

EXTERNAL EVALUATION REPORT

San Bernardino Valley College

701 S. Mt. Vernon Avenue
San Bernardino, CA 92410

A Confidential Report Prepared for the Accrediting Commission for Community and Junior
Colleges

This report represents the findings of the External Evaluation Team that visited
San Bernardino Valley College
(September 28–October 2, 2014)

Dr. Yasmin Delahoussaye, External Evaluation Team Chair

NOTE: This page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE: January 9, 2015

INSTITUTION: San Bernardino Valley College

TEAM REPORT: COMPREHENSIVE EVALUATION REPORT

This report represents the findings of the External Evaluation Team that visited San Bernardino Valley College, September 29 – October 2, 2014

SUBJECT: COMMISSION REVISIONS TO THE TEAM REPORT

The comprehensive External Evaluation Report (Team Report) for San Bernardino Valley College provides details of the team’s findings with regard to the College’s and District’s policies, procedures, and practices and deficiencies in those policies, procedures and practices which the team concluded led to noncompliance with Accreditation Standards. The Team Report should be read carefully and used to understand the team’s findings. Upon a review of the Team Report sent to the College, the Institutional Self-Evaluation Report, and supplemental information submitted by the College, the following changes or corrections are noted for the Team Report:¹

1. The Commission found that the deficiencies leading to noncompliance noted in 2008 and 2009 were resolved. While human resources, resource allocation, and student learning outcomes were the subjects of previous recommendations, the issues related to noncompliance were different from the issues found by the 2014 team.
2. References to prior Commission recommendations are removed from the following 2014 recommendations and citations of noncompliance:
 - District Recommendation 2
 - District Recommendation 3

The College will not be required to address previous recommendations from before 2014 as it addresses and responds to the 2014 recommendations.

¹ The team chair has concurred with the changes.

**San Bernardino Valley College
External Evaluation Visit Team Roster**

Monday, September 29-Thursday, October 2, 2014

Dr. Yasmin Delahoussaye
President Emeritus
Los Angeles Southwest College (Chair)

Ms. Carol Castle
Academic Officer/ALO
MTI College

Dr. Ryan Cornner
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Ms. Micca Gray
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Ms. Kuldeep Kaur
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Ms. KC Boylan
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Butte College

Dr. Craig Hayward
Director of Planning, Research & Accreditation
Irvine Valley College

Dr. Robert Snowden
Professor, Radio and Digital Media
Consumnes River College

Dr. Keith Snow-Flamer
Vice President, Instruction & Student Development
College of the Redwoods

SUMMARY OF THE EVALUATION REPORT

INSTITUTION: San Bernardino Valley College

DATE OF VISIT: September 29, 2014 through October 2, 2014

TEAM CHAIR: Yasmin Delahoussaye, Ed.D.
President Emeritus, Los Angeles Southwest College

SUMMARY

A team of educational professionals visited San Bernardino Valley College (SBVC) from September 29, 2014 through October 2, 2014 to conduct a comprehensive evaluation for reaffirmation of accreditation based on Accreditation Standards, Commission Policies and Eligibility Requirements provided by The Accrediting Commission for Community and Junior Colleges (ACCJC). At the conclusion of the visit, the team submitted a confidential recommendation to the ACCJC.

In preparation for the visit, the team chair attended a Team Chair Workshop conducted by Dr. Barbara Beno, ACCJC President, on July 17, 2014. The entire team attended a training conducted by ACCJC Vice Presidents Jack Pond and Dr. Susan Clifford, on September 11, 2014. The team was trained on methods for conducting an effective evaluation, compliance with Commission Standards and Policies, and the latest application of United States Department of Education Regulations and Guidelines.

The team followed an approach that utilized the expertise of team members and allowed for a collaborative effort to validate the Self Evaluation and the College's compliance with the Eligibility Requirements and Standards. In preparation for the evaluation visit, the team members read the College Self Evaluation Report and evaluated the linked evidence provided by the College.

In addition, the team reviewed the 2009 Self Study, previous Follow-Up and Mid-term Reports submitted to the Commission, and all annual reports required by the Commission. Team members provided general observations on the quality of the report and its supporting evidence, as well as areas that were in need of further investigation or additional supporting evidence. Based on this initial analysis and the experience of each team member, the chair assigned specific standards for detailed review.

Each team member provided a detailed analysis of the compliance with the standards to which he or she was assigned and requested campus interviews and follow-up evidence to validate the analysis. Based on the preliminary work of the team, the site visit was planned to include visits with District and College administrators, and College faculty, staff, librarians, counselors and students. In addition, the team hosted two open forums, and observed meetings of campus governance committees.

The Self Evaluation contained all required elements, but the team noted that the narrative was not reflective of all the positive activities occurring on campus and that some of the evidence was missing. However, the College was exceedingly responsive to requests for additional evidence and was able to provide all information requested by the team in a

timeframe that was beyond expectations.

Throughout the pre-visit planning, the College was diligent in responding to the needs of the team and ensuring that all requested meetings were scheduled. The College provided team rooms at the hotel and on campus that were equipped with all necessary technology and requested supplies and evidence. The campus was an exemplary host for the team and every effort was made to make the team feel welcomed and to embrace the evaluation process.

The team noted that interviews with all segments of the campus indicated a comprehensive planning and resource allocation process that was not clear in the written Self Evaluation. In the future, the College should strive to develop a narrative indicative of the exceptional work occurring on campus. This will assist future teams in more fully understanding the College prior to arriving on campus and in assessing College compliance with the Standards.

During the visit, team members were provided with a tour of the campus, including the SBVC Middle College High School. The team was impressed with the fact that the high school has achieved a 100 percent graduation rate, has the highest Academic Performance Index score of any high school in San Bernardino County and was recently named by U.S. News and World Report as one of the best high schools in the United States. Launched in 2001, by Interim College President Dr. Gloria Fisher, students can earn a two-year degree or at least 30 to 60 transferable units in a period of three years. The Middle College High School has been so successful that other high schools have approached the College about replicating it on their campuses. Equally impressive is the fact that the Middle College High School serves a community where 70 percent of the residents live at, or below, the federal poverty line.

Over the course of the four-day visit, team members met with 75 faculty, staff, administrators, students, members of the Board of Trustees, the Chancellor, and members of the District Office staff; visited a variety of classrooms (Philosophy 101, History 101, and English 015) and campus facilities; observed six distance education classes (Sociology 101, English 101, Spanish 101, Health 101, Religion 150 and Philosophy 101); and conducted several drop-in meetings that allowed anyone on campus to meet individually with a team member. Daily briefings were also held throughout the visit with the College President.

Overall, the visiting team found a College where the entire community (both on and off campus) has great institutional pride. One community member described the College as a "jewel" in the community. Another described it as "well kept and attractive" due to the passage of two general obligation bonds that the community supported.

In addition to the Evaluation Team assigned to the College, the Accrediting Commission for Community and Junior Colleges adopted a practice for multi-college districts or systems to ensure that observations, findings, and recommendations pertaining to the district or system are consistent in the reports for all institutions of the district. Accordingly, a team chair was appointed to coordinate the San Bernardino Community College District Office visit. The members of the District Team were composed of two representatives from the Crafton Hills College team and three from the San Bernardino Valley College team.

The District Team conducted face-to-face meetings with two members of the Board of Trustees and all District administrators, with the exception of one administrator. The meeting with the Associate Vice Chancellor of Technology and Educational Support Services was conducted by telephone because he was at an out-of-state conference. The team also reviewed a number of documents requested as evidence both before and during the visit.

Through its analysis of the Self Evaluation Report, supported by extensive interviews, observations, and a review of documents, the team identified one College recommendation to meet the Standards, and four to improve institutional effectiveness. Meanwhile, the District team identified three District recommendations to meet the Standards, and one to improve institutional effectiveness.

RECOMMENDATIONS FOR SAN BERNARDINO VALLEY COLLEGE

COLLEGE RECOMMENDATIONS TO RESOLVE DEFICIENCY

College Recommendation 1: In order to meet Standards, the team recommends that all program student learning outcomes be assessed on a regular basis as part of a sustainable cycle of continuous quality improvement. (I.B.1, II.A.2.f)

COLLEGE RECOMMENDATIONS TO IMPROVE

College Recommendation 2: In order to improve effectiveness, the team recommends that dialogue about the results of the evaluation and measurement of strategic goals and objectives be increased so that the outcomes of College efforts to improve can be used to make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (I.B.2, I.B.3, I.B.7)

College Recommendation 3: In order to improve effectiveness, the team recommends that the College document how it is assessing its planning and evaluation mechanisms for use in a systematic review of their effectiveness in improving instructional programs, student support services, library services, and other learning support services. (I.B.6, I.B.7)

College Recommendation 4: To improve effectiveness, the team recommends that the College review the financial aid department processes and make any changes deemed necessary to support student success through the timely processing of student aid packages. (II.B.1.)

College Recommendation 5: To improve effectiveness, the team recommends the College develop a formal centralized student complaint process, communicate this process to the College community through the catalog, and develop procedure to determine any trends in complaints that need to be addressed for institutional improvement. (II.B.2.c, II.B.3.a, II.B.4)

DISTRICT RECOMMENDATIONS TO RESOLVE DEFICIENCY

District Recommendation 1: In order to meet Standards, the team recommends that the Board of Trustees examine its role in the development of policies and ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees should take steps to ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)

District Recommendation 2: In order to meet Standards, the team recommends that the Board of Trustees, and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing significant issues to improve the effectiveness of district human resources services that support the colleges in their missions and functions. These issues include:

- Reliable data from the Human Resources Department to support position control and other human resources functions;
- Timeliness of employee evaluations;
- Responsiveness and improved timelines for employee hiring;
- Consistent policy interpretation and guidance; and
- Completing the faculty evaluation instrument that was agreed would include work on Student Learning Outcomes

(Prior Commission Recommendation #1 from 2009, Prior 2008 Recommendation - IV.B.3.b, III.A, III.A.1, III.A.1.b, III.A.1.c, III.A.6, IV.B.3.b)

District Recommendation 3: In order to meet Standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide program and financial plans, broadly communicated to the colleges. (San Bernardino Valley College 2009 Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)

DISTRICT RECOMMENDATIONS TO IMPROVE

District Recommendation 4: In order to improve effectiveness, the team recommends that the District develop a local Board orientation program to ensure that all members of the Board are adequately prepared to provide leadership appropriate to their role as board members. (Standard IV.B.1.f)

INTRODUCTION

San Bernardino Valley College (SBVC) is one of two Colleges in the San Bernardino Community College District and serves most of San Bernardino County and a small portion of Riverside County. A comprehensive community college, SBVC first opened its doors eighty-seven years ago in 1926. SBVC presently offers 74 certificate programs and 66 degree programs. SBVC also maintains a diverse and comprehensive vocational program to meet the needs of the local and regional economy. The College offers transfer programs that include 13 Associate in Art for Transfer (AA-T) and Associate in Science for Transfer (AA-S) degrees that guarantee admission into the four-year California State University system.

SBVC serves over 12,000 credit students representing a diverse and predominately Hispanic student population. The ethnic breakdown of the campus in fall 2013 was 62 percent Hispanic, 15 percent White, 14 percent African-American, and 4 percent Asian. Nearly three-quarters of the student body seek to complete a two-year degree and/or transfer to a four-year university. The College confers approximately 800 degrees and 400 certificates and sees over 600 students transfer annually. SBVC continually strives to meet the needs of its community and has off-campus classes at Big Bear High School to accommodate residents living in a remote location that is 24 miles from the campus.

As a result of the comprehensive accreditation visit in October 2008, SBVC was reaffirmed with a requirement that the College submit a Follow-Up Report in October 2010 and file a Mid-Term Report in October 2011. After reviewing these two reports, the Commission sent an action letter in January 2012 indicating that all recommendations and self-identified plans had been addressed. The College submitted a distance education substantive change proposal in March 2012. SBVC received a response letter from the Commission commending the College for "providing a well written document for review that included all of the required elements for evaluating the distance education programs."

COMMENDATIONS FOR SAN BERNARDINO VALLEY COLLEGE

The members of the visiting team commend San Bernardino Valley College for their sincere appreciation of the accreditation process and warm welcome. The team identified several noteworthy accomplishments and makes the following commendations:

COMMENDATIONS

1. The team commends SBVC on the success of the Middle College High School program and facilities, and recognizes the role of the Interim College President and High School Principal in creating a unique and supportive learning environment for economically challenged students. The program is forward thinking, student-centered, and has experienced high levels of student success, earning it national recognition.
2. The team would like to commend the Vice President of Instruction for her contribution to the College as a truly exceptional leader. Her commitment to excellence and her love and passion for students are seen in her attention to detail, her responsiveness to requests, and her willingness to go above and beyond in order to help ensure that those around her succeed.

3. The Online Program Committee is to be commended for its website, which is a model for Distance Education programs, and for its Online Learning Plan, which effectively guides the growth of online and hybrid offerings at SBVC.
4. The team commends the Professional Development Committee for its commitment to providing and promoting professional growth opportunities for all college groups, and for continuing to do so in an environment of limited resources.
5. The Valley-Bound Commitment program is to be commended for its award-winning approach to helping first year students achieve greater levels of success by removing economic barriers through providing free enrollment fees and textbooks; providing critical guidance and support; and working collaboratively with the local community to empower the achievement of students' educational and career goals.

EVALUATION OF INSTITUTIONAL RESPONSES TO PREVIOUS RECOMMENDATIONS

COLLEGE RECOMMENDATIONS

Recommendation 1: Educational Master Plan

The team recommends that the college enhance its strategic plan with a focused educational master plan that encompasses program review and the elements of instructional, student services, technology and facilities planning. (Standards I.B. 1-7; Standard II.A.2; Standard II.B.4; Standard III.C.2; Standard III.D.1, 2,3)

The College has addressed this recommendation and has met the standard. Progress has been made on this recommendation; however the team felt that continued work on deeper integration is needed for the College to reap the full benefit of being mission-focused.

The College has developed an Educational Master Plan (EMP) that describes the College's mission, relevant external and internal data, and each program and department at the College. A major purpose of the EMP is to provide a point of integration for the College's Strategic Plan, Facilities Master Plan, Technology Plan, and Program Review. Technology integration is mostly one-way, with the Technology Needs identified in the EMP being addressed in the Strategic Technology Plan, which was developed later. Integration with the Facilities Master Plan and the Strategic Plan could be stronger.

The College's mission, vision and values are provided in the early pages of the document, but they are rarely referenced in the EMP one sheets or elsewhere in the document, indicating a lack of true mission focus. The EMP one-sheets are otherwise admirable and represent a good integration of program review with educational planning. Though there is not a strong emergent sense of an overall educational direction or theme, simply seeing all the programs together in a similar, concise format is powerful and helpful.

Recommendation 2: Publish Documents in Alternative Languages

In order to improve, the team recommends that the college assess the need to publish its most important documents (e.g. catalog, schedules, etc.) in the major languages of the communities it serves. (Standard II.B.2)

The College has addressed this recommendation and meets the standard. The institution exceeds the recommendation, which only requires that the institution “assess the need to publish.” The response indicates that the President, after consulting with faculty and administrators “made decisions regarding which documents should be translated.” Additionally, the College webpage includes a translation option that makes most of the content accessible in a variety of languages.

Recommendation 3: Develop a Plan for Appropriate Assessment Instruments

In order to meet the standards, the team recommends that appropriate assessment instruments be developed to enhance student access, and student success. The issue of the effective delivery and overall efficacy of assessment appears most problematic with regard to off-site locations and distance education. (Standard II.B.3.e)

The College has addressed this recommendation in that it adopted an appropriate assessment instrument in the areas of English, math, reading, and English as a second language. The availability of Accuplacer via the Internet addresses the issue of support for assessment testing at the Big Bear site.

Recommendation 4: Record Retrieval and Destruction

To meet the standards, the team recommends that the college establish a procedure for the storing, retrieval and destruction of records in all offices. (Standard IIB3.b, f)

The College has addressed this recommendation and meets the standard. The Board of Trustees approved an Administrative Procedure (AP) dealing with record retrieval and destruction. The team found that there is no approval vote in the Board minutes dated February 12, 2009, but AP3310 does appear in the District Policies/Procedures posted on the District website.

Recommendation 5: Student Learning Outcomes as Component of Evaluations

In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

The College has addressed this recommendation. A memorandum of understanding dated January 2013, between the District and the faculty bargaining unit, allows for the inclusion of the development and assessment of students learning outcomes as a component of the evaluation process. SBVC has incorporated a self-reflection statement in all faculty evaluations. However, the College is still waiting for the District Human Resource Department to revise the faculty evaluation instrument. For this reason, the inclusion of

student learning outcomes in faculty evaluations has not yet been implemented but is needed in order for the College to fully meet this standard.

Recommendation 6: District-level Program Review, Strategic Plan, and Human Resources Plan

In order to meet the standards, the team recommends that the board of trustees and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following areas; namely:

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a program review model. (Standard IV.B.3.a, b)*
- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*
- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 4, 5, 6, IV.B.3.b, III.C.1.a, c, II.C.2)*
- *The development of a long range human resources plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards II.A.1.b, c, III.A.6)*

The College has addressed this recommendation. Under Board Imperatives and Planning Documents, the Board and Chancellor—in consultation with the leadership of the Colleges—developed multiple planning documents to provide a framework for District Program Review, a Strategic Plan, Technology Plan, and Human Resources Plan. However, given the deficiencies noted by the 2014 team regarding the staffing plans and human resources operations, and given the notation that the technology plan is essentially a one-way document, additional work will be needed for the College to fully benefit from its integrated planning structure and process.

All District services are evaluated using the program review process. District operations satisfaction surveys are administered to all employees of the District and gather qualitative and quantitative feedback on District services. Survey results are available on the District program website along program review unit plans.

The SBCCD Strategic Planning Committee was formed in October of 2009. The committee is composed of faculty, administrators, classified staff, and student representatives from the Colleges and District units. The committee developed and later revised the structure of the Strategic Plan, which is now composed of six strategic directions and twelve strategic goals. The plan incorporates the District Board Imperatives: Institutional Effectiveness; Learning-Centered Institution for Student Access, Retention and Success; Resource Management for

Efficiency, Effectiveness and Excellence; and Enhanced and Informed Governance and Leadership.

The plan is aligned with College educational master plans and serves as a guide for planning at the College level. A full evaluation of the plan is said to occur every three years, starting fall 2014, but this was not in place to be validated by the team. Monitoring of progress occurs through quarterly updates from key point persons or groups and annual progress reports.

Commission Recommendation 1: Resource Allocation Model

The district's resource allocation process needs to be clarified and communicated to both colleges within the district.

There has been progress made on this recommendation, but the College does not as yet meet the standard. There remain issues with lack of clarity and communication regarding the process. This lack of clarity is further described in the findings and evidence in Standard III.D. Financial Resources.

ELIGIBILITY REQUIREMENTS

1. **AUTHORITY**

The evaluation team confirmed that San Bernardino Valley College is a public, two-year community College operating under the authority of the California Department of Education and the Board of Governors of the California Community Colleges. Locally, the College operates under the purview of the elected Board of Trustees for the San Bernardino Community College District. San Bernardino Valley College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

2. **MISSION**

The evaluation team confirmed that San Bernardino Valley College has a mission that is appropriate to a two-year degree granting institution of higher education and addresses the unique constituency that the College serves. The mission is widely disseminated and found on all significant College documents with the exception of the updated Facilities Master Plan which still contains the previous version of the College mission statement. The current mission was approved by the San Bernardino Community College Board of Trustees in 2007, following a comprehensive review process and is reviewed on an annual basis. The College's vision statement, which is also widely disseminated, defines the commitment that the College has to student learning.

3. **GOVERNING BOARD**

The evaluation team confirmed that the San Bernardino Community College District is governed by a seven-member Board of Trustees elected at large from the San Bernardino Community College District service area. Board members do not have personal financial interest in the institutions and govern on behalf of the citizens of the San Bernardino Community College District, under the authority granted by California

State Education Code. There are set policies regarding conflicts of interests and the ethical behaviors of Trustees.

The Board's powers and duties are focused on the development of District policy, and include adopting the District annual budget, acquiring property, approving employment and dismissal of academic and classified employees, approving contracts, hearing employee grievances, and listening to comments from the public.

4. CHIEF EXECUTIVE OFFICER

The evaluation team confirmed that the San Bernardino Community College District employs a Chancellor who serves as the chief executive officer for the District. The Chancellor is appointed by the San Bernardino Community College District Board of Trustees, and has primary responsibility for the management of all programs and services at the District. The San Bernardino Community College District Board of Trustees also appoints a President for San Bernardino Valley College, who serves as the chief executive officer for the College. The President is responsible for the management of all programs and services at the College. The District defines and differentiates the roles and responsibilities of the Chancellor and President.

5. ADMINISTRATIVE CAPACITY

The evaluation team confirmed that the College has sufficient administrative staff with appropriate preparation and experience to operate the College. However, the team identified a high turnover rate of College Presidents. San Bernardino Valley College has had four College Presidents in the last two years. Three of the four have been interim presidents.

6. OPERATIONAL STATUS

The evaluation team confirmed that San Bernardino Valley College is operational and actively serves over 12,000 students seeking degree and certificate completions.

7. DEGREES

The evaluation team confirmed that San Bernardino Valley College offers 66 degree programs, and 74 certificates. Nearly fifty percent of students have a declared intent to complete a degree program.

8. EDUCATIONAL PROGRAMS

The evaluation team confirmed that San Bernardino Valley College offers degree programs that are aligned with its mission and that fields of study are generally recognized in institutions of higher education. These programs are sufficient in content, length, quality, and rigor and culminate in identified student outcomes. The College reviews curriculum to ensure that programs align with community and business needs and that they are appropriate quality, rigor, and lengths to satisfy stated outcomes.

9. ACADEMIC CREDIT

The evaluation team confirmed that San Bernardino Valley College awards academic credit based on generally accepted practices in higher education institutions and as identified in California Education Code. Credit courses are approved through the California State Chancellor's Office in accordance with defined laws and regulations. Information on academic credit is provided in the College catalog.

10. STUDENT LEARNING AND ACHIEVEMENT

The evaluation team confirmed that San Bernardino Valley College has defined institutional learning outcomes (Core Competencies) that represent the expected learning outcomes for academic programs offered by the College. There is a regular cycle of evaluation defined for learning outcomes at the course, program and institutional level. The College has multiple methods to assess achievement of outcomes in courses and programs. While the College is actively engaged in assessment at the course level, only twenty-two percent of all programs are in the process of being evaluated.

11. GENERAL EDUCATION

The evaluation team confirmed that San Bernardino Valley College incorporates sufficient general education to ensure breadth of knowledge and promote competency in writing, computational skills and other major areas of knowledge. All General Education components are aligned with institutional core competencies, which describe the intended learning outcomes for completion of General Education and all degree programs. The College has mechanisms in place to ensure appropriate levels of rigor and quality consistent with institutions of higher education.

12. ACADEMIC FREEDOM

The evaluation team confirmed that San Bernardino Valley College maintains an environment that allows faculty and students free pursuit of knowledge consistent with institutions of higher education. This environment is supported by Board Policy and through the implementation of the collective bargaining agreements, which stipulate the rights and responsibilities of academic freedom.

13. FACULTY

The evaluation team confirmed that San Bernardino Valley College has a substantial core of qualified full-time faculty. The College currently has 156 full-time faculty and 379 part-time faculty, serving students in their disciplines. All faculty members meet the minimum requirements established by the state of California. The faculty responsibilities are clearly defined in the collective bargaining agreement and include the development and regular review of curriculum and assessment of learning.

14. STUDENT SERVICES The evaluation team confirmed that San Bernardino Valley College provides all students support services that promote student learning, including the components of assessment, orientation and student educational plans mandated through the California Student Success Act. In addition, the College has a variety of student services developed to support student learning including, Academic and Career

Counseling, a Child Development Center, Financial Aid, Student Health Center and a Student Success Center. The College also offers services for special populations, including CalWORKs, Disabled Students Programs and Services, Extended Opportunities Programs and Services, Puente Project, Success through Achievement and Retention, Tumaini Program, Valley Bound Commitment and Veteran's Resource Center. The provision of services is driven by the College mission and strategic plan.

15. ADMISSIONS

The evaluation team confirmed that San Bernardino Valley College has clear admissions policies consistent with its mission. Admissions requirements are available and publicized in the College Catalog and Schedule of Classes, as well as on the College and District websites. The admissions policies match the College mission and the role of an open-access community college as defined by California Education Code.

16. INFORMATION AND LEARNING RESOURCES

The evaluation team confirmed that San Bernardino Valley College has sufficient learning resources provided through access to its print and electronic library collection. Online library access is provided to students taking online classes for general home use. The College also supports students through tutoring provided at its Student Success Center, and Writing Center, and additional services at its multiple computer and learning support labs.

17. FINANCIAL RESOURCES

The evaluation team confirmed that San Bernardino Valley College has an annual funding base allocated through a District Resource Allocation Model that meets the funding requirements for the College. To support student learning programs and services, improve institutional effectiveness, and assure financial stability, the San Bernardino Community College District Board of Trustees approves an annual budget in an open meeting and makes the budget available to the public for review.

18. FINANCIAL ACCOUNTABILITY

The evaluation team confirmed that San Bernardino Valley College and the San Bernardino Community College District go through regular external audits. The audits are conducted in accordance with Standards contained in Governmental Auditing Standards by the Comptroller General of the United States. The College or District has addressed all external audit findings and the most recent two years of audits have been concluded with no need for corrective action.

19. INSTITUTIONAL PLANNING AND EVALUATION

The evaluation team confirmed that San Bernardino Valley College regularly uses data on student achievement and student learning in its planning process, to determine student needs, and to allocate resources. These efforts occur through the use of comprehensive program review cycles focused on program efficacy and through annual needs assessments and program planning. The analysis of student learning and achievement occurs at the program level and is used as an institutional basis for the

determination of needs and to prioritize resource allocations. The College also has defined institutional-set standards for student achievement and regularly provides evidence of student achievement through its processes and reports developed by the Office of Research, Planning and Institutional Effectiveness.

20. PUBLIC INFORMATION

The evaluation team confirmed that San Bernardino Valley College publishes accurate information in its Catalog, Schedule of Classes and website including information on its educational mission, course and program offerings, program completion requirements and length, general education requirements, intended program learning outcomes, names of College administrators and Board members, financial aid information and procedures, available learning resources, and major policies regarding academic freedom, academic regulations, acceptance of transfer credits and refunding of fees.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The evaluation team confirmed that San Bernardino Valley College adheres to the Eligibility Requirements, Standards and Policies required by the Accrediting Commission for Community and Junior Colleges and describes itself in identical terms to all accrediting agencies, including the National League for Nursing Accreditation Commission, Inc. (NLNAC). The College publishes accurate information regarding its accredited status on in printed documents and electronically on its website.

COMMISSION POLICIES COMPLIANCE

Policy on Distance Education and on Correspondence Education

The team found clear evidence that the College has a definition for Distance Education and Correspondence Education. The College has a curriculum approval process that evaluates Distance Education courses to ensure the appropriateness of the delivery mode for each course and validate the quality of the online instruction.

The College has a training program that mandates sufficient preparation and online pedagogy skills for those involved in online instruction. The online system allows faculty to engage in various forms of student communication and interaction and curriculum approval processes to ensure that regular and substantial interaction occurs. Course learning outcomes are identified and assessed in both traditional and distance education modalities. Processes are in place to ensure student identity and the College has worked to provide appropriate student support services to online students, including the provision of online databases, registration processes, and advising. The College reviews the courses available online and submits substantive change reports to the Commission as needed.

Policy on Institutional Compliance with Title IV

The team confirmed that the College has policies and procedures in place to evaluate student aid eligibility and to accurately package students. The College had been submitting student

loan default rates as required by Title IV. However, the College made a conscious decision to forgo offering student loans in 2010. The College noted that the changes in legislation increased the risk related to cohort default rates. Since that time, the College has not offered loans on federal programs and, as such, has not been required to submit default rates. There were no audits or review activities by the United States Department of Education (USDC) for the team to review, however the team noted that there were no external audit findings related to the Title IV Program by the District's independent auditor.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The team confirmed that the College produces documents and recruitment materials with integrity and that the College Catalog, Schedule of Classes and website appropriately represent the College's accredited status, program requirements, fees, institutional policies, and regulations. Information on these components is widely available and consistently provided to students in multiple formats.

Policy on Institutional Degrees and Credits

The team found evidence that the College uses federal definitions of credit hours and that the institution conforms to a commonly accepted program length for two-year degrees and short term certificates. Degree programs are of typical length of 60 semester credit hours and the College has actively adopted the state transfer model curriculum to connect degree programs with transfer requirements. There are well-developed curriculum policies and processes to ensure that courses and programs are of appropriate length and sufficient quality and integrity.

Policy on Institutional Integrity and Ethics

The team found evidence that the College has established a code of ethics. Each category of employee, faculty, staff, management and the Board of Trustees has developed and adopted a written code of professional ethics. There have been discussions on collaborating on a single code of ethics, but each group decided to retain its individual code. The Policy on Board ethics describes a process for complaints of unethical behaviors and a means to address these complaints.

The College upholds integrity in its communication with the Commission, its students and the public. Statements on accreditation status are accurate and the College provides access to communications and action reports from the ACCJC. Efforts are made to ensure all printed documents and online information are accurate and that policies on admissions, and transfer of credit are available, understood and followed.

Policy on Standards and Performance with Respect to Student Achievement

The College has established institutional-set standards for core competencies, course completion, student retention, degrees awarded, certificates awarded, and number of student

transfers. Institutional-set standards for success and retention in online programs have also been established. The standard for the percentage of students assessed that meet core competencies was set at 70 percent. The standard for completion, retention, degrees, certificates, and transfer was set at one standard deviation below a seven-year average, and the standard for distance education was based on the California State average for retention and success for distance education classes offered for credit. These standards for student achievement are reasonable.

In 2012-2013, the College met the expected measures of performance for each defined element of student achievement performance except certificates awarded. Certificate awards decreased by 12 percent. After evaluating progress toward its stated goal and falling short, SBVC will determine the most appropriate course of action as part of its actionable improvement plan. Additionally, institution-set standards are also included in the program efficacy aspect of the program review process including programs in fields where licensure is required; meaning that programs must address their performance on the standards or they will not be able to file resource requests in the annual needs assessment process. The needs assessment form asks how the content of the latest Program Efficiency Report and current Educational Master Plan data support the request. The needs assessment process involves the Program Review Committee, the Technology Committee and the Facilities Committee reviewing these needs assessment forms and using the information on them to prioritize program requests and forwarding the prioritized list to the College Council for final review before the allocation recommendations are then forwarded to the President.

An example of how strategic initiatives, such as improvement of certificates awarded are used to justify resource allocations, was provided in the March 2014 College Council minutes where needs assessments forms are linked to strategic initiatives. Improvement of certificates awarded will become a strategic initiative. Another example is the use of Student Success Center/Tutoring data on student performance relative to the institutional-set standards along with student appointment/usage data to justify a request for additional staffing and resources. Similarly, all academic programs receive Educational Master Plan one-sheet data reports on how their programs are faring with respect to the standard areas. SBVC has defined its institutional-set standards, measured them, and analyzed them to create a continuous cycle of improvement tied to resource allocation.

Policy on Award of Credits, Program Length, and Tuition

The team confirmed that San Bernardino Valley College awards academic credit based on generally accepted practices in degree granting institutions of higher education and found the awarding of credit and enrollment fees charged to be consistent across all courses.

Policy on Transfer of Credit

The College policy on the transfer of credit is available through the College catalog and on the College website. Both the Transfer Center and Counseling staff assist students in understanding coursework that is transferable to four-year colleges and universities.

Articulation agreements with the University of California, California State University, private and out-of-state colleges, also aid in clarifying the courses that transfer.

Public Notification of an Evaluation Visit and Third Party Comment

The College complies with all regulatory practices related to the solicitation of third party comments in advance of the comprehensive evaluation visit. The College meets the policy on Public Notification of an Evaluation Visit and Third Party Comment.

Policy on Student Complaints

The College has a policy and procedure for handling student complaints and therefore complies with the elements of this Commission policy. Currently, the student complaint process is being updated by the District. A recommendation for increasing institutional effectiveness in this area can be found in College Recommendation 5.

EVALUATION BY STANDARD

STANDARD I: MISSION AND INSTITUTIONAL EFFECTIVENESS

STANDARD IA: MISSION

General Observations

San Bernardino Valley College has a mission statement that broadly defines the institution's educational purpose and its commitment to providing a quality education (I.A). Moreover, the College has evaluated the proportion of its course offerings that are distance education and determined that if and when 20 percent or more of the College's coursework is offered via distance education, a review of the mission statement will occur. There is evidence that SBVC establishes programs aligned with its purpose.

The College adopted its current, shorter mission statement on October 31, 2006 and the Board of Trustees approved it on February 28, 2007. The mission is stated as: *San Bernardino Valley College provides quality education and services that support a diverse community of learners.* The mission and vision statement are published in a variety of College publications such as the Strategic Plan and College Catalog, as well as in various rooms and other locales around the campus. This mission statement can be also found on the SBVC website along with the College's vision statement and values/tenets. The mission is reviewed by College Council and other groups annually on an ongoing basis. The mission is

referenced in major planning documents such as the Strategic Plan and the Educational Master Plan and it provides a common touchstone for a variety of planning activities².

The vision statement defines the College's commitment to student learning and is incorporated into the planning process at San Bernardino Valley College. The vision is stated as: *San Bernardino Valley College will become the college of choice for students in the Inland*

Empire, and will be regarded as the "alma mater" of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement, and will expect all members of the college community to function as informed, responsible, and active members of society.

Findings and Evidence

SBVC is a Hispanic Serving Institution (HSI) with 62 percent of its fall 2013 enrollment identifying as Hispanic and 59 percent of students receiving financial aid. The College secured a five-year Title V HSI STEM grant as well as a two-year HACU/Walmart grant due to its characteristics of serving a large underrepresented population with high levels of financial need. These programs developed paired course offerings such as English or math classes paired with Spanish for Native speakers and fast-track accelerated math curriculum that allow students to complete two years of math coursework in one year. Approximately one third of the College's course offerings are related to Career Technical Education (CTE). The Curriculum and Program Review Committees continuously review courses, certificates, degrees and programs for quality and currency. (I.A.1)

College Council, SBVC's central planning group, evaluates the College's mission statement annually (I.A.3), although the mission has not been revised since 2007. The Board approved the current mission statement on February 28, 2007. It can be found on the SBVC website, the catalog, the Strategic Plan and the Educational Master Plan. It is central to planning and decision making. Although the mission is brief, it is typically paired with the College's vision statement that further elaborates on the College's commitment to student learning and success. (I.A.2-4)

Conclusion

² Although the Facilities Master Plan, originally published in 2006 and updated in 2009, still contains the previous version of the College mission statement: *The mission of San Bernardino Valley College is to prepare students to transfer to four-year Colleges and universities; to provide students with the knowledge and skills needed to succeed in business, industry and the professions; to advance the state and region's economic growth and global competitiveness through continuous workforce development; to work in partnership with the local community to improve the quality of life in the Inland Empire; and to prepare students for active participation in a multicultural society. The faculty and staff of San Bernardino Valley College are committed to student success and to teaching and service excellence.*

The College meets the Standard.

Recommendations

None

STANDARD I: MISSION AND INSTITUTIONAL EFFECTIVENESS

STANDARD IB: INSTITUTIONAL EFFECTIVENESS

General Observations

SBVC's Office of Research, Planning and Institutional Effectiveness (ORPIE) provides a wide range of data to support and facilitate a campus-wide dialogue on student learning and institutional effectiveness. The College's SLO assessment process is functioning well and appears to have become well established. The completeness of program-level SLO assessments is lagging behind assessment at other levels, however, with only a minority of programs having completed program-level SLO assessment at the time of the site visit.

The institution sets goals and objectives. Most of the objectives in the College's strategic plan are measurable; those that are not measurable are identified as such. The results of the measurement of progress on the Strategic Plan's goals and objectives have been distributed via email and at College Council and Academic Senate with highlights presented at the College's opening day event. Despite these efforts by ORPIE, there was little evidence of wide discussion of these results or their use to aid decision-making.

The planning process is based on campus-wide participation in planning forums, the results of which are used by ORPIE to derive overarching planning themes. These planning themes are refined into goals and initiatives. Initiatives/objectives are taken from other plans, such as the Technology Plan, and incorporated into the set of strategic initiatives that are tracked as part of the strategic planning evaluation process. Strategic plan goals and initiatives are routinely referenced in the program review process.

The latest draft of the 2014-2019 SBVC strategic plan is connected to the College mission and it presents the evolution of the current planning cycle and it describes its relationship to other key planning documents, demonstrating integrated planning. Resource allocation is tightly integrated with program review needs assessment. The College has a documented SLO assessment process that has wide participation and understanding, as well as several years of executive summaries available in the library and the Office of Instruction.

The College also assesses itself against its institution-set standards in retention and course success. There is also a robust history of assessing campus climate and communicating the results of these surveys to constituencies. The 2014-2019 Strategic Plan also describes a five-year cycle of evaluating the efficacy of the planning process itself. There is evidence of participation in the process of creating strategic planning themes and goals. While climate surveys of employee groups provide data on perceptions of the efficacy of planning and the linking of planning and resource allocation at the College, there was little evidence of the use of this data for a meta-evaluative review of the overall efficacy of the planning process in improving instructional programs, student support services, and library and learning support

services. College Council engaged in review of its Planning Model diagram and determined that revision and review of the Planning Model should continue as the College community continues its work on clarifying, refining, and communicating its planning and decision-making processes.

Findings and Evidence

The College developed a communication flow chart in fall 2013 to illustrate the formal connections and communication flow among committees and constituencies. The diagram illustrates how collegial discourse and the sharing of ideas formally occurs, with most dialogue flowing to and through College Council. The sharing of information and communication that impacts student learning is realized through the formal communication and reporting relationships as well as through summits, forums, flex activities and professional development offerings. A wide range of data is available on the College website, particularly on the pages belonging to the Office of Research, Planning and Institutional Effectiveness. Additionally, SLO summary reports are available in the library and the Office of Instruction. This data supports a campus-wide dialogue on student learning and institutional effectiveness. While the College's SLO assessment process is well established, the completeness of program-level SLO assessment is lagging, with only about 22 percent of programs having completed assessment at the time of the site visit. (I.B.1)

The institution uses its Strategic Plan, FMP, EMP, division updates, Technology Plan and District goals to identify objectives, set targets, and measure progress toward achieving those targets. The planning model for the College has as its foundation the mission statement and incorporates wide participation from campus-wide constituency groups through forums and representation at College Council. The institution has also developed a draft of a shared governance handbook. The handbook serves as a guide to the structure and purpose of committees, planning procedures, reporting relationships, and communication pathways. (I.B.2.)

The College has done significant work on integrating and revising its planning processes with the latest iteration of the College's Strategic Plan articulating the central role of the strategic plan relative to other major planning documents and processes. The 2014-2019 Strategic Plan integrates with other College plans primarily by incorporating initiative/objective-level items from other plans (e.g., Technology Plan strategies). While the integration is laudable, the resulting strategic plan contains over 150 strategic initiatives/objectives, and many of the objectives included in the plan are not measurable or are simply not measured or reported on, perhaps due to the large number of objectives. (I.B.2)

The Dean of Research, Planning and Institutional Effectiveness presented the results of the latest evaluation of approximately 60 of these objectives from the 2008-2013 Strategic Plan at the Academic Senate meeting on 10/1/14. Many of these objectives have been carried forward into the 2014-2019 Strategic Plan, with the addition of dozens of additional objectives. (I.B.2, I.B.3)

While the data from the College's climate survey's was referred to in multiple interviews, other data that provides information about the College's progress toward achieving its measurable objectives does not appear to have been widespread or thoroughgoing, and surveys can have limited effectiveness in addressing certain aspects of institutional effectiveness and student learning. The Spring 2014 Opening Day presentation used one slide to cover nine strategic initiatives that needed improvement, these fourteen initiatives represent only a fraction of the over 100 strategic initiatives from the 2008-2013 Strategic Plan were covered in a 15 to 30 minute session during a single College Council meeting. That being said, the strategic initiatives are referenced a number of times in the Institutional Self Evaluation Report (e.g. on pages 91, 102, 06, 118, and 120-121), indicating an awareness of their overall significance in the planning process (I.B.3).

While these findings in and of themselves may not be clearly indicative of a problem, it became apparent in other interviews with faculty, staff and administrators that these key personnel and decision-makers were in general not familiar with the College's performance on its measurable strategic goals and initiatives/objectives, indicating that this information was not actively being used for decision-making. A link titled "Strategic Initiatives and Benchmarks" is available in the planning section of the ORPIE website. The linked document provides extensive data on the performance of the College in achieving its strategic goals. (I.B.2)

On October 1, 2014, during the team's site visit, the 2014-2019 Strategic Plan was being presented to the Academic Senate. The new strategic plan includes most of the strategic initiatives from the 2008-2013 Strategic Plan, along with a number of new initiatives. Based on the questions and comments at the meeting, as well as earlier interviews with the faculty, staff, and administrators, it was apparent to the team that the available data on institutional performance relative to strategic initiatives had not yet been widely used to evaluate the effectiveness of activities in helping to reach strategic goals and to complete the loop from evaluation into the next iteration of planning (I.B.2, I.B.3)

The institution uses both qualitative and quantitative data for evaluation and planning processes. Campus climate surveys are used to assess campus processes and planning at the institutional level. Questions in the surveys address program review, planning, and resource allocation. A committee member survey was developed in 2013-2014 to gain further insight into the effectiveness of committee plans and processes. Data is typically distributed through committees and posting by the Office of Research, Planning and Institutional Effectiveness. SBVC has established reasonable standards, benchmarks and targets in regards to course completion, degrees and student transfers, and the College evaluates institutional and program performance against these standards (USDE Regulation and USDE Guideline for 34 C.F.R. §602.16(a)(1)(i), 602.17(f). The Office of Research, Planning and Institutional Effectiveness provides evidence that its planning and evaluation procedures have allowed them to move forward with program evaluation and discontinuance. (I.B.4)

The institution utilizes a range of quantitative and qualitative techniques including surveys, focus groups, external scans, forums, census data, surveys, SLO assessment, and statistical analysis of data gleaned from internal administrative data systems. Boards of trustee minutes

reflect the presentation of statewide accountability metrics (i.e., ARCC and Scorecard data). Data about the College is also available through the research office via the College website. This data includes information on SBVC's service area, student demographics, student success, enrollment, student support programs, student completion, and employee climate. Approaches to setting institutional standards were developed by the faculty co-chair of the Accreditation and Student Learning Outcomes Committee using data provided by ORPIE and presented to Academic Senate and College Council where consensus was achieved on what the standards would be. Those Standards are now included as components of the strategic plan. (I.B.5.)

Additionally, broad-based dialogue and intentionally structured assessment/improvement processes are in place for Distance Learning at SBVC. The Online Program and Technology Committees are representative standing committees of the Academic Senate. Curriculum processes for online courses are consistent with those for face-to-face. Additional reviews related to concerns specific to DE (contact, pedagogy) are in place for online courses. Assessment is effectively built into DE processes at SBVC; a variety of areas are covered, including SLOs, program review, success and retention data, and ensuring regular and effective contact. (I.B.5)

Plans and processes are defined by SBVC. The campus SLO process is an example of a continuous institutional improvement process that is working well at SBVC, at least at the course level. The strategic initiative and benchmark report shows how the institution has the capacity to evaluate and communicate its planning objectives. Evaluation cycles are communicated effectively through all constituency groups. Additionally cycles of surveys and reports are instituted through the Office of Research, Planning and Institutional Effectiveness to help inform the EMP process. (I.B.6.)

Evidence of the critical evaluation of the planning and evaluation processes is largely based on evidence from periodic climate surveys of employee groups. This data is widely available, and there has been a great deal of activity in recent years revitalizing College Council as a central clearinghouse for all planning activity. Accordingly, the SBVC Planning Model was reviewed and revised in 2013. Since then, College Council members have expressed concern that the planning model no longer fully represents campus planning and resource allocation. The College Council has charged the Dean of Research, Planning and Institutional Effectiveness with drafting a new planning model. While this activity does indicate continuous quality improvement in the planning cycle, there was little evidence of systematic assessment of the effectiveness of the evaluation of planning activities. Although the College does collect data on perceptions of the efficacy of planning and the linking of planning and resource allocation at the College, it was not clear that this data was actually used to review of the overall efficacy of the planning and resource allocation process. (I.B.6, I.B.7)

Conclusion

The College's SLO assessment process is functioning well and appears to have become well established. The program-level SLO assessment cycle is lagging, however, with only a minority of programs having completed assessment at the time of the site visit. (I.B.1)

The College has done significant work on integrating and revising its planning processes. It would be useful in supporting a planning cycle of continuous improvement if evidence of assessment of strategic plan objectives relative to the initial benchmarks and stated targets were more prominent so that decision-making processes can use the results of these evaluations to drive decision-making. (I.B.2, I.B.3)

Additionally, although employee surveys do regularly assess perceptions of the effectiveness of College planning, there was no clear evidence of the use of data to assess the effectiveness of the evaluation of College planning processes. (I.B.7)

The College does not meet all components of the Standard.

Recommendations

College Recommendation 1: In order to meet Standards, the team recommends that all program student learning outcomes be assessed on a regular basis as part of a sustainable cycle of continuous quality improvement. (I.B.1, II.A.2.f)

College Recommendation 2: In order to improve effectiveness, the team recommends that dialogue about the results of the evaluation and measurement of strategic goals and objectives be increased so that the outcomes of College efforts to improve can be used to make decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (I.B.2, I.B.3, I.B.7)

College Recommendation 3: In order to improve effectiveness, the team recommends that the College document how it is assessing its planning and evaluation mechanisms for use in a systematic review of their effectiveness in improving instructional programs, student support services, library services, and other learning support services. (I.B.6, I.B.7)

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES STANDARD IIA: INSTRUCTIONAL PROGRAMS

General Observations

San Bernardino Valley College offers 74 certificate programs and 66 degree programs. SBVC also offers thirteen AA-T and AA-S transfer degrees that guarantee admission into the CSU system. It is also important to note that ninety-eight percent of SBVC courses and programs, including degrees and certificates, have defined learning outcomes and that evaluation of course and program SLOs continues to take place on a minimum three-year cycle.

Institutional effectiveness is directed by the program review efficacy, needs assessment, and the program discontinuance process. Departments report progress on their student learning outcomes (SLO), service area outcomes (SAO) and program learning outcomes (PLO), as well as progress during the efficacy phase of program review and complete a self-analysis of how outcomes have impacted student learning and departmental functioning in their areas. Faculty and staff dialogue about SLO and PLO assessments every three years. Departments

who successfully complete the efficacy process are able to participate in the program review needs assessment process, which allocates resources for program growth. Program efficacy recommendations are considered when preparing the budget.

Instructional departments who are not current on their outcomes processes can incur an efficacy recommendation of "Continuation", "Conditional", "Probation" or "Contraction". Departments who are on probation or contraction may not participate in the needs assessment process and are at risk for program discontinuance.

Findings and Evidence

SBVC provides transfer, degree, career and technical training, and basic skills instruction in support of the College mission and to meet the needs of a diverse community of learners. (II.A.1)

Assessment testing results are used for course placement by matching a student's skill level to the course. A variety of assessment tools are used for math, English, reading, and English as a Second Language (ESL) and for reporting results of multiple measures. The Office of Research, Planning and Institutional Effectiveness validates these tests. In 2010, the Academic Senate discussed the necessity and appropriateness of implementing a mandatory orientation and assessment process. This discussion included College-wide dialogue with discipline faculty, counselors, Assessment Center staff, managers and administrators. As a result of the dialogue, in fall 2012, the Academic Senate resolved to adopt mandatory orientation and assessment. (II.A.1.a)

SBVC assesses learning outcomes at the course level, collecting data for each section of every course offered. These data are analyzed and reported in an executive summary on a three-year cycle. Course-level data are then aligned with institutional outcomes and program learning outcomes. In fall 2013, SBVC conducted a study to assess how well students were meeting the College's core competencies (CC). The College defines core competencies as campus-wide SLOs that identify six to eight broad skills that are characteristics of an educated person earning an AA or certificate. Average SLO assessment data results from 441 courses were aligned with the core competencies based on the core competency maps. (II.A.1.a)

The course outlines, objectives and SLOs are constant regardless of delivery system. Additional review is required if courses are proposed for distance education. All courses are subject to scrutiny by discipline experts and the Curriculum Committee. The curriculum approval process requires dialogue with appropriate bodies including department and external parties prior to offering a new course. The Curriculum Committee further explores the course for appropriateness of content, methodology, and materials from the faculty members' perspective. The program review process requires programs to address delivery and modes of instruction within their program efficacy documents. (II.A.1.b)

SBVC has identified SLOs for its courses, programs, certificates and degrees. Ninety-eight percent of SBVC courses have defined SLOs. Dialogue among faculty members, departments and divisions regarding how to improve courses occur within the Academic

Senate, division and department meetings, and professional development activities. Improvements have resulted from the discussions in areas such as English, biology, Reading and noncredit ESL courses. (II.A.1.c)

The quality of all instructional courses and programs is ensured by the Curriculum Committee process before approval of courses and programs and by the program review process after course and program approval. Community advisory groups are also used to monitor the quality of courses and programs. All faculty are aware of the expectations and the cycles of content review and programs are held accountable for the currency of their courses during the program review process. (II.A.2)

Student learning outcomes are established for courses and instructional programs. Discipline faculty collaborate to create and assess outcomes at the course and program levels. Through the faculty evaluation process, students are afforded the opportunity to provide feedback on the quality of the instruction they receive. The involvement of peer and administrative evaluators also provide feedback on the classroom performance of faculty, and adjustments are made to courses and teaching methodologies based on the reviews. (II.A.2.a)

Faculty are involved in developing methodologies for assessing SLOs. Assessment of PLOs has been facilitated by the mapping of course SLOs to program PLOs and College-wide core competencies. The MOU reached between the faculty union and the District in the fall of 2013 further facilitated SLO formulation and assessment by providing compensation to faculty involved in assessment. Prior to fall 2013, SLOs were expected to be assessed at least once every three years. Since the fall 2013, SLOs are assessed every semester in all courses in order to obtain longitudinal data with formal dialogue taking place a minimum of once every three years. Some faculty are choosing to engage in SLO assessment dialogue on the departmental level more frequently. Ninety-eight percent of courses have assessed SLOs but only 22 percent of programs reported having assessed PLOs. (II.A.2.b, Eligibility Requirement 10)

High quality instruction is important to the College. New faculty orientation includes instruction in classroom pedagogy and strategies for student success in addition to effective classroom management. Teaching and learning styles are addressed in various workshops, as is the role of technology in the classroom and various assessment techniques. 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. Information regarding academic credit is published in SBVC's catalog. (USDE Regulation and USDE Guideline for 34 C.F.R. §602.16(a)(1)(vii), 602.24 (e), 602.24 (f). Depth, breadth and rigor of courses and degrees are detailed in the Curriculum Handbook and monitored by faculty through the Curriculum Committee and Academic Senate. (II.A.2.c)

Several programs reflect the needs of specific student populations. The Puente Project, Tumaini Program, CalWORKs, and EOPS are examples of programs that serve the needs of at-risk populations. Each year the Great Teachers Seminar (a three day faculty retreat) and the Great Online Teachers Seminar enroll 20 to 30 faculty. Also, the Professional and Organizational Development Department provides print and media resources in support of

instruction for a diverse community of learners. A large percentage of SVBC's course offerings (18 percent) are offered in online or hybrid modalities. (II.A.2.d)

All courses and programs are reviewed at the College level through a rigorous program review process. Distance Education offerings are included in the departmental review. The Program Review Committee reviews a department's program efficacy documents for relevancy, currency, and success and makes an overall recommendation for continuation, conditional, probation, or contraction. The Program Discontinuance Policy uses the Program Review Committee's recommendation as one of the criteria to consider a program for discontinuance. (II.A.2.e)

The College has planning processes in place, operate with continuous quality improvement in mind, and all planning processes are regularly evaluated and updated as necessary (II.A.2.f)

The English and Chemistry departments use course and/or program examinations in determining achievement of SLOs. These departments review exams and results regularly, looking for trends and disproportional impact. (II.A.2.g)

All faculty are required to teach to the course outline of record. Included in the COR are course objectives and SLOs. Additionally, faculty provide course syllabi, which include course objectives, SLOs for the course and College-wide core competencies. Credit is awarded based on performance measures that include course objectives and SLOs. (II.A.2.h, II.A.2.i)

Courses are included in general education requirements based on the philosophy of GE. SLOs are a part of the curriculum process and the Curriculum Committee adopted guidelines to reflect that SLOs should be used to determine whether a course is included as a GE requirement. (II.A.3)

Comprehensive learning outcomes developed from GE are articulated as core competencies. These core competencies address humanities, fine arts, natural sciences, and social sciences areas. The articulation officer advises the Curriculum Committee and the Technical Review committee on compliance with GE requirements. The core competencies include skills in oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis, logical thinking and the ability to acquire knowledge. Students are achieving the core competencies at a rate above the College's institutional-set Standard of 70 percent. (II.A.3.a, II.A.3b)

The College has approved ethics statements for managers, faculty and students. Faculty and managers support the ethics statements through modeling and ethical decision-making. (IIA.3.a)

All degree programs include study in at least one area of inquiry. Within the minimum of 60 units required for a degree, 18 semester units are required in the major or area of emphasis as determined by the District. The Curriculum Committee evaluates all degree and certificate programs to ensure adequate depth and breadth. (IIA.4)

Of the career and technical education programs at the College, some require certification or licensure exams while others ensure competencies in other ways. These include licensure for Nursing, Pharmacy Technician or the appropriate Standards and training for law enforcement. All programs prepare students to achieve those competencies as part of their PLOs. (II.A.5)

Transfer of credit policies are included the College's catalog and on the website. The College also maintains a Transfer Center and a counseling staff to assist students with their choices regarding transfer. The District maintains articulation agreements with all of the UC campuses and 17 of the 23 CSU system universities. It also offers the Associate Degree for Transfer (A.A.T. or A.S.T), which has been articulated with the CSU system. (II.A.6, II.A.6.a)

The College has a process in place that speaks to program initiation, course and program discontinuance. (II.A.6.b)

Faculty prepare and distribute course syllabi to all sections of their registered students and to their departments. All course syllabi contain SLOs. The College provides resources to faculty to ensure their syllabi contain all of the required information. (II.A.6.c)

Statements on academic honesty and academic freedom are published in the College Catalog. Board policy 4030 supports academic freedom. Board policy 5500 defines expectations of student honesty and conduct, and makes that these policies available in the College Catalog and College publications. (II.A.7.a, II.A.7.b).

The District has a distributed education policy ensuring that all distance education courses have regular and substantive faculty interaction with students. Identity verification includes such methods as electronic authentication using an assigned student ID and PIN. All SBVC classes require authentication through a secure portal. (USDE Regulation and USDE Guideline for 34 C.F.R. §602.17 (g).

SBVC does not seek to instill specific beliefs or worldviews. Therefore, Standard II.A.7.c does not apply.

SBVC does not offer curricula in foreign locations. Therefore, Standard II.A.8 does not apply.

Conclusion

Ninety eight percent of courses have assessed SLOs. However, only 22 percent of programs reported having assessed PLOs. The College is developing and improving mechanisms to document and store assessment results and provide evidence of progress in mapping SLOs to PLOS and CCs. The College has a clear plan for complying with Standard II related to the assessment of learning outcomes and intends to have 100 percent of PLOs assessed by the end of 2014-15 academic year.

All academic experiences must be accessible to all students regardless of the type of accommodations needed. Although the Online Program committee provides resources and assistance to online faculty who need to help to comply with Section 508 guidelines, few checks and balances are in place to monitor these classes, and to ensure that all online educational experiences are accessible to all students. More oversight and assurance of online course accessibility is needed for SVBC's online offerings.

The College does not meet all components of the Standard.

Recommendations

See College Recommendation 1

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

STANDARD IIB: STUDENT LEARNING PROGRAMS AND SERVICES

General Observations

The College provides a wide range of services to support its diverse population of students on campus, online, and at offsite locations. The College experienced a lack of stability in leadership over the student services division in recent years; however, a permanent Vice President of Student Services and Directors for CalWORKs, Financial Aid, Admissions and Records, and the Library were hired earlier this year. Two leadership positions still remain unfilled: the Office of Student Life and Extended Opportunities Programs and Services but permanent searches are underway. In spite of the lack of permanent leadership, student services staff worked together to provide meaningful support to students. However, interviews with leadership and staff affirm their awareness of the need for improvement.

Findings and Evidence

The College relies heavily upon data in its planning and decision-making processes. SBVC's student service programs undergo program review every four years and submit annual program plans that are evaluated on an annual basis. The Student Success and Support Program (SSSP) Committee is authorized by the Academic Senate to annually review, assess, and update the College's SSSP Plan. Each student service department completes an annual program plan, event plan, and/or an event/program evaluation. These documents are reviewed to ensure the events/programs align with SBVC's mission. (II.B, II.B.1.)

Through interviews with the Vice President of Student Services and the Director of Financial Aid, and from concerns expressed by students, the team found that the Financial Aid Department is facing challenges processing student financial aid in a timely manner. At the time of the visit, the turnaround time for processing student aid was said to be approximately five months and 7,500 students were waiting for their financial aid to be packaged.

Contributing factors include staffing issues and the use of manual processes. The College has begun implementing the use of the Auto-packager software application, initially focusing on first-time students. To expand the use of the software will require back-end programming by District technology personnel and additional user training. Full implementation of the software package is expected in 2015 when an increase in efficiency is expected. To improve effectiveness, the College would benefit from a review of the financial aid department and its processes in supporting student success through the timely packaging of student aid. (II.B.1.)

The College catalog provides constituencies with precise, accurate, and current information concerning SBVC's policies and academic programs. The catalog is printed annually and the electronic version is updated as needed. An adobe acrobat version is available to the public at no charge on the College website. Much of the same information found in the catalog and class schedule can be found on the website and can be translated into a number of different languages using the Google translator located at the bottom of the webpage. The information included in the catalog and class schedule is clearly presented and in compliance with ACCJC Standards. The College catalog is kept current as a part of the program review process. As indicated in the College catalog, the student complaint process at the College level is being updated. The team found that a process is in place for addressing student complaints through the office of the Vice President of Instruction. A draft of a complaint form and procedure is currently being shepherded through review and approval by the Vice President of Student Services. The team also found that procedures for addressing student complaints of sexual harassment are in place; however, they are somewhat difficult to find. (II.B.2.a, II.B.2.b, II.B.2.c)

The team verified that the College complies with the U.S. Department of Education Regulations regarding student complaints. Students who wish to file a complaint with the accrediting body or a campus complaint, will find the process in the College catalog. For students wishing to file a complaint about their distance education course(s) with the relevant contact person who handles higher education complaints in their states, the information can be found on the College's distance education website. (USDE Regulation and USDE Guideline for 34 C.F.R. §602.16(a)(1)(ix), 668.43).

Policies and procedures that are not readily available in the catalog can be found on the District website. In addition to the College catalog, a handbook for online students informs online students of the policies and procedures that directly relate to distance education. (II.B.2.d)

The counseling, admissions and records, and financial aid departments offer services at the Big Bear location. Many student support services and resources are accessible online, including admissions, class registration, counseling, library, and help desk support. The College has embraced the use of online access for many of its student support functions and overall usage appears high. General feedback from the campus climate survey includes favorable responses to accessibility of information and schedules; however, due to the small sample size, it is unclear if the College is getting a complete and accurate picture. The College acknowledges this fact and is considering other methods for gathering feedback. (II.B.3.a)

The College maintains an active and enthusiastic Office of Student Life and Associated Student Government (ASG). Interviews with the current Director of Student Life who will be stepping down as soon as a permanent director is found and the president of ASG affirm that the working relationship is positive and supportive. Comments by ASG officers indicate that they feel part of the process and that students' voices matter. ASG offices, the student lounge and cyber lounge are busy, well maintained, and welcoming. Students conduct elections of

ASG officers electronically which allows for a broad participation. Student participation in ASG-sponsored activities is not currently tracked; however, satisfaction surveys are administered by the department and Service Area Outcomes (SAO) Summary Evaluation forms indicate high levels of student satisfaction. (II.B.3.b)

Counseling services are robust and made available to students beginning from the time they complete their assessment test until they graduate. The counseling department offers a wide range of services to support student development and success in individual, group and online formats. In addition to services offered in person, the department provides an online orientation for English and Spanish speaking students, online counseling and workshops through Web Advisor, and online access to instructional and counseling materials. Through collegial consultation the department works closely with committees and other departments on campus to ensure students receive the support they need. For example, the design and implementation of mandatory orientations and assessments were a result of collaboration between the counseling department and Basic Skills Committee. The College's strategic initiative goals include the development and implementation of programs that support and enhance student understanding and appreciation of diversity. Within these programs, students are placed in a one-year series of courses supported by intensive collaboration from instructional and counseling faculty. In addition, there is a wide range of student clubs that reflect the diverse interests of students. (II.B.3.c, II.B.3.d)

Following a study conducted by the Office of Institutional Research, Planning and Institutional Effectiveness (ORPIE), the College chose Accuplacer to administer assessments for math, English, reading, and ESL. Because Accuplacer is state approved, it was evaluated for content validity, consequential and predictive validity, and test-item validity by the California State Chancellor's Office. The evaluation of cut-score validity and disproportionate impact was conducted by ORPIE. The initial selection of Accuplacer included input from faculty and was approved by the College Council. Faculty continues to be involved in the refinement of the assessments. (II.B.3.e)

The District has an established administrative procedure (AP3310) to assure the retention and destruction of all records, including student records, employment records and financial records. In addition, administrative procedures are in place regarding student records, directory information and privacy (AP5040). (II.B.3.f)

Quality programs and services are part of the College's mission and strategic plan, and the College relies heavily upon data in its planning and decision-making processes. The College researches and identifies the learning support needs of its student population using data and reports provided by the Office of Research, Planning and Institutional Effectiveness. Information includes results of the campus climate surveys, demographic reports, enrollment data, student performance data, graduation data, transfer data, as well as state and federal mandated report findings. In the program efficacy phase of program review, programs demonstrate how they are meeting institutional needs with regard to each of the six strategic initiatives. Service Area Outcomes (SOAs) are evaluated as part of the program efficacy phase of program review. Other elements reviewed include alignment to strategic initiatives; assessment tools, criteria and results; identification of trends/gaps; identification of content,

structure, and strategies that might improve outcomes; and indications of whether or not criteria, assessment methods, or outcomes will be modified. (II.B.3, II.B.4)

Conclusion

The student services division works collegially to address the needs of the College's diverse student population and provide a supportive learning environment. Student complaints are addressed in a positive and timely manner through a decentralized process that the College is currently in the process of revising. The College is aware of challenges it faces in the area of financial aid processing and is working toward resolution. There is a demonstrated concern for student success at all levels and a commitment to continuous quality improvement through structured planning and program review processes that are data-driven.

The College meets the Standard, but the team makes the following two recommendations for improvement:

Recommendations

College Recommendation 3: To improve effectiveness, the team recommends that the College review the financial aid department processes and make any changes deemed necessary to support student success through the timely processing of student aid packages. (II.B.1.)

College Recommendation 4: To improve effectiveness, the team recommends the College finalize a formal centralized student complaint process, communicate this process to the College community through the catalog, and develop procedure to determine any trends in complaints that need to be addressed for institutional improvement. (II.B.2.c, II.B.3.a, II.B.4)

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

STANDARD IIC: LIBRARY AND LEARNING SUPPORT SERVICES

General Observations

The library has undergone a change in staffing and management organization. The library has lost its dean and has re-organized under a director. This director position was vacant when the Self Evaluation Report was completed. In addition there were severe cut backs in staffing. This has affected the amount of direct student support given to students. Some Learning Support Services labs have transferred to the Mathematic, Business, and Computer Technology Division. In spite of these issues, the Library and Learning Support Services have continued to provide services to students. The library has adequate resources to support the institution's program.

Findings and Evidence

The library was one of the first buildings to be built in the modernization of the campus. There are 117 computers in the building and 37 computers in the reference areas in addition to two teaching labs in the library. Special computers have adaptive software to support disabled students. The library collections support the diverse programs at SBVC. The library is open six days for 61 hours per week. Distance education (DE) students have access to library resources via on-line databases and a 24/7 help desk. (II.C)

The College provides a variety of support services including tutoring, supplemental instruction, writing center, DSP&S lab, Math and Health Sciences and Library open lab. In addition to facilities, the College offers support services through programs such as Supplemental Instruction in Math and tutoring for English. These are funded by Student Success and Basic Skills. Basic Skills funding has also provided funding for online support for the English Language Learner database that contains research resources for ESL learners. Basic Skills funding was also used for the Learning Express Library that contains exercises, tutorials and preparation materials for vocabulary, spelling, math and college placement testing. Many of the labs were housed in the Library but were decentralized and moved to department buildings. However, the library still has the largest open computer lab on campus. (II.C)

SBVC provides support for its programs through library and learning resources. The Library has a varied media collection of books, periodicals, reference and media materials (online, print and video) that are carefully selected to support the students and curriculum needs. The Collection Development Policy sets out selection criteria that result in appropriate support for College programs. Online databases and reference e-collection provide access to resources for staff and students regardless of location. Instructional handouts are provided on library resources and research. (II.C)

Library support is available 24/7. E-mail, chat and phone service is available to DE and disabled students. The library provides specialized bibliographic instruction coordinated with subject faculty to meet curriculum needs. In addition, library faculty work with other faculty to embed information literacy and library materials into the courses. The various support labs provide access and support to specialized areas such as math, computer technology, writing and nursing. (II.C.1)

The College relies on the expertise of librarian, faculty and learning support staff to build a library collection that is based on the needs of students and faculty. It is sufficient in depth and breadth. The librarians work with other faculty to select material appropriate to the curriculum. They serve on the Curriculum Committee in order to keep curriculum on new areas. Forms are provided for purchase suggestions. The Library has been the recipient of funding to support special subjects, for instance multi-cultural books and circulating textbooks, however the library has lost state funding (TTIP) so selection of online sources was reviewed to ensure appropriate resources. Some monies came from Basic Skills to provide resources to the ESL population. The Collections are periodically reviewed through inventories and surveys. The collection has both print and online resources. (II.C.1.a)

The Library supports the SBVC Core Competency 2 related to information competencies through various instructional modes. There is student instruction at the reference desk with one-to-one interactions, reference appointments and 24/7 chats. Information Competencies specific handouts are provided to the College community. Bibliographic Instruction and open workshops address specific information literacy areas. Other learning services labs also provide instruction on computer uses and software. The library website provides an introduction to library resources and uses via tutorials and online videos. The Academic Advancement Department course is mapped to CC2: information competency. These

resources support DE and off site location and accessible to all. There is an interlibrary service among all the campus locations. (II.C.1.b, II.C.1.c, II.C.1.e)

The College provides maintenance of its collection with periodic inventories. The CTE department provides support for computers. Service desks have direct contact to police if needed. The library has special equipment for evacuation of the building. (II.C.1.d)

The Institution, through the library, partners with other agencies for library and learning support services. The library uses the Community College Library Consortium of California's multi-College purchases of databases. The library also partners with other departments and funding sources such as the Basic Skills Committee to purchase ESL databases. (II.C.1.e)

The Library and Academic Advancement Department have met to establish SLOs and SAOs for library services. The Library faculty continues to work on this. Library SAOs were completed spring 2014, and the College evaluates library services through climate survey that shows the library is favorably rated. The library participates in program reviews and surveys participants in its workshops and instructional sessions to provide feedback and assessment. (II.C.2)

Conclusion

The College meets the Standard.

Recommendations

None

STANDARD III: RESOURCES

STANDARD IIIA: HUMAN RESOURCES

General Observations

San Bernardino Valley College relies on the District Human Resources Department to provide oversight for a variety of personnel functions, including the recruitment, hiring, and evaluation of all employee groups. With the recent economic downturn, the College has experienced significant employee attrition across all employee groups, leaving many academic Departments with one or no full time faculty, increasing workload for classified and generating a pattern of interim administrators. At the time of the visit, there were three permanent deans and two interim deans and over the last two years, the College has had four Presidents. One interim President served for just four months. Additionally, the Board of Trustees has restricted hiring through a selective hiring freeze.

The District has endeavored to address the previous team recommendation which states, "in order to meet the Standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes" through a Memorandum of Understanding negotiated with the faculty union. However, the District has not incorporated the results of learning outcomes assessment into the evaluation instrument.

Findings and Evidence

By design, the hiring process varies from employee group to employee group. The job announcements for all openings include minimum qualifications as well as any desirable qualifications that support the responsibilities of the position. The Human Resource Department finalizes the draft of the announcement to ensure conformity to statutory guidelines and collective bargaining agreements. The Human Resource Department is also responsible for recruitment of candidates and uses a variety of channels to communicate job openings (III.A.1.a).

While most human resource functions are administered from the District Human Resource office, a human resource generalist is assigned to the campus in order to fulfill local needs, including applicant screening for minimum qualifications, equity training and representation, monitoring of classified evaluations, as well as general information and representation needs (III.A.1.b-c).

The evaluation of managers, including College presidents and vice presidents is described in administrative procedures and collective bargaining agreements. Managers are evaluated annually for the first two years of employment and every three years thereafter. Faculty are evaluated annually during their probationary period and at least once every three years thereafter. Adjuncts are evaluated within the first year of employment and then at least once every six regular semesters thereafter. Classified staff are evaluated at least once every two years during the month of April. (III.A.1.b)

During the visit, the District Team verified that tracking records maintained by Human Resources for all employee evaluations are inconsistent in the dates that the evaluations are scheduled and actually completed based on College records (III.A.1. b).

Additionally, the faculty evaluation instrument has not been formally revised since 2007 to incorporate the language negotiated in the Memorandum of Understanding with the faculty union related to student learning outcomes. SBVC has implemented the MOU by requiring the integration of a self-reflection statement on student learning outcomes and assessment, but Crafton Hills has not, thereby creating an inconsistent evaluation process across the District. Faculty are encouraged to identify the ways in which assessment results will affect future teaching strategies as an important part of the evaluation process. (III.A.1. c)

The team found that all groups have developed and approved an ethics policy or statement. The Board of Trustees approved an ethics policy in 2006 and the faculty, managers, and classified staff approved ethic statements in 2013; all constituent groups presented their respective ethics statements to the College Council, where each statement was reviewed and affirmed. (III.A.1. d)

The College is above its faculty obligation number, which indicates it meets the state's required level of staffing. Moreover, the institution utilizes an integrated planning process to determine program support needs, including new faculty and staff positions, as well as equipment, technology and facilities. Departments conduct program review and forward

resource requests through appropriate College structures. Faculty and staff requests are prioritized; however, funding to support those requests is subject to the approval of Fiscal Services at the District and the District relies on an outdated system without a strong position control component. (III.A.2)

The San Bernardino County Office of Education system that the District uses lacks the ability to assign unique position numbers to budgeted and new positions, delaying instantaneous salary distribution detail reports to the College. To extract this information, District Office personnel must first pull the information out of the system and then place it on excel spreadsheets in a readable format so that the College can view the data. Because salary and benefits account for the majority of a College's budget, more timely information on salary and benefits is needed. (III.A.2, III.A.6)

The two Colleges are supported by a designated Human Resources point of contact, which is responsible for fulfilling all campus-based Human Resources functions, from general information inquiries to signing all classified evaluations to fulfilling the equal employment representative role on all campus-hiring committees. Interviews with members of all constituent groups reveal high levels of frustration with the length of time needed to complete the hiring process. (III.A.)

The employee satisfaction surveys as well as interviews with faculty and staff at the College indicate that staffing instability in the Human Resource Department may be taking a toll on the efficiency of the two Colleges. Employee surveys completed as a component of District planning reveal that end users of human resources services are frustrated by the lack of permanent personnel to respond to information requests and process needs related to hiring and evaluation of employees. In addition to the high level of frustration with Human Resources at the District level, faculty and administration cited heavy workload and insufficient personnel to efficiently complete human resource functions at the Colleges and the District in a timely manner. (III.A.)

The high rate of turnover within the Human Resource Department has created a perception that the Human Resource Department is not functioning as needed. The high workload for the human resource generalist assigned to the College to the College has undermined the Department's ability to respond quickly to College and employee needs. Campus climate surveys represent one methodology for assessing the effectiveness of Human Resource. Specifically, the survey of faculty reveals a lack of confidence in the ability of the Human Resource Department to adhere to hiring practices that are fair and uniform to all. (III.A.3, III.A.3.a.)

The District does make provisions for keeping personnel files secure and confidential. Written authorization must be obtained from the employee to allow anyone other than the employee to view the files. Paper copies are kept in a secure and locked area in the Human Resources Department. All employees are informed of their rights to access their personnel records. (III.A.3.b)

The team confirmed that the District has written administrative procedures stating that the selection criteria for employees will include an evaluation of the extent to which applicants explicitly demonstrate sensitivity to and understanding of, the diverse academic, socioeconomic, cultural, disability, religious, sexual orientation, and ethnic backgrounds of community College students. College planning documents such as the Student Equity and Enrollment Management Plan also reveal the institutions understanding of and concern for issues of equity. (III.A.4, III.A.4.a)

The College regularly assesses and reports on employment equity and diversity to the California Community College Chancellor's Office, on its public website and in other College documents. (III.A.4.b)

The College has policies and procedures in place to protect personnel and students' rights and to ensure fair treatment, providing multiple mechanisms for employee or student feedback, including the use of Campus Climate Surveys. Employee collective bargaining agreements also protect employees from sexual harassment and discrimination. If a violation does occur, students, faculty, administrators, and staff have the ability to file official complaints or grievances to ensure fair treatment. (III.A.4.c)

The team confirmed through interviews that the College has a very robust Professional and Organizational program that works in concert with the Professional Development Committee to promote ongoing, meaningful professional development for all employee groups. The Professional Development Committee plans, facilitates and coordinates activities with the Professional and Organizational Development Coordinator to provide comprehensive professional development opportunities to faculty, staff and managers. (III.A.5)

Professional development activities are offered in a variety of formats, including online and face-to-face, thus allowing for easy access to a variety of events, including online workshops. Face to face activities include a wide range of topics from teaching excellence to workshops related to student programs and services. Professional development options are varied and meet a broad spectrum of employee needs. (III.A.5, III.A.5.a)

Interviews with the Professional Development Coordinator and members of the Professional Development Committee validated that staff development is systematically evaluated on an annual basis and the feedback received is used as a basis for improvement. (III.A.5.b)

College-level Program Review Needs Assessment identifies the need for new faculty or staff positions and is integrated with institutional planning. The Program Review Committee relies on data to rank positions in order to make recommendations to the president for the final determination. (III.A.6)

Conclusion

Interviews with members of all constituent groups reveal high levels of frustration with the length of time needed to complete the hiring process. If the hiring process does not yield an accepted employment, the process begins again with the failed position moving to the end of a rotation of prioritized positions, thus delaying the hiring for previously ranked positions.

The employee satisfaction surveys as well as interviews with faculty and staff at the College indicate that staffing instability in the Human Resources Department may be taking a toll on the efficiency of the institution. Employee surveys completed as a component of District planning reveal that end users of human resources services are frustrated by a lack of permanent personnel to respond to information requests and process needs related to hiring and the evaluation of employees. In addition to the high level of frustration with Human Resources at the District level, faculty and administration cited heavy workload and insufficient personnel to efficiently complete human resource functions at the College in a timely manner, despite the fact that two more positions were recently approved for Human Resources at the District Office. A lack of permanent leadership in the Human Resource Department at the District level has contributed to inconsistencies in hiring practice at the College and, as a result, undermined employee confidence in the Human Resource Department's ability to meet planning goals.

The College does not meet all components of the Standard.

Recommendations

District Recommendation 2:

In order to meet Standards, the team recommends that the Board of Trustees, and the chancellor, in consultation with the leadership of the College campuses, develop a strategy for addressing significant issues to improve the effectiveness of District human resources services that support the College in their missions and functions. These issues include:

- Reliable data from the Human Resources Department to support position control and other human resources functions
- Timeliness of employee evaluations
- Responsiveness and improved timelines for employee hiring
- Consistent policy interpretation and guidance
- Completing the faculty evaluation instrument that was agreed would include work on Student Learning Outcomes

(2008 Recommendation - IV.B.3.b) (2014 Recommendation – III.A, III.A.1, III.A.1.b, III.A.6, IV.B.3.b)

STANDARD III: RESOURCES

STANDARD IIIB: PHYSICAL RESOURCES

General Observations

The San Bernardino Community College District provides safe and sufficient physical resources that support the integrity and quality of its programs and services, regardless of location or means of delivery. In 2002, local voters approved a \$190 million general obligation bond measure (Measure P) designed to address safety and infrastructure issues. Although the proceeds from this bond were originally expected to be used for projects across the District, an earthquake fault line running directly beneath the San Bernardino Valley College campus forced the District to demolish seven of the College's buildings; thereby depleting most of the funds.

Fortunately, the voters approved a second \$500 million bond (Measure M) in 2008. Proceeds from Measure M are being used to complete the build-out of projects on the SBCCD Facilities Master Plan that was drafted and approved through collegial consultation. However, due to the recent economic downturn, the District has been unable to sell more than \$258 million in bonds to the public. As a result, some of the planned improvements such as a new parking structure have been placed on hold. At a future date, the District hopes to be able go back out for the balance of Measure M bonds when the economy improves.

Findings and Evidence

The team was able to verify that the two bond measures have had a significant impact on safety and infrastructure at San Bernardino Valley College. The team found that the District has done an excellent job with its overall responsibility of planning, building and maintaining new and renovated buildings. Maintenance of College facilities is assured through program review, physical inspections of buildings, and operational processes. The Maintenance and Operations (M & O) department is responsible for the upkeep of the buildings and grounds. The College employs 18 custodians to clean the buildings at night. Three custodians are employed during the day to setup for special events and provide daily restroom cleaning. Ground crews maintain the landscaping and athletic fields, including trash pick-up. (III.B)

Due to complaints about equipment repair and grounds request not being performed in a timely manner, a new online request system was instituted. There is now a 48 hours response turnaround time and employees making the M&O request receive written feedback on the status of their request. (III.B)

The scheduling of facilities is done through the Office of the Vice President of Instruction. Instructional requests are given the highest priority. This information is loaded into Datatel for scheduling. Resources 25, a room utilization software program which includes reporting capabilities and user web access to managing room scheduling is being piloted. (III.B.1, III.B.1.a)

There are several departments and committees that provide direction for facilities planning and maintenance support at all locations where the College offers courses. The M & O department oversees contracted services arranged by Administrative Services at off-site facilities. The Facilities Safety Committee is a collegial consultation group reporting to the College Council. Its membership includes representatives from the following departments: Police, Emergency Preparedness, Disabled Students Programs and Services, and Maintenance. Additionally, District Office personnel, faculty, staff and students are also voting members of the Facilities Safety Committee. The committee meets monthly and undertakes projects that are designed to improve the safety of the campus. Recent projects include the installation of defibrillators and bicycle racks, as well as signage for designated smoking areas on campus. (III.B.1.b)

The Office of Emergency Preparedness Committee works to increase the campus community's awareness of disaster preparedness. It has provided the campus with training on several disaster scenarios in accordance with national, state, and local Standards and

regulations, including clearly marking evacuation sites on campus. All buildings on campus have been constructed for safety and earthquakes in accordance with Division of State Architect requirements. (III.B.1.b)

The District Police respond to requests for training on safety and security topics. They have presented trainings and drills on how to deal with disruptive people, sexual assault, campus safety, and the active shooter. Furthermore, the District Police publish a monthly report listing service calls and are responsible for posting the annual Cleary Act statistics. An added bonus for San Bernardino Valley College is that the District Police is located on campus. The Police Department operates 24 hours a day, seven days a week. (III.B.1.b)

Last year in response to a crime wave in the surrounding community and annual feedback on the Campus Climate Survey that showed a drop in "feeling secure on campus" to 52 percent, the College President held a campus forum. The feedback from the forum resulted in increased lighting in certain areas, increased police presence with more patrols, additional security cameras, and a communication systems for the deaf to contact campus police. (III.B.1.b)

To also improve safety awareness, the District has employed a full-time Environmental Health and Safety Administrator with responsibility for the District's reporting tools, risk assessments, surveys and safety inspections. The District also participates in the Keenan Safe Colleges on-line safety-training program. This third party administration by Keenan provides annual safety and insurance risk inspections with reports on corrections and compliance. (III.B.1.b)

The District is a member of the Statewide Association of Community Colleges Joint Powers Authority (SWACC), which requires members to conduct property evaluations and safety inspections, and to report findings to the Authority. An active member of the American Society of Safety Engineers, or a similar organization, conducts an onsite inspection of buildings at least once every two years. There is a follow up audit during the years that an inspection is not required in accordance with a set schedule. (III.B.2)

During the visit, the District Team also validated that the Facilities Master Plan guides long-range capital plans. When developing long-range capital plans, the College showed proof that it considers all components of the overall costs associated with construction, energy, equipment costs, room utilization, and total cost of ownership for future equipment replacements, facilities, and operations. (III.B.2.a)

The San Bernardino Valley College Strategic Plan drives institutional planning. Goal 6 of the plan is "Facilities and infrastructure to meet the needs of the students, employees, and community." The Facilities Safety Committee collects generated facilities improvement requests as part of the campus program review needs assessment process. The committee then has a clear process for prioritizing these requests with decisions for funding based on available resources. The process is clearly stated in the committee charge and is embedded as

a part of collegial consultation. This integrated planning approach ensures that facilities decisions originate at the department level. (III.B.2.b)

There is evidence that each area at San Bernardino Valley College is aware of and follows the established process for requesting physical resources. The College has produced a well-documented process for determining both short and long-term facilities and equipment needs, based on input and shared decision making among all constituencies. Constituent groups forward their physical resource needs based on the program review process. (III.B.2.b)

As documented through faculty and staff interviews and meeting minutes from College Council, the program review funding recommendation needs are then presented as ranked by the identified program review sub-committee. Minutes from College Council and the San Bernardino Valley College planning priorities program review documents clearly outline the listing of ranked items being requested and the votes for funding. (III.B.2.b)

Program review at the College facilitates a process for recommendations from programs on physical resources. The facilities have been carefully planned within the instruction and service framework of the College and District. San Bernardino Valley College integrates departmental program planning with facilities planning and continues to evaluate and improve upon its processes. (III.B.2.b)

Conclusion

San Bernardino Valley College developed a Facilities Master Plan that has been approved through collegial consultation. The plan is aligned with the College mission and strategic plan. As a campus, San Bernardino Valley College has undertaken new and renovated construction projects for over a decade. These reconstruction efforts have been funded through a number of measures and government agencies including the Federal Emergency Management Agency and the passage of general obligation bonds Measure P and M. The College has taken steps to ensure that the new facilities are compliant with California Building Codes and are approved by the Department of State Architect.

After more than a decade of construction activity, the San Bernardino Community College District has provided facilities that would be a source of pride for any District in the state. The buildings require less ongoing maintenance because most of them are brand new. The grounds are well maintained and present an inviting campus atmosphere for faculty, students and staff. The team observed that there is real pride of ownership on the campus.

The College meets the Standard.

Recommendations

None

STANDARD III: RESOURCES

STANDARD IIIC: TECHNOLOGY RESOURCES

General Observations

Technology resources are the shared responsibility of the College and the San Bernardino Community College District Office of Technology and Educational Support Services (TESS). TESS departments include distributed education, administrative applications, information technology, and graphics and printing services. The TESS departments and their services are described in a catalog of services, published and distributed in print and online formats. TESS is ultimately responsible for all core technology and communication systems of the District and assists employees with account management, training in the use of project management tools and applications, application development, classroom support, media and event support, software, web.

TESS also has responsibility for Blackboard, the Course Management System, and 24/7 help desk support. Two District technicians are assigned to San Bernardino Valley College. The District Technology Strategic Plan (DTSP), recently updated, offers a clear vision of the goals and objectives of the District to improve its technology infrastructure District wide. The approved plan involved the active participation of six District wide committees— Technology and Educational Support Services Executive, Technical Infrastructure, Web-Standards, District wide Applications Work Group, and the Crafton Hills and San Bernardino Valley College Campus Technology Committees.

Notably, the College has made significant changes in the area of technology since the last team visit. New buildings have been added that increased computer accessibility and the number of smart classrooms and learning laboratories have significantly increased. A new and improved website was created and put in place.

The College moved to Google mail for students as a way to keep in contact with them indefinitely. In addition, the position of Director of Campus Technology Services was added and filled. The Director provides leadership in the area of technology planning and resources by recommending software tools that help faculty and staff fulfill their roles more effectively at the institution.

Findings and Evidence

Campus Technology Services maintains the campus technology infrastructure, such as wireless capability. Employees can request assistance online using the appropriate service request link, or by phone, using the monitored help line. Although it was reported and documented that there were problems with the help desk, it was determined that the problem was with the external contractor. A District-wide email was sent to explain the issue and provide a solution through an online support system. (III.C.1)

As mentioned in Standard III A (Human Resources), the District is currently in the midst of purchasing a new integrated software system to assist employees to more effectively utilize technology to do their jobs. This integrated approach to Human Resources and Financials

will greatly improve the current system being utilized by the District and increase the level of satisfaction with the District's software systems. (III C.1, III C.1.a)

There is evidence to support the fact that the College provides quality training for information technology through various methods. There are training sessions on specific applications and databases especially on new applications or significant upgrades. The Online Committee surveys the effectiveness of all training for distance education offerings. Offerings by the Professional and Organizational Development Office include evaluation forms at the workshops. The Library presents workshops on their online databases. There are online tutorials for Web Advisor and Blackboard. (III.C.1.b)

The College has several methods to determine campus needs and then systematically plan, maintain, and upgrade its technology infrastructure and equipment. The Technology Strategy Plan was created by the Campus Technology Committee and the Campus Technology Services Department, and approved by the College Council. Departments create program reviews that include needs that have not been included in Technology Strategy Plan. These departments needs then move to the Program Review Committee. Next, they are moved to the Technology Committee and then the College Council and the College President for a final decision. This process is well established and understood. There is also an out of cycle request form that is approved by the same process. (III.C.1.c)

The distribution and utilization of technology resources support programs and services. Technology resources' planning is integrated into the processes that develop and determine program needs and service. There is evidence of clear goals and the prioritization of campus technology needs is completed by the Technology Committee. The allocation of resources for technology for upgrades in hardware and software is included in the general operating budget and aligned with the strategic plan. (III.C.1.d, III.C.2)

Conclusion

The College and the District work well together to provide a stable environment for technology planning, delivery, and assessment. Concerns regarding the lack of integration between systems resulted in a decision by the District to go out for a Request For Proposal to purchase a new Human Resources and Financial Enterprise Resource Planning system as soon as the new Vice Chancellors of Fiscal Services and Human Resources are hired and can be involved in the process. Continuous improvements are always necessary to keep the system going and the overall plan and process is strong and clear.

The College meets the Standard.

Recommendations

None

STANDARD III: RESOURCES

STANDARD IIID: FINANCIAL RESOURCES

General Observations

Over the last few years, the District has struggled with a loss of income, which resulted in severe budget reductions at the College-level. The economic improvement in the past nine months has begun to allow the College to plan for financial growth and for providing needed programmatic resources. Regardless of the economic situation, budgetary decisions have been made collegially based upon institutionally established priorities.

As a result of reducing expenditures during the state's economic downturn, the District has healthy reserves. The District holds reserves in excess of the reserve levels required by the California Community Colleges State Chancellor's Office to meet unanticipated and unforeseen financial events such as state budget deferrals or statewide property tax shortfalls. The District has a policy of maintaining a minimum a 15 percent fund balance to weather any cash flow concerns. However, for the past three years, the District has maintained reserves in excess of 35 percent which far exceeds the California Community College's State Chancellor's Office recommended 5 percent fund balance. This has caused a reduction in classes, and administrative and student support services, severely impacting improvements across the campus. In 2014-2015, the reserves are expected to fall within the range of 15 percent to 20 percent and the Colleges have been provided additional funds for unmet needs.

The College planning uses program review as the primary means for evaluating and prioritizing needed resources. The College effectively allocates resources in a manner that supports student learning and is reflective of the long-term financial standing of the institution. Sufficient controls are in place to ensure efficient use of resources and the College regularly participates in audits.

Findings and Evidence

In the budgeting process, the District Budget Committee (DBC) is responsible for the review and recommendations regarding District wide processes related to budget development that have a major impact on site operations or allocations. Membership includes representatives from San Bernardino Valley College, Crafton Hills College, and the District Office. (III.D)

In June 2010, a new budget model was developed by the newly formed Resource Allocation Committee (RAC). The committee examined eight models from multi-college districts in Southern California to assess if it wanted to make a recommendation to the Chancellor's Cabinet to change it. After deciding on an approved model, it was vetted District wide and all employees were asked for their input prior to formal approval by the Interim Chancellor and Board of Trustees. The existing budget allocation model is based on the statewide funding mechanism for all community college districts in California. Funds are distributed to Districts primarily on a credit FTES basis with a two-tiered basis for noncredit (i.e. noncredit regular and noncredit enhanced). The District, in turn, has historically divided the funding to the Colleges on a fixed 70/30 split rather than on FTES earned. (III.D)

The existing model is no longer considered effective to meet the needs of both colleges, and the District is working to create a new budget model that will address the deficit spending that has occurred at Crafton Hills College (CHC). This pattern of deficit spending is expected to continue due to higher costs per full time equivalent students for faculty, administrative,

and staff salaries and fringe benefits. Additional operating costs for new buildings have also had an impact on the College's general operating budget. (III.D)

To assist the District in determining possible changes to the current allocation model, a consulting group was retained to review, analyze, and make recommendations to the District Budget Committee regarding the current resource allocation model. The focus of the study was to assess and recommend possible changes in three major areas:

1. The Resource Allocation Model (RAM)
2. The deficit spending trend at CHC
3. The long term planning to tie enrollment growth to facility growth.

The report was issued in January 2014 with recommendations that were reviewed and evaluated at special meetings held by the District Budget Committee on February 20, 2014 and March 6, 2014, and at its regular meeting held on March 13, 2014. While some of the recommendations have been implemented, others are still being discussed and explored in more detail with the possibility of future adoption or modification. (III.D)

During the visit, the team reviewed a number of financial documents provided by the College and District Office personnel on integrated planning. The team confirmed that financial resource planning at the District level is not integrated with institutional planning. The District does not have a District wide Enrollment Management Plan and Staffing Plan that is integrated with other District wide program and financial plans to drive budget decisions. (III.D)

Financial planning begins with the College's mission and goals. The Vice Presidents and Deans review the mission and goals and incorporate them into the budget development process. However, the Actionable Improvement Plan reflects the fact that this process can be improved in making mission and goals more visible during the budget development process. (III.D.1.)

Integrated planning begins with program reviews and identifies growth needs in the area of faculty, staff, budget, equipment technology, and/or facilities. The College develops a list of recommended priorities driven by the planning process that is well understood. The needs are forwarded through shared governance committees to College Council and the President makes the final determination. (III.D.1.a)

Institutional planning reflects a realistic assessment of financial resource availability. In addition to the report, dissemination and discussion of financial resource availability takes place in multiple venues, including presentations by the College President and District Vice Chancellor of Fiscal Services to the College Council, College Budget Committee, and District Budget Committee. (III.D.1.b)

The College's overall budget allocation was \$42,757,682 for fiscal year 2014-15. The College considers long-range financial priorities when making short-range plans. At the recommendation of CBT, SBVC prepared a multi-year budget. Also, requests for staffing

and other long-term financial commitments are incorporated into the College budget and planning process.

Likewise, the 2014-2015 District Budget Handbook has multi-year budget forecasting that assumes revenues and expenditure trends for the next six years. Funds have been set aside for long-term liabilities (debt service payments), insurance, and health benefits. In fact, the District has fully addressed its' Other Postemployment Benefits (OPEB) liability by utilizing the fund balance in paying off the liability. The District has also allocated resources in addressing liabilities associated with the three supplemental executive retirement plans that the Board approved. (III.D.1.c)

The College has clearly defined guidelines and processes that it follows for financial planning and budget development involving all constituencies. The processes are defined in Administrative Procedure, the budget handbook, budget calendar, and budget assumptions. Furthermore, the College has active participation of all constituents in budget and financial planning in multiple venues including the College Budget Committee, College Council and the District Budget Committee. (III.D.1.d)

SBVC's financial documents have a high degree of credibility and accuracy. There have not been any audit findings for fiscal years 2011 through 2013. (III.D.2, III.D.2.a)

The College responds to external audit findings. The findings recommended for fiscal year 2010-2011 were addressed. The College participates in regular audits and disseminates the budget, fiscal conditions, financial planning and audit results to all employees. In addition, the College holds open forum discussing the budget in detail. The College and the District presents financial information pertaining to budgets, monthly expenditures, and cash flows in multiple different public venues including Board of Trustees meetings, open forums, and District Budget Committee. (III.D.2.b, III.D.2.c.)

Financial resources including long term and short term borrowing, fund raising and grants are used for their intended purpose. There have also not been any audit findings pertaining to this respective area. As a result of College's review of debt service, the District/College has taken steps in refinancing the outstanding general obligation debt pertaining to proposition 39 to reduce debt service for the local taxpayers. (III.D.2.d.)

The College's internal control processes are reviewed through an annual external audit. There are no noted deficiencies in the audits. As a means for providing a higher level of fiscal oversight, the SBCCD implemented a financial program that gives managers easier access to financial data. (III.D.2.e)

The Board of Trustees has developed District policies and administrative procedures that ensure sound financial practices to be followed by the District and the Colleges. The College has sufficient cash flows and it plans to end fiscal year 2013-14 with a healthy fund balance. (III.D.3.g)

For the last five years, SBVC and the SBCCD have operated with reserves between 20 to 35 percent. Control structures are in place to ensure the financial integrity of the College. For

example, County and District software systems prohibit overspending or any encumbrances above an approved budget. Monthly negative balance reports are distributed to departments to effectively monitor spending. Purchase requisitions cannot be converted into an actual purchase order, until there is a budget. At the end of the 2013-2014 fiscal year, the District had \$16,190.438 in reserves. (USDE Regulation and USDE Guideline for 34 C.F.R. §602.19 a-e).

The College and the District are covered under the Statewide Association of Community Colleges (SWACC) for its property and liability risk management. The excess property and liability coverage is provided through the SAFER program. SAFER provides excess protection for the District. The SBCCD also has risk management programs for worker's compensation and property/liability. (III.D.3, III.D.3.a.)

The College has effective oversight of finances, including management of financial aid, grants, and externally funded programs. The SBCCD, CBO, and the appropriate department oversee and process payments. The departments follow the appropriate approving authority for these sources of funding. The College has no locally incurred debt. The District offered SERP (supplemental early retirement program) as a means of generating savings from vacancies and the District has offered three SERPs since 2003. The plans offered monetary incentives and health insurance benefits ending with the individual reaching the age of 65. The College assesses the Other Postemployment Benefits Liability. The College has fully funded its OPEB obligation. An open forum was held to share the news that the College paid \$5.23 million out of its fund balance to address this liability. (III.D.3.b, III.D.3.c, III.D.3.d)

Annually, the District manages the repayment of locally incurred debt. In fiscal year 2012-2013, the District borrowed from the County treasury and paid the debt back the following year when state apportionment deferral payments were received. (III.D.3.e)

The College participates in state and federal financial aid programs and monitors student loan default rates. The College is participating in Private Sallie Mae student loan for which specific criteria is used in determining the loan amount. The College ended the federal Family Education Loan (FFEL) Program several years ago. The combined default rate for this program was 24.77percent in 2010 and 21.3percent in 2009. The College's default rate was just one percent below the maximum allowed federal cohort rate. The College discontinued participation in the FFEL Program as a result of risks associated with inclining default rates. The Reconciliation Act of 2010 changed the way in which federal loans are processed. With changes in legislation, college's cohort default rate (CDR) was expected to double in some cases and the College had no control regarding the decision to approve or deny a federal loan. Due to these risks, the College chose to not participate in the student loan program. (III.D.3.f.)

The College's agreements/contracts are processed through the district business office and submitted for board approval. The College/District has respective board policies and administrative procedures pertaining to contracts. The President's cabinet and Chancellor's cabinet review all contracts to ensure the integrity of the institution prior to Board's review

and approval. Board Policy and Administrative Procedures 6340 govern the contracting process. (III.D.3.g)

Board policy requires that controls be in place to ensure compliance with public contract thresholds. In addition to these procedures, the Fiscal Services department at the District has guidelines in place that provide contract/agreement checklists and contract templates. The checklist specifically outlines the items required in submitting a contract. The District templates have a clause to terminate contracts due to substantial failure of performance by giving a 30-day notice. Administrative Procedure 6340 articulates contract management in accordance with State and Federal regulations. (III.D.3.g)

More specifically, AP 6430 states that “an individual cannot be both a District employee and an independent contractor with the District at the same time unless it can be clearly demonstrated that the work being performed as a consultant has no relationship to work being performed as a District employee and such work cannot be construed as falling within the broad definition of the individual’s job description or classification as an employee. . .” Only the Chancellor, Vice Chancellor of Fiscal Services, Business Manager or Director of Fiscal Services can sign a contract. (III.D.3.g.)

The College’s financial management practices are assessed periodically by the District's internal auditor and annually by the external auditors contracted by SBCCD Fiscal Services. The College has had no audit exceptions in three years. Previous audit findings in 2011 included the over reporting of FTES because students were not dropped prior to census and incorrect contact hours being used to calculate FTES. Recent audit findings confirm that these issues have now been addressed by the District. (III.D.3.h)

The College has an integrated planning process in place that begins with program review. Program review is a two-step process with needs assessment which is completed annually and program efficacy phases that are completed by programs every four years. Annual and long-term budget requests are based on program efficacy that requires programs to analyze data, which indicates progress on departmental goals. This analysis must show demonstrated improvement in student learning. (III.D.4)

Conclusion

In May 2013, the District Budget Committee developed a process to adjust the Resource Allocation Model based on data and institutional planning documents to determine the appropriate allocation to the Colleges. The team found that this fact is not widely known on campus and that there are certain aspects of the model that lack transparency such as the criteria for funding the District wide assessments and why some revenue is excluded from the model. Also, the team could not find any evidence of integrated planning at the District level or how campus-level planning links to District-level planning which is the reason why both the College and District teams developed District Recommendation 2.

The College does not meet all components of the Standard.

Recommendations

District Recommendation 3:

In order to meet Standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive District wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other District wide program and financial plans, broadly communicated to the colleges. (Prior Commission Recommendation #1 from 2009, Prior 2008 Recommendation - IV.B.3.b, III.A, III.A.1, III.A.1.b, III.A.1.c, III.A.6, IV.B.3.b)

STANDARD IV: LEADERSHIP AND GOVERNANCE

STANDARD IVA: DECISION-MAKING ROLES AND PROCESSES

General Observations

San Bernardino Valley College (SBVC) and the District have been working towards reaffirmation of San Bernardino Valley College since its 2008 self-study, 2010 Follow-Up Report and visit and their Midterm Report submitted October 2011. It is clear that SBVC along with the District have demonstrated an integrated planning and budgeting process aligned with their 2010 Educational Master Plan. The plan included program review components for instruction, student services, and technology and labor market information for the purpose of planning.

SBVC leadership is collaborative and adheres to collegial relationships between the College and the District. It is clear that all constituencies' work together for the good of the institution and the participation among campus groups in governance and planning at the College is high. The College utilizes its participatory strategic planning process to measure the effectiveness of all its programs and services to ensure they are consistent with the College mission, vision, and core values. The College has an established governance structure that supports dialogue on ideas amongst all constituencies and acknowledges the Academic Senate's role in curricular and other educational matters, as well as the other constituencies including the Classified Senate and Associated Students.

The San Bernardino Community College District created and assembled its governance committees (District Assembly and District Budget). Following the spirit of participatory governance, each committee has representatives from the various constituencies from each College. Additionally, in response to its previous recommendations, the District developed a program review process, a Strategic Plan and a Human Resource Plan.

The District further expanded its technology planning with the District MIS Executive and TESS committees. The purposes of each of above mentioned committees are outlined along with their membership, agendas, and minutes on the District's website. The various constituencies bring forward their recommendations and report back to each representative body, thus increasing the communication between Colleges and the District office.

The District engaged consulting services in the fall 2013 for the purpose of developing a comprehensive three-year District-wide staffing plan. In March 2014, the report was presented to the Chancellor and each of the Colleges. The District Assembly and Budget

committees are currently reviewing the report. The College is currently challenged with the need to increase productivity while identifying critical positions to fill, if any. Recommendations regarding the CBT Three-Year Staffing Plan are expected to be decided upon in fall 2014.

The recent adoption of a Board Policy and Administrative Procedure on May 9, 2013, titled, "Evaluation of Chancellor" has resulted in a discrepancy between another set of Board policies/AP 7250 Management Employees, Board Policy 7251 –regarding management evaluation therefore a reconciliation on related polices should occur to increase clarity, expectations and avoid inconsistencies. It appears that the Chancellor is being evaluated twice within the same calendar year, spring 2014 and fall 2014 yet the policy outlines that his evaluation will occur annually. On the other hand, the Board clearly outlines the search and selection process within the policy for the chief administrator along with delegation of administrative authority to the Chancellor position.

In the delineation of roles between the Colleges and the District Office, it is clear that the District Office has primary responsibility for centralized support for the Colleges in the areas of Human Resources and is responsible for recruitment of academic, classified and administrative employees, employee benefits, employee/labor relations, collective bargaining, classification and pay, personnel records maintenance, professional development and training, grievance resolutions, unlawful discrimination complaints and employee discipline. This vital area of responsibility has suffered long-term vacancy of the administrative positions, which has resulted in a slow-down of operations and/or gaps within the maintenance of Human Resources thus marginally supporting the Colleges. The long-term vacancy of a permanent Vice Chancellor of Human Resources and the reclassification of the Director of Human Resources to Human Resources Administrator Manager in June 2013, yet not filled to this date. This current challenge for the District should be examined.

Findings and Evidence

SBVC has a history of encouraging faculty and staff to actively participate in governance processes for planning and decision-making. The College communication flowchart provides evidence of the ways in which constituencies are engaged in dialogue, including (but not limited to) the Academic Senate, Classified Senate, the President's Office and the District. As indicated in the campus climate surveys, faculty and staff affirmed that SBVC employees participate in planning. Faculty acknowledged the timely receipt of information. Even with the high turnover of executive level administrative positions at the College, governance, planning and assessment of research data occurred with input from College constituencies in a collegial environment. (IV.A.1)

Despite the continuous change in executive leadership at both the College and District, it appears that the collegial consultation structure of the College continues with a clear pathway for faculty, staff, administrators and student participation in governance and decision-making. In 2011, SBVC adopted AP2045 addressing decision-making process on all professional and academic matters; this policy is currently being revised by the District Assembly, College Council, and Classified and Academic Senates (IV.A.2a). The interim president has made a conscious effort to connect with the campus; she holds heavily attended

office hours and open forums, publishes an informative newsletter, and is actively present across the campus. (IV.A.2, IV.A.2.a)

Through Senate representation on various planning and standing committees, active participation in student learning programs and services is in place. The SBVC Academic Senate advises and assists the Board of Trustees and College administration on faculty and professional matters regarding student learning programs and services. The majority of faculty survey responses (59 percent) were positive about faculty having the opportunity to participate in institutional planning and decision-making. Discussions with the Academic Senate Executive committee confirmed faculty active participation in committee work and governance; the visiting team was impressed to learn that the Academic Senate assigns every faculty member to at least one active committee (IV.A.2.b).

Collegial governance participation and effective communication among all constituents of the District and College has been integrated within the organization with the creation of the District Assembly at San Bernardino Community College District (SBCCD) and the SBVC College Council. These two groups represent the highest level of collegial governance participation for its constituents of the District and College. Both Academic and Classified Senates are highly involved with the participatory governance process. Both of these senates recommend senators or representatives to serve on various College committees. The Classified senate was especially pleased with their newly allocated budget for operations. While organizational structures and accessibility to decision-making exist, there is room for continued improvement and hence the finalization of the participatory governance handbook will further outline and communication to internal and external stakeholders the decision-making processes for SBVC. (IV.A.3)

SBVC has demonstrated its commitment to the delivery of high-quality Distance Education (DE). The purpose of DE at SBVC is to increase access to educational opportunities and to facilitate the completion of degrees and certificates. As online and hybrid courses currently comprise close to 20percent of SVBC's offerings, careful oversight of DE is essential. (IV.A.3)

Processes for ensuring the quality and strategic oversight of DE are well established, including the Online Program Committee, the Technology Committee, the Online Learning Plan, demonstrated faculty preparation for online teaching, ongoing professional development opportunities for DE faculty, and the Handbook for Online Students. (IV.A.3)

Representative participation is ensured through the Online Program and Technology Committees, which are standing committees of the Academic Senate. The Online Program Committee brings faculty, administration and other interested parties together to provide oversight of DE at SBVC. This representative body "advises the Vice President of Instruction regarding issues related to online learning at the College. In addition, the committee assists discipline faculty in the preparation of distance education requests to the Curriculum Committee. The committee serves as a conduit of information among faculty, administration, and students by providing a technological vision for issues related to online learning." (Online Program Committee Charge). SBVC's Technology Committee is

responsible for creating and maintaining the Campus Technology Plan (Technology Committee website). (IV.A.3)

SBVC's **Online Learning Plan**, a comprehensive plan that supports the growth of online programs while maintaining academic integrity, was developed collegially and approved in 2012. The Online Learning Plan “organizes the activities and concerns regarding online learning at SBVC. This document is reviewed at the beginning of each semester and adjusted according to the needs and the pressures of the moment. Thus, the plan is a living document, continually evolving” (Online Program Committee website). The Online Learning Plan aligns with the campus Technology Plan. (IV.A.3)

SBVC publishes a **Handbook for Online Students**, the purpose of which is to inform online students of the policies and procedures that directly relate to Distance Education at SBVC. The handbook covers content related to academic honesty, achievement, credit hours, online degrees and certificates, student privacy, and transfer/articulation for online classes. (IV.A.3)

Both SBVC and the District advocate for and demonstrate honesty and integrity in their relationships with external entities. Relationships with local agencies - including San Bernardino Unified School District and Rialto Unified School District - are characterized by honesty, integrity and effectiveness, evidenced by 100percent pass rates on the CAHSEE test for the past six years. The College, as part of the San Bernardino College District (SBCCD), has met all recommendations (District and College) from the previous (2008) accreditation visiting teams. Analysis of the evidence provided and interviews with faculty, staff and administration confirm that District and College met those recommendations. (IV.A.4)

Prior to the visit, team members received an addendum to the Self Evaluation that provided evidence that the College complies with the U.S. Department of Education Regulations and Higher Education Opportunities Act of 2008. (IV.A.4)

The governance and decision-making structures are evaluated annually for effectiveness. An annual campus-wide assessment survey is conducted on campus processes with governance, collegial consultation, and decision-making. Supporting evidence from the Office of Research, Planning and Institutional Effectiveness website provides College Planning documents including Educational Master Plans, Strategic Plans and Planning Priorities which are readily available for public viewing. (IV.A.5).

Conclusion

Through its effective participatory governance structures and integrated planning and decision-making processes, the institution has demonstrated that it is able to identify institutional values, set and achieve goals, learn, and improve. The College has demonstrated collegial participation of all constituencies in these processes and a College-wide commitment to student learning and success.

The College meets the Standard.

Recommendations

None

STANDARD IV: LEADERSHIP AND GOVERNANCE

STANDARD IVB: BOARD AND ADMINISTRATIVE ORGANIZATION

General Observations

The San Bernardino Community College District Board of Trustees is an independent governing board that consists of seven elected members and two student trustees (one from each college) who provide advisory votes. Governance roles that are spelled out in Governing Board policies and administrative procedures assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the District.

Findings and Evidence

Through Board Policy, the Board established the following imperatives for the San Bernardino Community College District: 1) Institutional Effectiveness; 2) Learning Centered Institution for Student Access, Retention and Success; 3) Resource Management for Efficiency, Effectiveness and Excellence Enhanced and Informed Governance and Leadership; and 4) Policies consistent with the mission of the San Bernardino Community College District to demonstrate its commitment to institutional effectiveness. (IV.B, IV.B.1)

A review of evidence confirms that the Board is an independent policy-making body that reflects the public interest in its activities and decisions. At its January 16, 2014 meeting, the Board adopted a resolution establishing trustee areas from which Board members would be elected in a by-trustee area election process. The Board took this action to be in compliance with the California Voting Rights Act and the Federal Voting Rights Act. The new trustee areas reflect the public interest and the new trustee areas will be in effect for the next Board election. The team found that the Board acts as a whole when it reaches a decision, and advocates for and defends the Colleges and protects them from undue influence or pressure. (IV.B.1.a)

The Board follows its established policies consistent with its mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Additionally, the Board of Trustees approved the District Strategic Plan with the following five strategic directions: Institutional effectiveness, Learning-Centered Institution for Student Access, Retention and Success, Resource Management for Efficiency, Effectiveness and Excellence, Enhanced and Informed Governance and Leadership, Inclusive Climate, Community Collaboration and Values. (IV.B.1.b)

A review of a random sample of agendas and minutes demonstrated that the Board of Trustees are well informed about their responsibility for educational quality, legal matters and financial integrity. Through its review and approval of educational programs and financial operational budgets and acceptance of audit reports leading to approved changed processes, the Board demonstrates its educational, legal and fiscal responsibility. (IV.B.1.c, IV.B.1.d)

The Board develops, approves and revises District policies in an appropriate fashion. However, in reviewing board policies, the team observed that, in some instances, the Board is not adhering to its own policy. Board minutes verify that the Board unanimously approved Board Policy 6610 in order to create opportunities for local hires and local business participation on District capital improvement and construction projects, despite the fact that the District has a participatory process for regularly reviewing and revising policies. The Board members interviewed verified that the Board bypassed the collegial consultation process in order to make a "quick business decision." Board Policy 2140 (Public Participation at Governing Board Meetings) and BP 6320 (Investments) are further examples of policies that have bypassed the collegial consultation process.

Furthermore, the Self Evaluation points to Board policies and administrative procedures that contradict each other. In one contradiction, Board Policy 2000 states that the Board of Trustees must "evaluate annually, in writing, the Chancellor's performance using selected evaluation instruments", however Administrative Procedure 2175 states "The Chancellor will be evaluated once per year for the first two years of employment, and every three years thereafter. Evaluations may be held on a more frequent basis when deemed necessary by the Board of Trustees." The Chancellor was evaluated in 2012 and his next evaluation was not completed until the June 12, 2014 Board meeting. He has been informed that his third evaluation will occur just five months after his second evaluation. He was appointed interim Chancellor in 2010. (IV.B.1.e)

Interviews with Board members indicate that they find out about their duties at optional trainings sponsored by the Community College League of California and at annual retreats and professional development sessions. The Board members interviewed indicated that the new trustee orientation program should be expanded to include information about such important topics as District Office operations and procedures and their role as a SBCCD trustee. (IV.B.1.f)

The Board's self-evaluation process is defined and published in its policies (Board Policy 2745). The Board sets goals and assesses its effectiveness through an annual self-evaluation. According to Board meeting minutes, the last evaluation of the Board was on August 2, 2013. (IV.B.1.g)

As previously noted in Standard III.A, the Board has a policy that defines its code of ethics and provides a process for dealing with violations. (IV.B.1.h)

Further evidence demonstrates that the Board is informed about the accreditation process on a regular basis through presentations at the Board meetings by the College Presidents, Accreditation Liaison Officers, and Faculty Accreditation Chairs. The Board reviews accreditation documents and is aware of the timelines and approval process for certifying that there was broad based participation by the campus community in the preparation of the Self Evaluation. (IV.B.1.i)

As noted above, the process for the evaluation of the Chancellor contained in policy and administrative procedure are in conflict with one another. Board Policy 2175 helps the Board

understand their role in the selection of the Chancellor and the College Presidents. Through professional development training, they understand that they have a responsibility to delegate full authority to the Chancellor and College Presidents without interference. Per Board policy, the Chancellor provides an annual report to the community, highlighting the District's accomplishments and achievements. (IV.B.1.j)

The President is a former faculty member and administrator who has served the campus for 16 years. Her role as President appears to have been strengthened in the most recent revision of the job description for College Presidents. The President has the responsibility for the quality of the institution including planning, organizing, budgeting, selecting and developing administrators, and assessing institutional effectiveness. (IV.B.2, IV.B.2.a)

The President guides the institutional improvement of the teaching and learning environment by implementing the College's planning and decision making processes. The Strategic Plan lays out the goals and objectives for the College. The President, as chair of College Council, helps to conduct an annual meta-evaluation of initiatives, goals, objectives and processes. She is involved with assessing institutional effectiveness and using the results in decision making. In addition to her participation on the College Council, the President directly oversees the Office of Planning and Institutional Effectiveness, thereby shaping the College's research agenda. (IV.B.2.b)

The President has the authority to assure the implementation of all statutes, regulations and board policies and to ensure that institutional practices are consistent with the mission and board policies. (IV.B.2.c)

The President has demonstrated effective control of the campus budget and expenditures and relies on the college's integrated and participatory planning processes to provide her with the necessary information to effectively allocate resources. Regular conversations at various meetings including College Council, reports to the Board, emails and forums have assured current budget information has been disseminated campus-wide. When the College was faced with a budget crisis during the recent economic downturn, she guided the ad-hoc Budget Committee of the College Council as a collegial consultation committee. (IV.B.2.d)

The President is active in a wide range of community organizations including the San Bernardino Chamber of Commerce, San Bernardino Kiwanis, San Bernardino Symphony, Inland Empire Educational Council, and Big Bear Chamber of Commerce. She is also active with such diverse organizations as the American Association of California Community Colleges, California Community Colleges Athletic Association, San Bernardino Unified School District and California State University San Bernardino. Altogether, she has hosted 49 conferences, events or meetings at the state or regional level that have created opportunities for community leaders to participate in activities that are of benefit to the College. (IV.B.2.e)

Through the utilization of the Function Map, the District and its Colleges ascertain where local campus control begins and District support ends, acting as a liaison between the Colleges and the Board. As previously stated, the District controls its budget and

expenditures. It is in excellent fiscal condition and the team found no evidence of micro-management by the Board. Satisfaction with the effectiveness of the functional relationship between the District and its Colleges took place in December 2013. Shortly after receiving the input, the District began implementing improvements based on the results. (IV.B. 3, IV.3. a-g)

Conclusion

The team found evidence throughout the Self-Evaluation, which was confirmed during the team's visit, that the Standards for Board and Administrative Organization are met with the exception of the Board being in compliance with its own policies. Also, the team found that, while there was evidence that new Board members attend orientation, they do not have a specific orientation to their role as a San Bernardino Community College Board member.

The College does not meet all components of the Standard.

Recommendations

District Recommendation 1:

In order to meet Standards, the team recommends that the Board of Trustees examine its role in the development of policies and ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Governing Board of Trustees should take steps to ensure that all policies are developed or revised within the framework of the established input and participation process. ((San Bernardino Valley College 2009 Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)

District Recommendation 4:

In order to improve effectiveness, the team recommends that the District develop a local Governing Board orientation program to ensure that all members of the Governing Board are adequately prepared to provide leadership appropriate to their role as Governing Board members. (IV.B.1.)

**COMPREHENSIVE EXTERNAL EVALUATION TEAMS EVALUATING COMPLIANCE
WITH FEDERAL REGULATIONS AND COMMISSION POLICIES**

Public Notification of an Evaluation Visit and Third Party Comment

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

Regulation citation: 602.23 (b).

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

On the third day of the visit, the team chair received a third party comment that has been referred to the Commission for follow-up. The team did not have enough time to complete a validation of San Bernardino Valley College's compliance with the standards related to this third party comment. The team recommends that the District be directed to provide further information addressing the matter.

Standards and Performance with Respect to Student Achievement

- The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
- The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
- The institution analyzes its performance as to institutional-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

See page 16-17 of this report for the team's review of compliance with the regulations.

Credits, Program Length, and Tuition

- Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
- The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
- Tuition consistent across degree programs (or there is a rational basis for any program-specific tuition).
- Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
- The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

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

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

See page 16 and 17 of this report for the team's review of compliance with the regulations.

Transfer Policies

- Transfer policies are appropriately disclosed to students and to the public.
- Policies contain information about the criteria the institution uses to accept credits for transfer.

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

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

See page 17 of this report for the team's review of compliance with the regulations.

Distance Education and Correspondence Education

- The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
- The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected .
- The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

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

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

See page 15 of this report for the team's review of compliance with the regulations.

Student Complaints

- The institution has policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

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

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

See page 18 of this report for the team's review of compliance with the regulations.

Institutional Disclosure and Advertising and Recruitment Materials

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
- The institution provides required information concerning its accredited status as described above in the section on student complaints.

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

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

See page 16 of this report for the team's review of compliance with the regulations.

Title IV Compliance

- The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. if issues were not timely addressed, the institution demonstrates its has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

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.

Conclusion Check-Off:

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

See page 15 of this report for the team's review of compliance with the regulations.