

- Replacement Positions

- Growth Positions

- Needs Assessment items

Evidence

- Class Schedules and FTES

- Opening Day Fall 13: 10 Faculty & 2 Staff

- Opening Day Fall 14: 5 Faculty, 3 Staff, 4

- Administrators





Accreditation First Draft Forum

Standard II

2/20/14



First Draft Forums

- Presentation of Findings & Evidence
 - How SBVC meets the Standard
- Further Exploration
 - Fresh Examples & Additional Evidence



Standard II.A

Staff, Faculty & Managers
working on Standard II.A

- Algie Au
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Standard II.A. Instructional Programs

*The institution offers **high-quality instructional programs** in recognized and emerging fields of study that culminate in **identified student outcomes leading to degrees, certificates, employment, or transfer** to other higher education institutions or programs **consistent with its mission**. Instructional programs are **systematically assessed** in order to assure currency, **improve teaching and learning** strategies, and **achieve stated student learning outcomes**. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.*



II.A.1. *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

How does SBVC ensure that programs are:

- ***Tied to Mission***
- ***Ensure Quality***
- ***Assessed***
- ***Current***

- Content Review
 - Ensures integrity & currency of courses, certificates and degrees
- Program Review
 - Program efficacy assesses program for quality, ties to mission & currency
- SLO Process
 - Assesses and evaluates learning outcomes for courses and programs
- Articulation



II.A.1.a. *The institution **identifies** and seeks to meet the varied **educational needs** of its **students** through programs consistent with their educational preparation and the **diversity, demographics, and economy of its communities**. The institution **relies** upon **research and analysis** to identify student learning needs and to **assess progress** toward achieving stated learning outcomes.*

- Assessment of Students
 - Mandatory assessment for Math, English, Reading and ESL. Tests are validated.
- Program Planning
 - Assessment data used for schedule planning
- Research into SLO achievement
 - Core Competency Assessment, Fall 2013
 - Program mapping workshops, Spring 2014
 - Ongoing Course Assessment



II.A.1.b. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Delivery Methods are

- Appropriate
- Effective
- Evaluated
- Discussed

- Online Program Committee
 - Reviews and discusses campus policies regarding delivery methods
- Content Review
 - Reviews appropriateness of delivery methods
 - Courses approved for DE require additional review
- EMP One-Sheets and Program Efficacy include data on online enrollment
- SLOs & DE: In progress new data collection for SLO Assessments can be sorted to compare SLO results for DE and F2F
- Campus dialogue on



II.A.1.c. *The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Outcomes	Identified	ACCJC Expectation	Assessment	ACCJC Expectation	Plans & Updates
Courses	98%	95%	71%	75%	Collection of assessment data will increase ongoing assessment: Fall 2013 76% of Courses Assessed.
Programs (Degrees & Certificates)	98%	95%	2.9%	85%	Series of workshops to assess & evaluate programs using curriculum maps.
Institutional	100%	100%	100%	75%	Course to CC mapping reflects gathering assessment data. CCs were evaluated Fall 2013



SPRING 2013: LEARNING OUTCOMES IDENTIFIED & ASSESS and ACCJC EXPECTATIONS

II.A.1.c. The institution *identifies student learning outcomes* for courses programs, certificates, and degrees; *assesses student achievement of those outcomes*; and uses assessment results to *make improvements*.

- Who creates Learning Outcomes and Assessment?
- What dialogue takes place?
- Used for improvement

Create and Assess

- Faculty, as content experts, write and develop assessment methodology for course and programs SLO
- Institutional Core Competencies were developed in 2007 using collegial processes
- Accreditation and SLO Committee hosted a workshop for faculty, staff and administrators to evaluate Core Competencies

Dialogue

- Department and Division meetings
- During 3-Year evaluations for courses
- Flex & In-service day activities
- Academic Senate

Used for Improvement?

- Need Examples



II.A.2. *The institution assures the **quality and improvement** of all **instructional courses** and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, **regardless of type of credit awarded, delivery mode, or location.***

- Criteria for offering
- Ensure High Quality
- Establishing & Evaluating

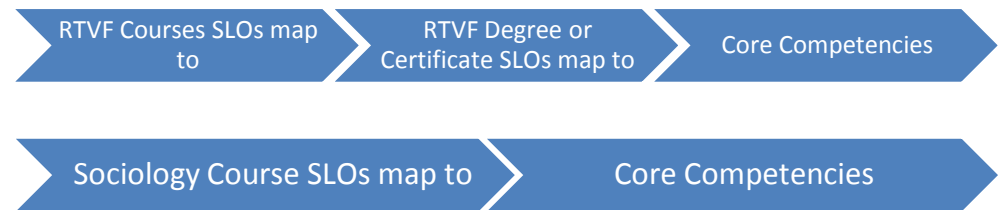
- Demographic and economic data from Office of Research, Planning and Institutional Effectiveness
- Matriculation Data
- Community Advisory Groups
- Articulation with UCs/CSUs
- Program Discontinuance Process
- Curriculum: Content Review
- Program Efficacy
- Learning Outcomes Processes



II.B.2.b. *The institution **relies on faculty expertise** and the assistance of **advisory committees** when appropriate to **identify competency levels and measurable student learning outcomes** for courses, certificates, programs including general and vocational education, and degrees. The institution **regularly assesses** student progress towards achieving those outcomes.*

- Role of faculty
- Relationship between SLOS for courses, programs & institution

- Content Review, SLO, & Program Review Processes are faculty driven
- District/CTA Memorandum of Understanding regarding SLO assessment



- Assessment of SLO achievement at each level
 - Courses & Core Competencies are on track. Programs, not so much...
- Do students have a clear path to achieving SLOS required of a course, program, certificate or degree?



II.A.2.c. *High-quality instruction and **appropriate breadth, depth, rigor, sequencing, time to completion,** and synthesis of learning characterize all programs.*

- Evidence
- Dialogue
- Criteria
- Faculty Role

- Content Review
- Articulation to UCs/CSUs
- Dialogue
 - Professional Development
 - Basic Skills
 - Supplemental Instruction
- Faculty Role: Faculty driven processes



II.A.2.d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Looking for more information/examples

How does the College

- Assess student Learning Styles
- Determine delivery modes appropriate for students?
- Match teaching methodologies to student's learning styles
- Evaluate effectiveness of DE delivery

How does the Faculty

- Assess student Learning Styles
- Determine delivery modes appropriate for students?
- Match teaching methodologies to student's learning styles
- Evaluate effectiveness of DE delivery



II.A.2.e. *The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

II.A.2.f. *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*



Standard II B

