



San Bernardino Valley College
Institutional Self-Evaluation Report

**SELF-EVALUATION REPORT OF EDUCATIONAL QUALITY AND
INSTITUTIONAL EFFECTIVENESS
IN SUPPORT OF REAFFIRMATION OF ACCREDITATION**

Prepared and Submitted by:

San Bernardino Valley College
701 South Mt. Vernon
San Bernardino, CA 92410

Submitted to:

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

July 25, 2014

Board of Trustees of the San Bernardino Community College District

Bruce Baron, Chancellor
Donna Ferracone, President
Dr. Kathleen (Katy) Henry, Vice-President
Joseph Williams, Clerk
Gloria Macías Harrison
John Longville
Dr. Donald L. Singer
Nickolas Zoumbos
Rosalinda Sosa-Sanchez, SBVC Student Trustee
Yasmeen Flores, CHC Student Trustee

District Administration

Bruce Baron, Chancellor
Tim Oliver, Interim Vice Chancellor, Business and Fiscal Services
Dr. Jack Miyamoto, Interim Vice Chancellor, Human Services and Employee Relations

San Bernardino Valley College Administration

Dr. Gloria Fisher, Interim President
Scott Stark, Vice President, Administrative Services
Dr. Haragewen Kinde, Vice President, Instruction
Dr. Rickey Shabazz, Vice President, Student Services

Academic Senate

Dr. Jeremiah Gilbert, President
Algie Au, Vice President
David Smith, Secretary

Classified Senate

Cassandra Thomas, President

Associated Students

Brandon Brown, President

TABLE OF CONTENTS

Certification

Certification of the Institutional Self-Evaluation Report	
Certification of Continued Compliance with Eligibility Requirements	
Certification of Continued Compliance with Commission Policies.....	

Introduction

History.....	
Background and Demographics.....	
Status of Off-Campus Sites.....	

Abstract of San Bernardino Valley College Self-Evaluation

Abstract of Self-Evaluation.....	
Standard I: Institutional Mission and Effectiveness	
Standard II: Student Learning Programs and Services.....	
Standard III: Resources.....	
Standard IV: Leadership and Governance.....	

Self-Evaluation Organization

Self-Evaluation Organization.....	
Self-Evaluation Timeline	

Organizational Structure of Institution

College Organizational Charts	
Functional Map	

Responses to Recommendations

Evaluation Team's Recommendation 1.....	
Evaluation Team's Recommendation 2.....	
Evaluation Team's Recommendation 3.....	
Evaluation Team's Recommendation 4.....	
Evaluation Team's Recommendation 5.....	
Evaluation Team's Recommendation 6.....	
Commission Recommendation 1.....	

Standard I: Mission and Institutional Effectiveness

A: Mission	
B: Improving Institutional Effectiveness	

Standard II: Student Learning Programs and Services

A: Instructional Programs	
B: Student Support Services	
C: Library & Learning Support Services	

Standard III: Resources.....

- A: Human Resources
- B: Physical Resources
- C: Technology Resources
- D: Financial Resources

Standard IV: Leadership and Governance

- A: Decision-Making Process
- B: Board and Administrative Organization

DRAFT

Certification of the Institutional Self-Evaluation Report

Date: July 25, 2014

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

From: San Bernardino Valley College
701 South Mt. Vernon, San Bernardino, CA 92410

This Institutional Self-Evaluation Report is submitted for the purpose of assisting in the determination of the Institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Bruce Baron, Chancellor, San Bernardino Community College District

Donna Ferracone, President, Board of Trustees, San Bernardino Community College District

Dr. Gloria Fisher, Interim President, San Bernardino Valley College

Dr. Haragewen Kinde, Accreditation Liaison Officer and Co-Chair, 2014 Self-Evaluation,
San Bernardino Valley College

Dr. Celia Huston, Co-Chair, 2014 Self-Evaluation, San Bernardino Valley College

Dr. Jeremiah Gilbert, President, Academic Senate, San Bernardino Valley College

Cassandra Thomas, Classified Senate President, San Bernardino Valley College

Brandon Brown, President, Associated Students of San Bernardino Valley College

Certification of Continued Compliance with Eligibility Requirements

1. Authority

San Bernardino Valley College is a public two-year community college operating and awarding degrees and certificates under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the San Bernardino Community College District.

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

The college also offers programs accredited by the California State Board of Registered Nursing and the National League for Nursing Accrediting Commission. The Board of Vocational Nursing and Psychiatric Technicians have approved our Psych Tech program. Additionally, our Aeronautics program is certified by the Federal Aviation Administration (FAA)

2. Mission

“San Bernardino Valley College provides quality education and services to a diverse community of learners” is the mission statement for San Bernardino Valley College. This statement is clearly defined and is appropriate to a degree-granting institution and its constituency and reflects the college’s commitment to student learning. The mission statement is reviewed by campus constituencies and reaffirmed or modified (if indicated) on an annual basis by the College Council. The Board of Trustees approved the mission statement. The mission statement appears in all significant documents of the college including the strategic plan, the schedule of classes, the official college catalog and the college’s website.

3. Governing Board

The Board of Trustees of the San Bernardino Community College District is made up of seven voting members, elected from the communities served by the district and two student representatives (non-voting), elected by their respective campuses. The board is responsible for the quality, integrity and financial stability of the entities within the district, including San Bernardino Valley College. The board of trustees adheres to its conflict of interest policy.

4. Chief Executive Officer

Dr. Gloria Fisher has served as the Interim President of San Bernardino Valley College since her appointment by the Board of Trustees effective April 11, 2013. At that time, she also served as the Vice-President of Student Services. Effective January 6, 2014, with the appointment of a permanent VPSS, Dr. Fisher’s full-time assignment is as President. Board Policy grants her authority to administer board policy at San Bernardino Valley College. She does not serve on the Board of Trustees.

5. Administrative Capacity

San Bernardino Valley College has 26 administrators, including one president, 3 vice presidents, 7 deans, one associate dean/director, 11 directors, two managers and one program administrator (includes academic and classified managers). Of these, 9 are currently employed in interim positions. There are currently five vacant positions which are being evaluated. All permanent managers were hired through a competitive, open process which included screening committees and a representative from the District Human Resources office. All administrators have appropriate preparation and experience to provide the administrative services required to support the college mission. The number of positions is sufficient to provide the administrative services necessary to support the college's mission and purpose.

6. Operational Status

San Bernardino Valley College is a comprehensive college that meets the educational needs of its community. It offers a wide range of academic and vocational programs leading to degrees, certificates, transfer to four-year colleges and universities, career advancement, job training, lifelong learning and personal enrichment in support of both its mission and the mission of the California Community College System. The college has been in continuous operation since 1926.

7. Degrees

San Bernardino Valley College offers programs leading to 66 AA and AS degrees and 74 certificates (effective FA 14). Included in these are 6 AS-T and 8 AA-T degrees. Most courses satisfy the requirements for either majors or general education.

8. Educational Programs

The college considers student demand and need in determining the degree and certificate programs, as well as course objectives, University of California (UC) and California State University (CSU) requirements, and/or recommendations from advisory committees related to the needs of businesses and industry. Content review, program review, student learning outcomes and faculty evaluation contribute to courses that are of high quality and rigor. Certificate and Degree programs have identified student learning outcomes. Most degree programs are two academic years in length.

9. Academic Credit

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

10. Student Learning and Achievement

The college developed college-wide Student Learning Outcomes, referred to as core competencies, in 2004. The core competencies are available on the college website, and the course catalog. The Student Service areas have defined Service Area Outcomes (SAOs). Academic departments have defined Student Learning Outcomes (SLOs) for their programs and courses which are also available on the college website. Course

level student learning outcomes appear on class syllabi and are attached to course outlines of record. Program and course level SLOs must be submitted with new courses and through the content review process. The college is engaged in a cycle of assessment of Student Learning Outcomes at the course, program, and college levels. Executive Summaries have been submitted to the office of instruction on an annual basis, though in 2013, summaries began to be submitted on a semi-annual basis. Data on attainment of SLOs is now collected every semester, for every course, regardless of where or how it is offered, beginning in fall, 2013. The analysis cycle remains every three years. Faculty regularly engages in dialog regarding student learning and strategies for improvement of student learning and assessment. In addition, Institution-Set-Standards were established in 2013/2014. Dialogue on Institution-Set-Standards began in College Council, Academic Senate and the Online Program Committee. As the 2/9/14 Academic Senate meeting the Senate set the Institution-Set-Standard for course completion, degrees awarded, and transfer at one-standard deviation below the mean over a seven year period. College Council endorsed the Institution-Set-Standards on 3/12/14.

11. General Education

All academic and vocational degree programs include a general education breadth requirement. There are three pathways to the AA/AS degree. The California State University (CSU) General Education (GE) breadth and Intersegmental General Education and Transfer Curriculum (IGETC) are the most common; however, a third option for SBVC graduation includes more locally identified needs for GE. Course objectives are considered in recommendations for inclusion in college GE requirements as these are reviewed by transfer institutions. General Education requirements include demonstrated competence in writing and computational skills as well as foundational level courses in the major areas of knowledge. The Core Competencies (institutional SLOs) reflect the general education requirements. Degree credit is consistent with levels of quality and rigor appropriate to higher education as reviewed by transfer institutions.

12. Academic Freedom

San Bernardino Community College District Board Policy 4030 defines the rights and obligations of Academic Freedom for all academic employees. Additionally, the California Teachers' Association (CTA) contract with the San Bernardino Community College District addresses Academic Freedom (Article 6). SBVC provides faculty and students the freedom to explore all knowledge appropriate to their discipline.

13. Faculty

San Bernardino Valley College employs 156 full-time faculty and 379 part time faculty. The CTA agreement sets forth the process of evaluation for faculty, along with their responsibilities which include contributions to campus service on committees. Assessment of Student Learning has been addressed in a Memorandum of Understanding between CTA and SBCCD, signed on January 30, 2013.

14. Student Services

The college offers many student support services that assist students in completing their educational and career goals. These services include: Academic and Career Counseling, Articulation, an Athletics programs, Career/Transfer Center, a Child Development Center (CDC), Financial Aid, Matriculation/Assessment, Orientation, Outreach/Recruitment, a Comprehensive Library, a Student Health Center, Student Life and Student Government, a Student Success Center (Tutoring), Student Ambassadors, and a Welcome Center. The college also offers services designed for special populations of students. These services include: CalWORKS, Disabled Students Programs and Services (DSP&S), Extended Opportunities Programs and Services (EOP&S), Puente, Success through Achievement and Retention (STAR), Tumaini, and a Veterans Resource Center. All programs support the mission of SBVC.

15. Admissions

In support of the mission of the California Community College System, San Bernardino Valley College provides access to all who can benefit from education. SBVC maintains an “open door” admission policy consistent with the Education Code and Title 5 of the California Code of Regulations.

16. Information and Learning Resources

The college’s library maintains a collection of books, microforms, reference materials, ebooks and online databases all selected and coordinated to meet the varied needs of the current diverse student population as well as to provide the opportunity for life-long learning for the campus community. Ebooks and online databases are available in house on 37 research computers and remotely via the internet. In addition, 107 computer workstations are housed in the library computer laboratory (LCL), including some equipped with adaptive software. There are 31 computer work stations in the instructional laboratory classroom. Online student services have expanded with “Email the Librarian” service. There is also Question Point, a 24/7 reference service which allows for students to receive help from reference librarians 24 hours a day, 7 days a week. This service is available for all courses, regardless of where or how they are offered.

The Student Success Center provides tutoring services in most disciplines. The Writing Center provides tutorial assistance to all interested students who seek assistance with writing assignments, including an online writing center tutorial service.) There is an open computer lab, housed within the Reading Lab which provides an additional 20 computer workstations and minimal tutorial assistance.

17. Financial Resources

The district's funding structure assures the college's financial stability. The college governance structure, such as program review and the strategic plan utilize the mission statement to support decision-making in the allocation of resources.

18. Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. These audits are reviewed by the Board of Trustees. The district's business manager provides the financial audit for interested stakeholders.

19. Institutional Planning and Evaluation

San Bernardino Valley College has several mechanisms by which institutional planning and evaluation occur. Program Review is a two-step process with needs assessment and program efficacy phases that occur each year. Rubrics are established to ensure fair reviews for each program. The Office of Institutional Research provides data and reports from surveys that are used for decision-making. Information is available on the Institutional Research website. The SBVC Strategic Plan and the accompanying initiatives were developed via collaborative processes that included campus and community input. The plan guides the college in its goal setting and accountability. Benchmarks are provided to ensure the college is reaching its targets. The initiatives are integrated into program review and all budgeting procedures, as well as year-end reports, and self-evaluation of managers.

20. Integrity in communication with the public

San Bernardino Valley College publishes a catalog annually and makes it available both in print and electronic versions. The catalog prominently displays the official name of the college along with its address, telephone number and website. The college mission is presented in the first section which provides college information. Course, program and degree offerings, academic calendar, program length, financial aid information, and availability of learning resources are featured. Additionally, the names of the governing board members appear on page 2 and the administrators and faculty are listed, with their degrees, at the back of the catalog. All admissions requirements, fees and degree/certificate/graduation requirements are listed, as well as the major policies which affect students, such as Academic Dishonesty, Nondiscrimination, Acceptance of Transfer Credits, Student Standards of Conduct and Disciplinary Procedures, Grievance and Complaint Procedures, Sexual Harassment and Fee Refunds.

21. Integrity in Relations with the Accrediting Commission

The college and the district Board of Trustees are committed to adherence to the Eligibility Requirements, the Accreditation Standards and the Commission Policies. All required reports have been submitted in a timely manner. The college regularly communicates with the commission regarding changes (such as recent Substantive Change Proposals.) SBVC is committed to working with the commission and has served as host for a regional training activity. SBVC complies with all commission requests, directives, decisions and policies and strives for all documents to be complete, accurate and honest.

Certification of Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

San Bernardino Valley College complies with this policy.

SBVC's Mission Statement identifies the college's reason for being: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." This mission statement is found on the cover of the SBVC catalog and on the college website. [\[Link to college mission statement\]](#)

Distance Education offerings at SBVC do not alter or supplant the mission of the college; those offerings are a way of advancing SBVC's mission by using technology to increase student access to quality education and services that support a diverse community of learners. Two of the college's strategic initiatives—initiatives that grow out of the mission—are "Access" and "Technology." Thus there is a clear correspondence between the mission of the college, its strategic initiatives, and the existence of courses approved for DE delivery. [\[Link to Strategic Initiatives\]](#)

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

In 2006, the college finished the transition from a paper process for course approval in the Curriculum Committee to a process driven by CurricUNET, a state-wide database program designed to assist California Community Colleges with their curriculum development and approvals. As a part of this transition, the Online Program Committee realized that the required separate approval for DE courses needed clarification. Specifically, Title 5 of the California Education Code states that any course that is approved for Distance Education Delivery demonstrates that there will be "Regular Effective Contact" between instructor and students in the class.

[55211. Instructor Contact. In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.]

The Online Program Committee developed standard definitions that identified the types of contact included in DE courses. Although separate approval for DE courses has been in place for over 30 years, this clarification was a significant addition to the CurricUNET process. That process includes the initiating faculty having a conversation with a co-chair of the Online Program Committee, creating a detailed description of the rationale for Distance Education delivery, including sample assignments focusing on the appropriateness of DE delivery for the content of the course, and, finally, listing the appropriate contact types that constitute a

minimum baseline for each section of the course offered in the Distance Education format. The identified contact types clearly identify the Regular Effective Contact that happens in each course and clearly states how the class will fulfill the quality control measures regarding Regular Effective Contact established in Title 5. The final review process for DE delivery includes one of the co- chairs of the SBVC's Online Program Committee and the District's Associate Vice Chancellor of Technology and Educational Support Services, thereby ensuring that approval for Distance Education Delivery meets the highest standards of the college and the District.

The definition of Distance Education by ACCJC includes a requirement that DE courses demonstrate that there is "Regular Substantive Interaction" between faculty and students. This is one of the major distinctions between Distance Education and Correspondence Education drawn by the ACCJC. In 2011, the Online Program Committee discussed the Title 5 requirements and the ACCJC requirements and decided that at SBVC "Regular Effective Contact" is equivalent to "Regular Substantive Interaction." When SBVC fulfills the Title 5 requirements of the State of California, the accreditation requirements of ACCJC are simultaneously being fulfilled. Thus, the rigorous approval processes in place at SBVC initially demonstrate that the relevant Commission Policies regarding DE are being addressed. [AP 4108 is evidence, DE approval process within CurricuNet is evidence.](#)

Student Learning Outcomes are defined for courses and for programs, and are identical in traditional courses and those offered in an online environment. SBVC affirms the importance of Student Learning Outcomes as a way to continually improve instruction. This process is clearly documented at the Division level and the data is housed in the Office of the Vice President of Instruction. The District has purchased a program—eLumen—to assist the campuses with the collection and tracking of SLO data. The intent of the college is to assess “every SLO in every section in every semester” beginning in Fall, 2013. This includes all online sections. The use of eLumen will streamline the collection and analysis of SLO data.

San Bernardino Valley College has submitted two substantive change proposals (2012 and 2014) to ACCJC as online offerings have increased. Both proposals have been accepted by the commission.

One element of SBVC's Comprehensive Quality Control Process deals with student authentication. In the summer of 2008, the Congress passed legislation that includes language with implication for online classes. [As stated in Section 496 of August 14, 2008, Higher Education Opportunity Act (HEOA): *Accrediting agencies must require institutions that offer DE or correspondence education to have processes to establish that the student who registers is the same student who participates in and completes the work and gets the academic credit.*] The implementation of this law is being taken seriously by accrediting agencies such as ACCJC. The key issue is in knowing that the student who is doing the work in an online class is the student who is getting credit for doing the work in the online class. The language of the conference committee that drafted the compromise legislation is clear that using an authentication system with a student login, such as Blackboard, is sufficient to meet the spirit and letter of the law. All students enrolled at SBVC are issued a secure username and password for access to the Blackboard learning management system. Those usernames and passwords are unique to each individual. And students are encouraged to change their

passwords after initial log in and frequently thereafter. But in addition to the secure log in, Comprehensive Quality Control Process for online classes includes a checklist of other ways to ensure student authentication (e.g. internal, instructor-controlled password protection for exams, techniques to limit cheating on exams, extensive writing and revision tasks through the semester, "plagiarism certificates," "ethics certificates," and informal Google checking for plagiarism). This is, then, an opportunity for faculty to reflect on other ways to make sure that the students who are getting credit for a class are, indeed, the students who are doing the work in the class as well as an opportunity to reflect on the pedagogy (andragogy) of online learning. The District's Office of Distributed Learning has purchased, and is now implementing Turnitin in as a formal way of assessing whether a student's writing is their own work or borrowed from other sources.

The District's Distributed Education Coordinating Council has explored more technology-intensive approaches to student authentication, such as Acxiom Identity-X Authenticate. However, such reliance on technology has been seen as a very narrow approach to solving the problem. The discussions at this point favor what WCET calls "Prevention" approaches to Academic integrity and student authentication. [\[Link to WCET\]](#)

Student authentication resides in a larger arena of academic integrity. The login screen to SBVC's Blackboard site includes a bold reminder about academic integrity and verification of student identity. "By clicking on a course link in Blackboard, I affirm that I am the student who is enrolled in the course. Furthermore, I affirm that I understand and agree to follow the college's regulations regarding academic integrity. Failure to abide by those regulations may result in disciplinary action, up to and including expulsion from the college." This affirmation is also included on the Blackboard landing page. Secure, password-protected log in to the Course Management System, reminders of the importance of academic integrity upon log in and upon entrance into a Blackboard shell, and faculty-specific interventions to prevent plagiarism and verify identity constitutes SBVC's multi-layer approach to student authentication. [\(Blackboard home portal page is evidence.\)](#)

Policy on Institutional Compliance with Title IV

San Bernardino Valley College (Valley College) complies with this policy. The College participates in the Federal Perkins Loans Program. San Bernardino Valley College has a small amount of money to award in Perkins Loans each academic year. First consideration of these loan awards is typically given to students with exceptional financial needs, as well as students enrolled in the Nursing, Psychiatric Technician and Sheriff's Academy Programs. Other students will be considered on an individual basis. For the past three years, the percentage of students receiving loans has been approximately 0.003%, as detailed below:

Federal Perkins Loan Program Awards Totals Report						
Aid Year	Perkins Loans	Dollars Disbursed	Non-Institutional Loans	Dollars Disbursed	Enrollment	Percent of students receiving loans
2010 - 2011	2 1	\$34,750	16	\$117,587	19,169	.00 2
2011 - 2012	13	\$15,500	36	\$287,734	16,593	.00 3
2012 - 2013	9	\$8,000	35	\$318,835	15,441	.00 3

San Bernardino Valley College's default rate does not require a default reduction plan; however, the Financial Aid Office has established a default management plan to help educate students on the consequences of taking on college loan debt and the importance of repayment. San Bernardino Valley College's default rate is summarized below:

San Bernardino Valley College's Default Rates 3-Year Fiscal Year 2012 and 2009

OPE ID	School	Type	Control	Programs		FY2010	FY2009
127200	San Bernardino Valley College 701 S. Mount Vernon Ave, San Bernardino, CA 92410	5	Proprietary	Perkins Direct	Default Rate	48.28	27.08
					# in Default	14	13
					# In Repay	29	48
					Enrollment	19,169	21,305
					% Calculation	0.002	0.003

Enrollment Date: To provide context for the Cohort Default Rate (CDR) data, the college includes enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2010 CDR Year will use 2008-2009 enrollment).

San Bernardino Valley College evaluates all student loan requests on a case-by-case basis and has the Federal authority [HEA Sec.479(A)(c), 34 CFR 685.301(a)(8)] to reduce or deny loan requests for students that, using professional judgment, are at serious risk for loan default or unsatisfactory academic progress (SAP). High levels of indebtedness (including loans from other colleges), coupled with unsatisfactory academic progress are common indicators for students to be high risks for default. A student loan request may be denied or reduced for one of the following reasons:

- Student has not met San Bernardino Valley College's Satisfactory Academic Progress (SAP) standards
- Student has already borrowed the maximum appropriate amount for a community college
- Student appears to be in default or delinquent on financial obligations

San Bernardino Valley College requires that all first-time borrowers of Perkins Loans complete an entrance counseling session. The entrance counseling session is provided to students online. During the entrance counseling session, students are informed on how student loans and promissory notes work. Additionally, the college emphasizes the importance of repaying loans, describes the consequences of default, and shows student loan borrowers sample monthly repayment amounts and options. San Bernardino Valley College collects as much contact information about student borrowers as possible during entrance counseling to facilitate future contact if needed.

San Bernardino Valley College requires that all student loan borrowers who graduate, leave their program of study, or enroll in 6 units to complete an exit counseling session. The exit counseling session is provided online. Exit counseling is an effective way to prevent defaults and is often the last opportunity that borrowers have to work with someone at the college regarding their student loans. The exit counseling session provides in-depth counseling that focuses on fully explaining repayment plans and choices that fit the student's needs.

San Bernardino Valley College recognizes that timely and accurate enrollment reporting to the National Student Loan Data System or the guarantor is required by federal regulation and promotes school and student success. San Bernardino Valley College agrees there is a direct correlation between late or inaccurate enrollment reporting and loan defaults. This monthly activity ensures that borrowers receive their full grace period, and further ensures that contacts from the loan servicer—such as correspondence and telephone calls—occur in the appropriate timing and sequence.

The Financial Aid Office is exploring financial literacy programs to help all students, not just borrowers, become financially responsible adults, and plans to implement a comprehensive program with student success tools, financial education, default prevention, and financial aid management.

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

San Bernardino Valley College complies with this policy through the college catalogue, class schedules, college's website, and other forms of social media. The college uses several forms of institutional advertising to ensure integrity and responsibility in marketing, student recruitment, and representation of the college's accredited status to prospective and current students. The following list is an overview of how Valley College promotes our educational programs on and off campus:

A. Advertising, Publications, Promotional Literature

San Bernardino Valley College utilizes the college catalog and class schedules, which are available in print and electronic formats, to inform the public of our educational programs and services. These publications are clear, and updated electronically to ensure that they are factually accurate. The college catalogue and class schedules offer information on the college's education program as well as display the regulatory and enrollment information as required by Standard IIB of the ACCJC Accreditation standards.

B. Student Recruitment for Admissions

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

Representation of ACCJC Accredited Status

San Bernardino Valley College maintains its Accreditation status and informs the public of Accreditation activities via the college's website. The current Accreditation status with the ACCJC is also published in the 2013-14 college catalog (page 5). Additionally, the college catalog includes statements that the:

- San Bernardino Valley College Nursing Program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing (page 5)

Policy on Institutional Degrees and Credits

San Bernardino Valley College complies with this policy. The college conforms to the 60-unit semester credit hour standard. Requirements are on page 33 in the college catalog. Graduation requirements for the associate in arts degree have the following criteria:

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

The college ensures that a credit hour meets accepted academic expectations through Board Policy and Administrative Procedure 4020. The definition of a credit hour is on page 10 of the college catalog. The college has established procedures to ensure that curriculum complies with the definition of “credit hour” or “clock hour,” where applicable. San Bernardino Valley College’s Curriculum Committee ensures that a credit hour meets accepted academic expectations. The college complies with the ACCJC’s assessment of clock-to-credit hour conversion formula.

Policy on Institutional Integrity and Ethics

San Bernardino Valley College upholds and protects the integrity of its practices through its mission statement and institutional strategic initiatives, commitment to diversity, policies and procedures, and compliance with the California Education Code and other relevant regulatory requirements. The college regularly reviews our institutional plans and educational policies to ensure that they are current and accurate.

San Bernardino Valley College completes and submits all required reports to the Accreditation Commission, California Community Colleges Chancellor’s Office, state and federal governments, and to any other body requiring information about the college. San Bernardino Valley College ensures that information related to its mission, strategic initiatives, educational programs, admissions requirements, student services, tuition and other fees, financial aid programs, and policies related to transcripts, transfer of credit, and refunds of tuition and fees are accurate and readily available to the public. The college catalog, schedule of classes, and website are the main sources of information with regards to the college’s educational programs and institutional policies. The college’s accreditation status is published in the catalog.

San Bernardino Valley College has policies to ensure academic honesty, integrity in hiring, and prevention of conflict of interest violations. The college catalog, schedule of classes, and related policies and procedures address how violations of integrity are addressed. The college also has policies to ensure academic honesty and integrity in hiring practices as well as due process for students and employees. The policies describe how violations of integrity are resolved. Due process protections for employees are also addressed in collective bargaining agreements.

San Bernardino Valley College utilizes established policies and procedures to receive and address complaints, which may be submitted confidentially and anonymously, regarding questionable accounting practices, operational activities which are in violation of applicable law,

rules, and regulations, or questionable activities which may indicate potential fraud, waste, and/or abuse. The college regularly reviews its policies and procedures through its shared governance process to ensure they are equitably and consistently administered. The college welcomes visiting accreditation site visit teams and provides assistance and support to peer evaluators so that they may perform their duties.

Policy on Contractual Relationships with Non-Regionally Accredited Institutions

San Bernardino Valley College does not contract responsibilities for programs or services such as recruitment, admission, student support, online support, instructional curriculum materials, and student authentication processes with any non-regionally accredited organizations. San Bernardino Valley College retains full functional responsibility for all of its programs and services.

DRAFT



INTRODUCTION

DRAFT

History of San Bernardino Valley College

An election to establish the San Bernardino Valley Union Junior College District was held on March 26, 1926. With no formal opposition to the formation of the college, the issue carried by an overwhelming majority: 3,079 to 118, or nearly 30 to 1. The first Board of Trustees was elected on May 7 of the same year. The five nominees (E. M. Lash; N. A. Richardson; Frank H. Binney; T. Fred Robbins; and Charles J. O'Connor) ran unopposed and were elected by a small voter turnout.

On June 23, 1926, the Board of Trustees met at a site on the east side of Mt. Vernon Avenue equidistant between the downtown areas of San Bernardino and Colton. It was suggested that approximately thirty acres in the northwestern section of the parcel being inspected would provide the ideal location for the new college. The board directed that an appraisal be made. About a month later, an offer was made to the owners, Swan and Barton, to purchase the desired land for \$1,500 an acre, contingent upon voter approval of a bond issue. The offer was accepted in early August, and an election was called for September 23, 1926 to vote bonds in the amount of \$485,000 to cover the costs of the land purchase and the initial building construction. The bond issue passed by a vote of nearly 25 to 1 (3,512 to 141).

The 1927-1928 faculty comprised eleven men and six women. Nearly 300 students enrolled for the fall semester of 1927, with the freshmen outnumbering the sophomores nearly six to one. Fifty-four courses were offered, nearly all with a strong academic orientation. A number of college clubs were organized, including Y'se Women, La Sociedad Hispanica, the Indian Paint Brush (Art), Sock and Buskin (Drama), the Forensics Club, the Honor Society, a Women's Athletic Association, and a Junior Lions' Club. A number of dances, parties, teas and receptions were scheduled throughout the year, and newspaper accounts of the time indicate that they were usually well attended.

The effects of the Great Depression were felt on campus in the early 1930s. In 1932, one of the members of the Board of Trustees was asked to identify ways to economize costs associated with the upkeep of the grounds and buildings. In addition, the college decided to defer buying books for the library. In May of 1932, the faculty accepted a 5% reduction in salary. But a year later, the college's financial situation had become dire, and only 17 instructors received assurances of a full-time job. Several instructors were let go while nine had their positions reduced to half time. Salary reductions also followed.

From 1936 to 1938, the college's financial situation seemed to recover. Additional buildings were added, providing employment for over 500 individuals in the area. The auditorium was accepted by the board in October 1938, and during that same month, the Drama Department presented Shakespeare's *As You Like It* as its first production. In other construction projects, State Emergency Relief Administration funds were obtained to construct a Greek Theater, and Works Progress Administration (WPA) funds were used to fund concrete bleachers for the stadium and a new vocational building.

The fall of France in 1940 and the passage and implementation of the Selective Service Act had a sobering effect on the campus. After the country's entry into World War II, the number of male students on the campus decreased drastically. Total daytime enrollment dropped to less than

200 during the 1943-1944 academic year, and women made up the majority. In the spring of 1943, the contracts of seven instructors were terminated and the following year, four more were released.

Many of the male faculty went off to war. Eleven instructors were granted leave to enter military service, and two others were given leave to take war-related civilian jobs. The war impacted the college in other direct ways, in both curriculum and campus activities. The vocational building, completed in the fall of 1941, was used to house a number of "Off Reservation Training" (ORT) courses. Courses in radio equipment repair and battery maintenance were also offered. During the first months of the war, rigid security regulations were imposed on those assigned in the ORT program. A stockade-like fence was constructed around the shop building, with armed sentries. One of the more interesting assignments undertaken by the college during the war years was the teaching of English to Italian war prisoners at Camp Ono north of San Bernardino.

The war affected campus life in many other ways. Students promoted the sale of war stamps and bond drives. Receptacles were placed on the campus to collect scrap metal and donations of articles of clothing for the Red Cross and other war relief agencies. A Red Cross workshop was set up in the Science Building to teach students to fold bandages. Knitting lessons were given for those who wanted to make apparel for those in the service.

In the last months of the war, after the defeat of Germany in 1945, the tempo subsided. Even earlier, some of the first veterans returned to campus in 1944, a Veterans' Club was organized. By the fall of 1945, the faculty men who had been on military leave began to return, and veterans enrolled in the campus in ever-increasing numbers. A big expansion in enrollment came a year later in 1946 with the addition of many new faculty members and a rapidly growing student body.

By the 1960s and 1970s, changes in curriculum mirrored the changing social and economic conditions. The civil rights movement resulted in a substantial increase of minority students. Occupational courses were in great demand, and courses in psychology and philosophy also became popular.

Student attitudes toward other phases of traditional college life also underwent a transition. Attendance at assemblies and convocations declined noticeably. Activities such as homecoming also suffered both because of a lack of student interest in football and the growing feeling that such events had no social relevance. Dress codes, which had previously been accepted by students and faculty alike, were all but forgotten.

Racial and political confrontation came to the campus early in Dr. Art Jensen's administration. A story in the college newspaper that was critical of a presentation made by an off-campus speaker at a Black Culture Day program led to a demand by the Black Student Union that the paper's faculty adviser and student author be dismissed. Another confrontation occurred when four students locked themselves in the staff lounge of the Campus Center, a pressure tactic that eventually led to the establishment of a Chicano Cultural Center on the campus. Student concern was also expressed by demonstrations in opposition to the Vietnam War. During the

period of greatest activism, a free speech area, with a permanent podium, was established at the southeast corner of the Quad, in front of the Campus Center.

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

During the winter break for the 1995-96 academic year, trenching began to determine the vulnerability of the campus to future seismic activity. The results of the study revealed that seven of the fifteen buildings on campus straddled or were near the San Jacinto earthquake fault and would eventually have to be taken down.

A high point of President Donald Singer's tenure was a visit to the campus by President Bill Clinton in February 1995. President Clinton spoke to a standing-room-only crowd in the Snyder Gym and also met with a select group of students, faculty and administration to discuss educational issues of the day.

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

In 2002, voters passed Measure P, a local bond measure totaling \$190 million benefiting San Bernardino Community College District and its two sister colleges. Steven Ehrlich, a noted architect, was hired to design the new Administration, Science, Campus Center, Library, and Art buildings on SBVC's campus with a completion date of 2005.

The campus suffered a number of setbacks beginning in 2004 when fires in the San Bernardino Mountains, and within the city, ravaged homes of employees and students. The following year flooding occurred in many areas and one of SBVC's exceptional employees, Maureen Brady Martinez, lost her life while crossing an intersection that began to flood on her way home. In times of crisis employees have rallied to support the less fortunate. A holiday basket social has evolved over the years to support individuals in need. Twelve homeless students received \$100 at Christmas and 13 students affected by the fires received \$600 from the basket donations. The December 2007 event garnered over \$4000 to support the scholarship program.

In 2008, the community college district asked voters again to approve funds to complete work laid out in the district's Master Plan. Voters approved a \$500 million general obligation bond, to complete constructions projects at San Bernardino Valley College and Crafton Hills College.

Within the past six years five new buildings have been constructed on campus, including the Library, Administration/Student Services, Campus Center, Health and Life Sciences, and the Art Building and Gallery. At the same time several outdated buildings were demolished, and three buildings were retrofitted. In fall 2008, the college began another phase of construction with a phasing in of three new buildings and a fourth across Grant Street.

The campus now features new access points, sweeping walkways, vistas and an expansive greenbelt area. As visitors, staff and students traverse the college grounds--from the administration building to the campus center--the area now equals the size of the Pasadena Rose Bowl. The revamped Business Building is pending a Silver Leadership in Energy & Environmental Design (LEED) Certification from the U.S. Green Building Council.

Since the last accreditation visit there have been a number of personnel changes at the campus. Four presidents (Dr. Sharon Caballero, Dr. Tom Harris*, Ms. Denise Whittaker, and Dr. Debra Daniels) have guided the college. Dr. Gloria Fisher, who has worked at the college as a faculty member and administrator for the last 20 years, is currently serving as Interim President.

The vice president positions have had a number of changes as well. There have been six Vice Presidents of Instruction (Ms. Maria-Elena Martinez, Dr. Robin Calote, Dr. Kay Ragan*, Dr. Linda Stevens, Dr. Debra Daniels* and Dr. Larry Buckley). Our current Vice President of Instruction is Dr. Haragewen Kinde. Seven individuals have held the position of Vice President of Student Services (Dr. Kay Ragan*, Ms. Ernestine Moore, Mr. W. G. Garland, Ms. Judith Valles*, Ms. Linda Arroyo*, Mr. Damon Bell, and Mr. Joe Cabrales*). Our current Vice President of Student Services is Dr. Ricky Shabazz. Four people have served in the capacity of Vice President of Administrative Services (Dr. David Romero, Dr. Kay Ragan*, Mr. Mike Perez and Mr. James Hanson). Our current Vice President of Administrative Services is Mr. Scott Stark.

In recent years, the college has been able to provide a number of innovative programs, including the implementation of paired courses, supplemental instruction, and expanded tutoring services for students through the award of more than \$7 million in grant-funded projects. In 2011, the college was selected as the only two-year college in the nation to receive a grant from the Hispanic Association of Colleges and Universities (HACU) for colleges and universities that face challenges in retaining and graduating Hispanic students and that are willing to commit to a collaborative two-year project focused on increasing Hispanic academic success. Only three higher education institutions were selected in total, and they were subsequently matched with a mentor institution to share information about and implement successful practices. Also in 2011, the college was awarded \$5.5 million dollars for a Department of Education Hispanic-serving Institution-STEM and Articulation PASS GO project focused on STEM degree completion for Hispanic and other minority students and the development of model articulation and transfer agreements between two- and four-year HSI institutions. In addition, the college has received a National Science Foundation Advanced Technology Education grant for a project to recruit and train women and minorities to enter the field of water and wastewater technology.

One of the SBVC's strengths is the variety of academic and support services provided to students. SBVC has found that student success courses, learning communities (such as Valley Bound Commitment for low-income students), faculty mentoring, curriculum redesign, guidance,

tutoring, recruitment efforts, and celebration programs in STEM have resulted in improved achievement for students. The services provided to students include: personal counseling, career counseling, workforce education and job placement, a Veterans' Resource Center, disabled students programs and services, tutoring, academic advising and matriculation, transfer services, vocational rehabilitation, and childcare for students who are parents. There are several tutoring centers on campus specifically dedicated to assisting students in need of academic help.

The college presently offers 74 certificate programs and 66 degree programs. The college also maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology, and has more than 170 distributed education courses. For transfer students interested in heading to a four-year college or university, SBVC offers 13 AA-T and AA-S transfer degrees that guarantee admission into the four-year California State University and University of California systems.

Despite challenges unique to the college, such as a massive construction project, and state-wide budget cuts felt throughout the educational system, the college has remained committed to improving student learning outcomes, testing and refining new instructional practices, and increasing emphasis on data collection to assist in decision-making. Guiding principles at the heart of the college's endeavors have included improved educational access, honoring diversity, and shared governance.

*indicates interim positions

Demographics

As discussed in the previous section, new construction and landscaping were initiated after the discovery of the earthquake fault under the campus in 1997. These improvements continue to change the visual appearance of the campus. At the same time, demographic changes have transformed the ethnic character of the campus. Over the last 30 years, the campus has undergone an ethnic transition, from majority non-Hispanic Whites in the 1980's, to a current majority of Hispanic students (see Figure 2). The ethnic breakdown of the campus in fall 2013 was 62% Hispanic, 15% white, 14% African-American, and 4% Asian (see Figure 1 for a complete breakdown). Demographic shifts of this magnitude rarely occur in such a compressed timeframe. This transition is having an impact on a wide range of programs and services including outreach, counseling, and cultural event planning.

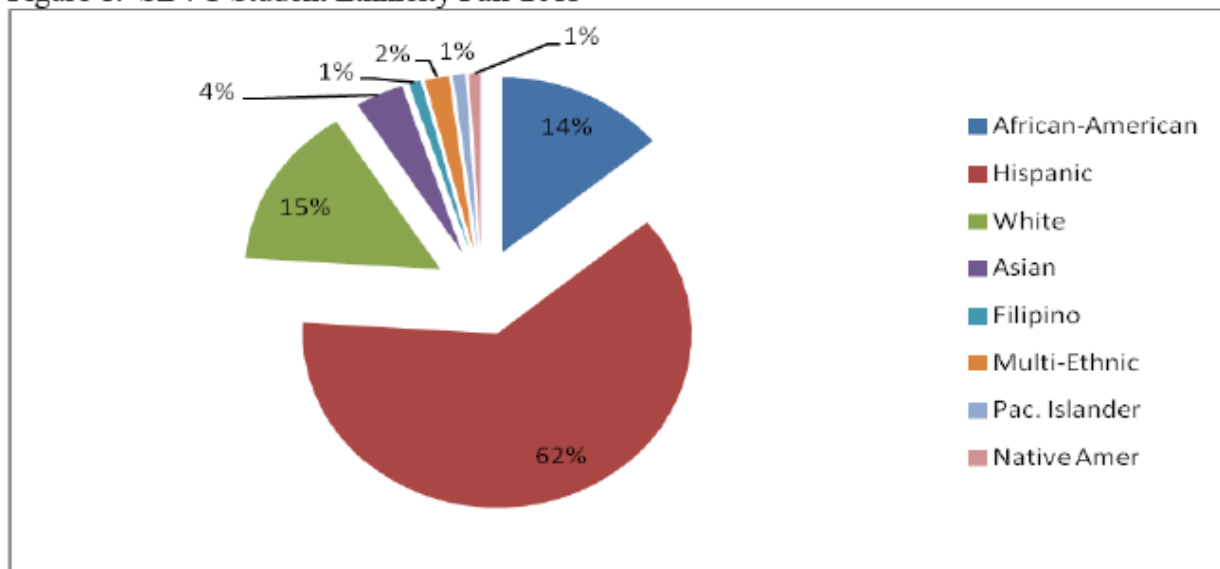
Because of the large Hispanic enrollment, SBVC is designated as a Hispanic Serving Institution (HSI) and is eligible for a number of federal grants. Due to the federal HSI designation, SBVC has been invited to apply for additional grants through private foundations. The majority of students reside in ZIP Codes where the median household incomes are significantly below the state median (see Map 1 of median household income). The ZIP Codes where the majority of students reside contain the lowest college-going-rates in the state (see Figure 7 and Table 2). Finally, demographic forecasts project a 10% population increase in our service area, while high

school graduation rates are projected to decline over the next 10 years. These demographic factors will present the campus with new enrollment challenges.

After the most recent economic downturn, as with most of the community colleges in the state, enrollment declined. Several of the tables and figures in this section will highlight the impact of the enrollment challenges between 2008 and 2013 as a result of the economic downturn. However, even with these drops, the Inland Empire and area surrounding the campus is experiencing population growth, which has been projected into the foreseeable future. Last year, the fall class of entering first-time students was more than double the number entering five years ago (see Table 4). In fall 2009, there were 792 first-time students; in fall 2013, the number had increased to 1,630. This is reflected in the falling average age of students. Figure 4 shows more younger students and fewer older students. FTES hit a low point in spring 2010 and fall 2011. The low point for unduplicated headcount was spring 2013—during a time when the FTES was on the rise. This was primarily due to an increase in the courses taken by the average student (see Figures 11, 13 and 14).

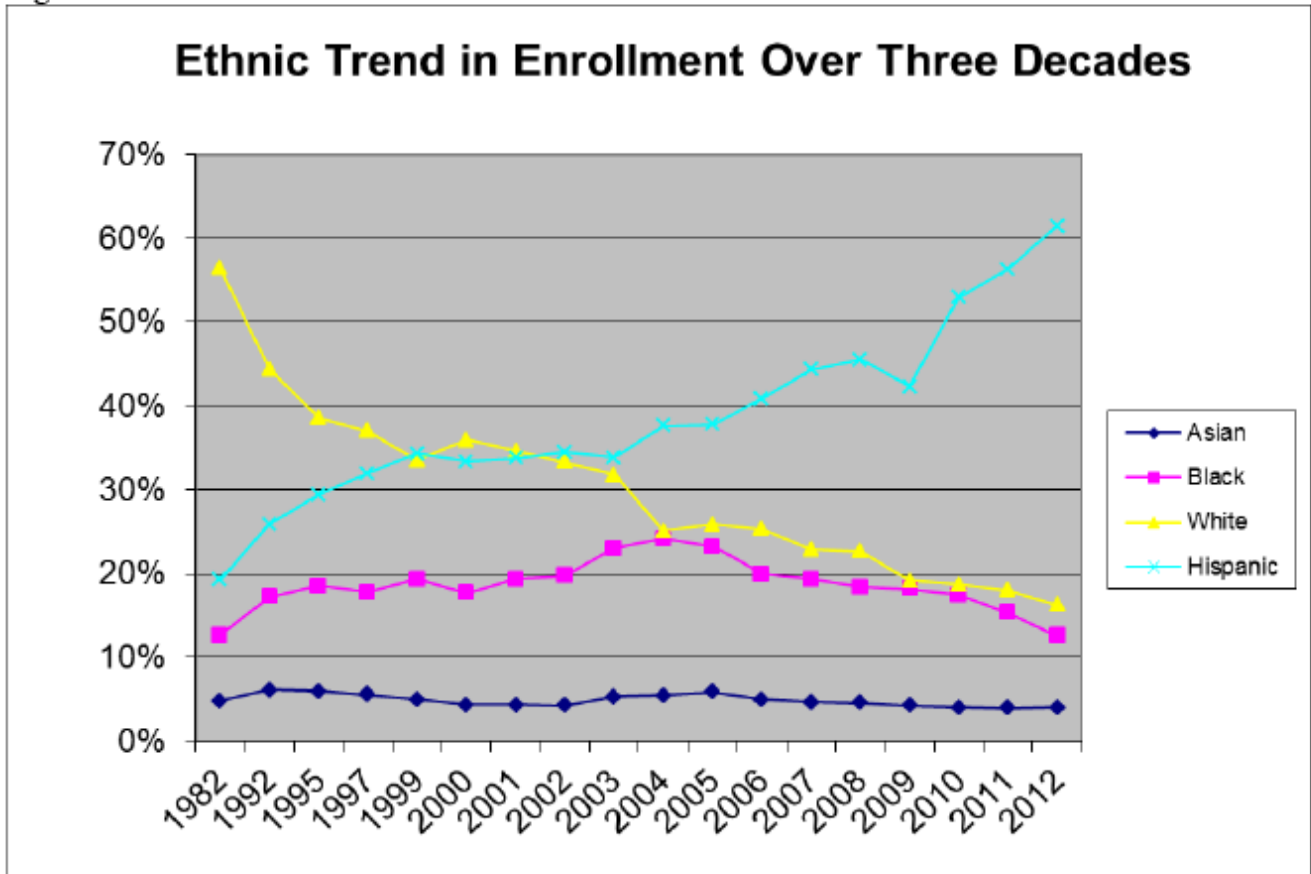
Results of campus and community surveys indicate that SBVC is viewed as the most stable institution in the community. The two most recent economic downturns—one in the 1990s and the other in 2008—resulted in the loss of many local businesses and non-profit organizations in this area. As the economic recovery develops, the college stands as a beacon of hope for those who want to prepare for a future that will require greater skills and knowledge.

Figure 1. SBVC Student Ethnicity Fall-2013



Source: California Community College Chancellors Office
http://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx

Figure 2. Ethnic Transition Trends



Whites have shown the greatest percentage decline from nearly 60% in the early 1980s to 14% now. African-Americans have fluctuated between 12% and 22% and now stand at 14%, slightly higher than the African-American representation in the surrounding ZIP Codes.

Table 1 shows that groups are roughly proportional to their representation in the community of residents. African-Americans and Hispanics are slightly overrepresented and Whites are slightly underrepresented. The Asian student population is exactly proportionate to the community percentage.

Table 1. Campus Ethnicity compared to immediate service in early 2012.

2013 Population - Race & Ethnicity	Service Area Count	Service Area %	Campus %	Difference
Asian	83,719	6%	6%	0
Black	137,706	10%	16%	+6
Hispanic	780,357	55%	59%	+4
Other	40,597	3%	3%	0
White	377,767	27%	17%	-10
Total	1,420,146	100%	100%	0

Gender on the SBVC campus has been stable over the years, with women outnumbering men by about 10%. This gap shrinks somewhat during periods of economic stress because higher unemployment results in more men returning to school.

Figure 3. Gender 2012-2013

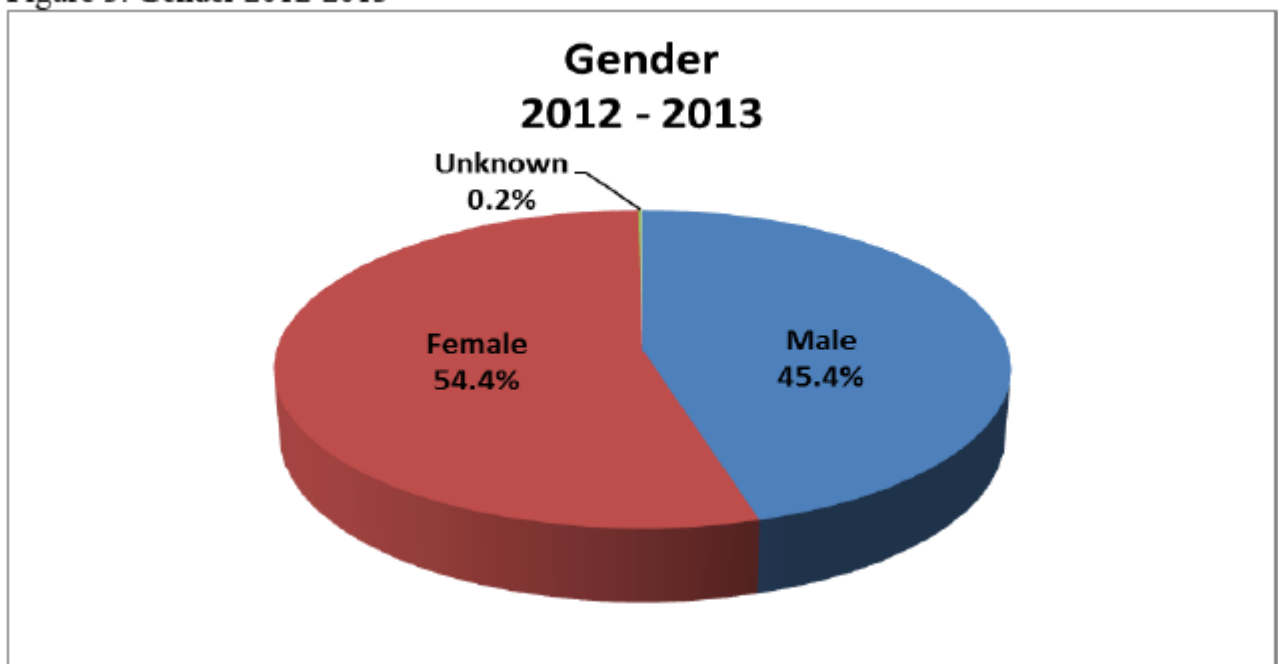
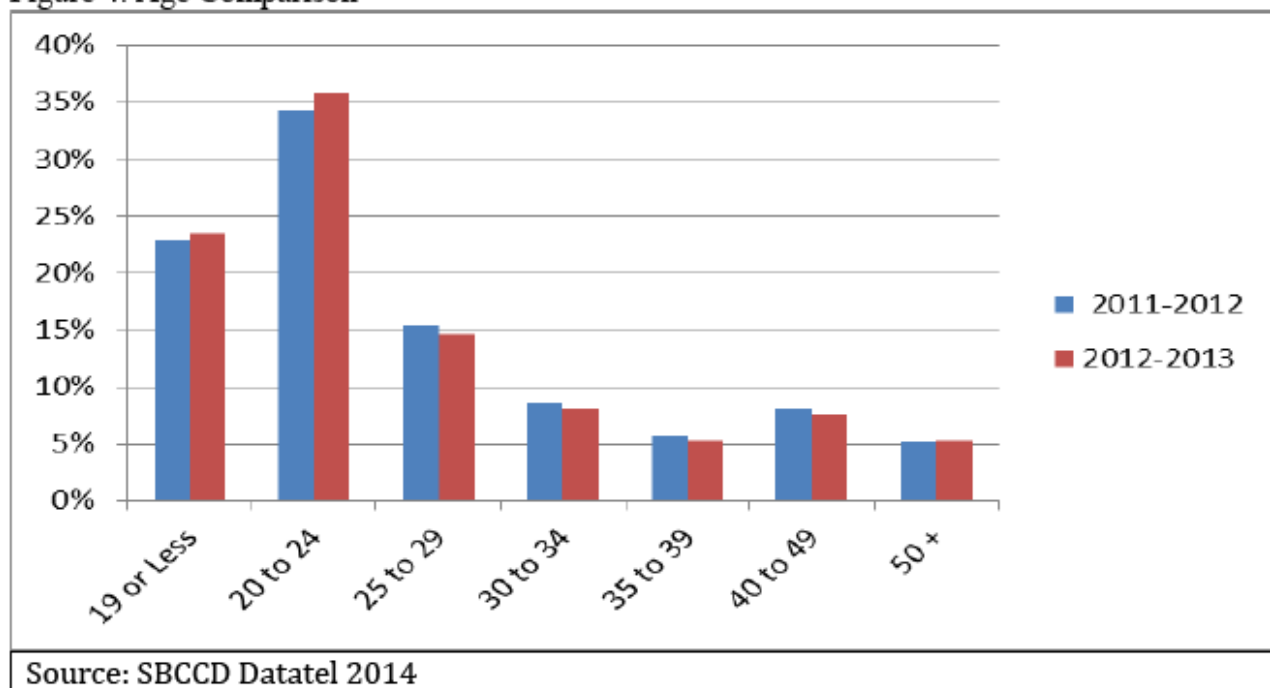


Figure 4 shows how in recent years, the age of SBVC students has declined. The number of younger students has increased and the number of older students has declined somewhat. This is also reflected in the average age of the student population. In 2009, it was slightly over 29 years of age. In 2013-14, it has fallen to under 28 years of age.

Figure 4. Age Comparison



DR

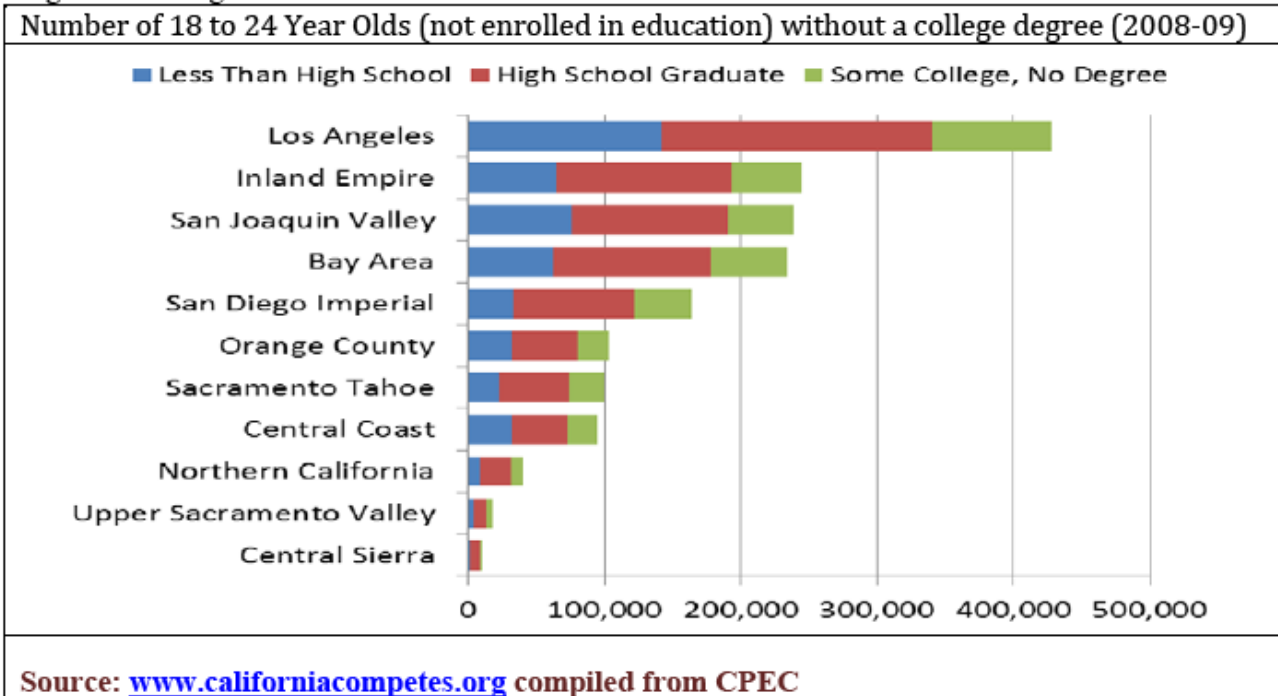
Table 2 shows the demographics for the ZIP Codes where approximately 80% of the students live. Many of them are characterized by lower household incomes and higher than average poverty rates. These demographics show how essential the college is to the community's well-being.

Table 2. ZIP Code Summary

Top 25 ZIP Codes Where SBVC Students Resided in 2012 - 2013									
Zip code	City	Count of students in this zip code	Percent of students in this zip code	Estimated Population	Median household income	Percent with some college	Percent with a college degree	Percent below poverty level	Population Density (per sq. mile)
92324	Colton	1,624	10.1%	60,197	\$45,314	14.7%	12.1%	21.8%	2,089
92376	Rialto	1,398	8.7%	83,211	\$43,934	12.1%	9.1%	19.2%	2,440
92404	San Bernardino	1,361	8.4%	60,952	\$35,225	12.5%	11.2%	29.6%	1,796
92407	San Bernardino	1,322	8.2%	63,698	\$55,855	14.0%	17.4%	15.4%	849
92346	Highland	1,172	7.3%	54,857	\$61,730	14.9%	17.7%	16.8%	1,156
92410	San Bernardino	1,019	6.3%	49,149	\$28,864	9.7%	7.1%	37.0%	5,753
92405	San Bernardino	691	4.3%	28,830	\$40,635	11.6%	13.8%	29.2%	6,058
92335	Fontana	532	3.3%	94,490	\$44,512	10.8%	8.0%	21.3%	5,423
92411	San Bernardino	516	3.2%	26,473	\$31,525	9.6%	8.0%	30.6%	5,777
92374	Redlands	445	2.8%	41,996	\$55,404	16.2%	22.3%	13.6%	2,069
92316	Bloomington	439	2.7%	33,368	\$48,284	11.2%	9.4%	20.2%	3,116
92336	Fontana	382	2.4%	89,968	\$76,176	14.5%	18.2%	9.5%	4,164
92354	Loma Linda	355	2.2%	22,316	\$52,491	12.1%	30.2%	12.8%	4,379
92373	Redlands	325	2.0%	32,009	\$68,480	11.8%	32.0%	7.2%	825
92399	Yucaipa	294	1.8%	52,861	\$54,104	15.5%	19.1%	10.1%	1,004
92408	San Bernardino	241	1.5%	16,064	\$33,242	11.4%	14.0%	28.4%	1,398
92313	Grand Terrace	235	1.5%	12,571	\$60,740	15.2%	18.2%	5.8%	3,694
92377	Rialto	205	1.3%	20,117	\$77,923	14.3%	16.6%	8.6%	2,657
92223	Beaumont	195	1.2%	45,684	\$55,294	14.7%	18.8%	9.9%	964
92337	Fontana	182	1.1%	37,497	\$65,881	12.6%	14.6%	9.5%	2,675
92325	Crestline	133	0.8%	8,655	\$58,992	15.3%	18.4%	18.2%	786
92507	Riverside	122	0.8%	58,251	\$40,867	13.1%	25.4%	27.2%	2,774
92557	Moreno Valley	109	0.7%	51,725	\$62,754	15.1%	17.3%	15.5%	2,927
92553	Moreno Valley	104	0.6%	75,520	\$45,043	13.9%	13.3%	24.6%	7,312
92509	Rubidoux	104	0.6%	80,075	\$54,028	12.3%	12.0%	16.0%	2,585

Figure 5 shows where the Inland Empire stands as it relates to the need for education. In a study conducted by the California Competes, the state was divided into 11 regions. The only region with a greater need for higher educational services for adults was Los Angeles. Figure 6 shows the high school completion rates for each region. Again, only Los Angeles has a lower percentage.

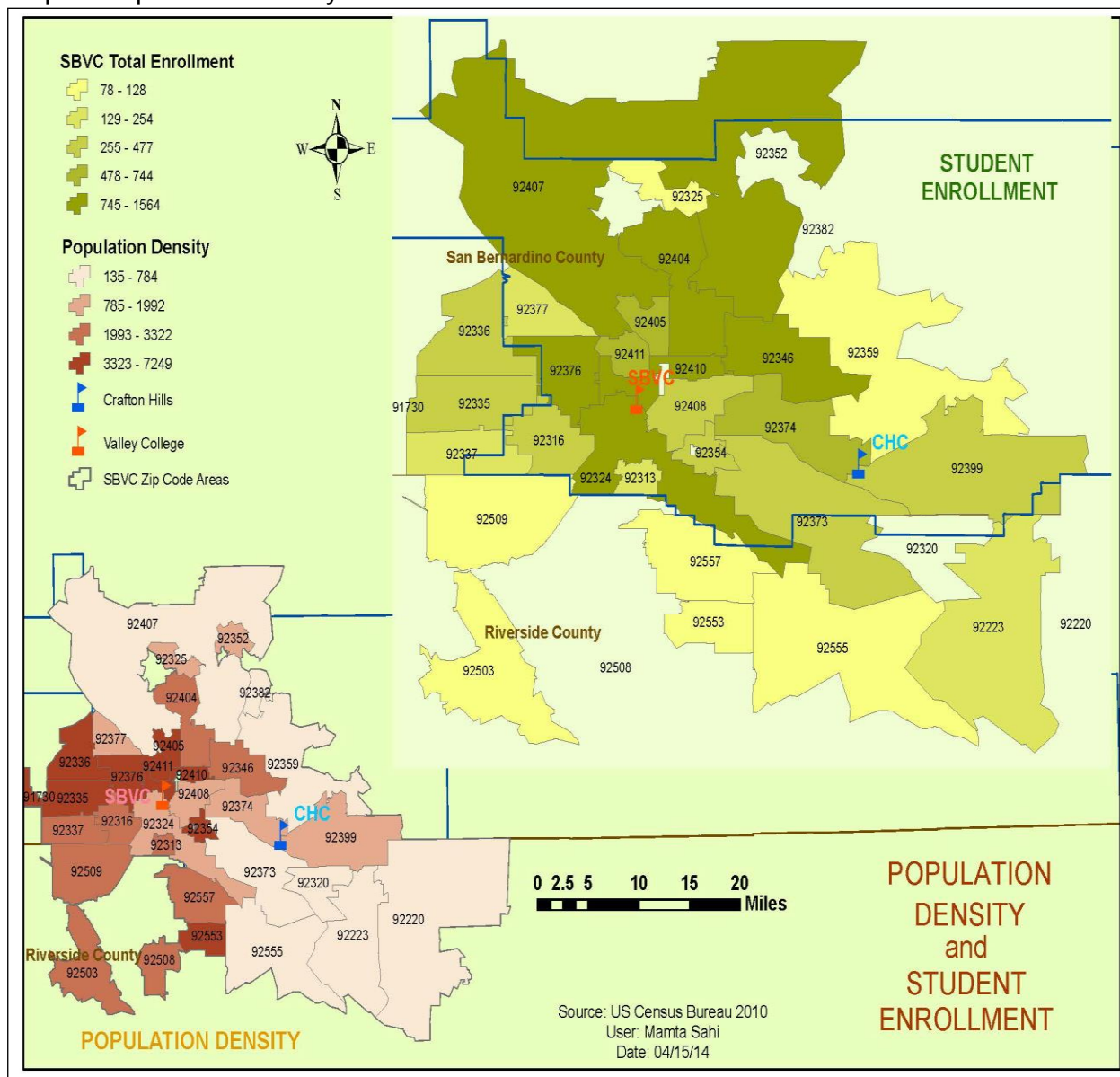
Figure 5. Young Adults in Need of Education



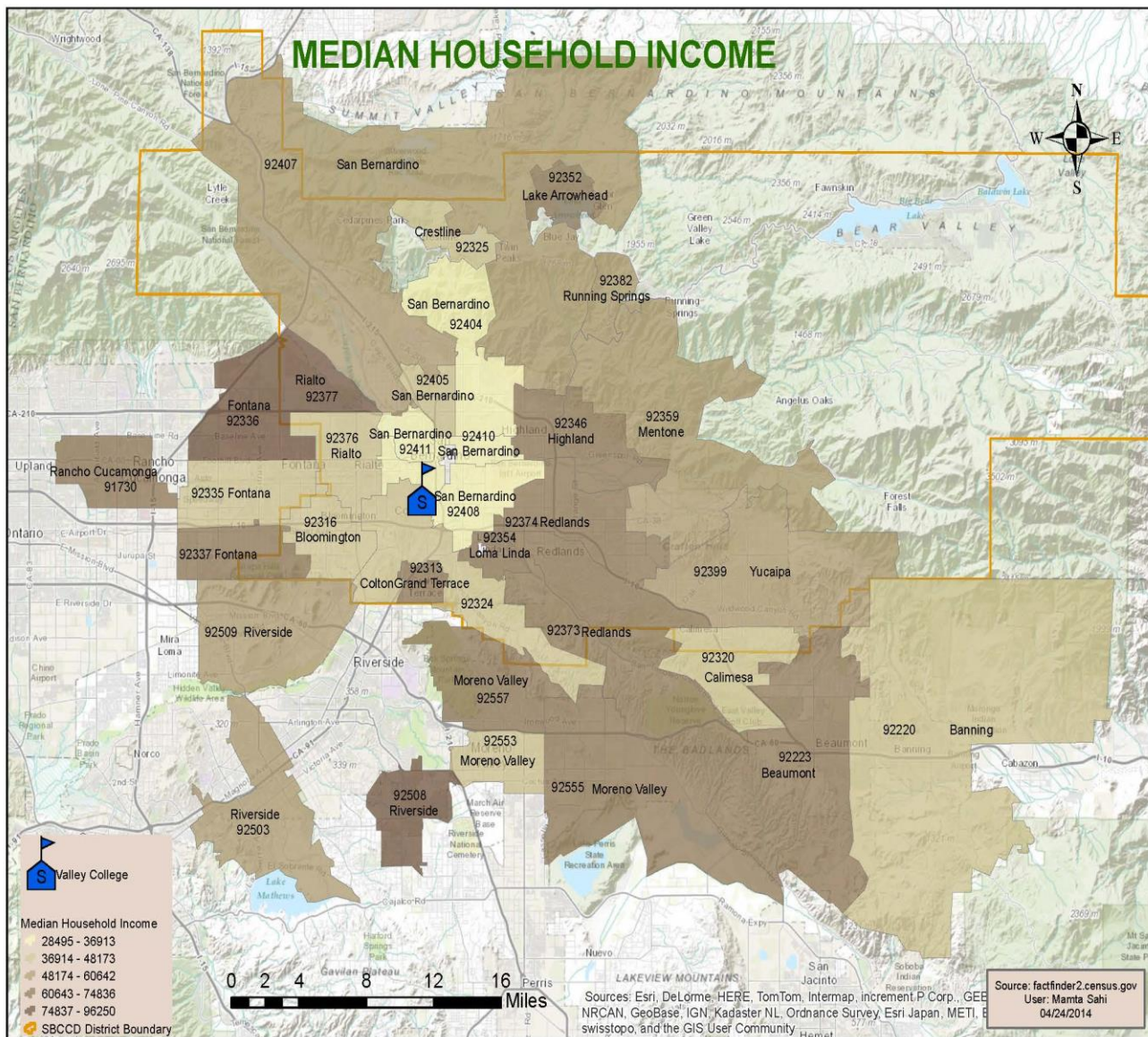
Enrollment

The majority of our students reside in low income and high density areas. Maps 1 and 2 represent an approximate 15 mile radius surrounding the campus location that reflects these demographics. The majority of our student enrollment is from these areas.

Map 1. Population Density and Student Enrollment

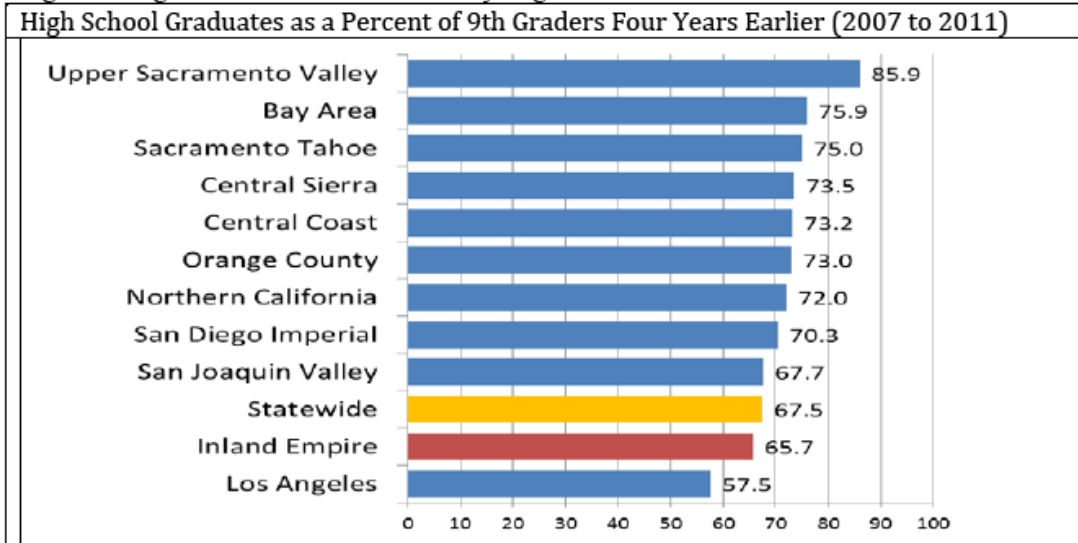


Map 2—Median Households Income for the ZIP Codes surrounding SBVC



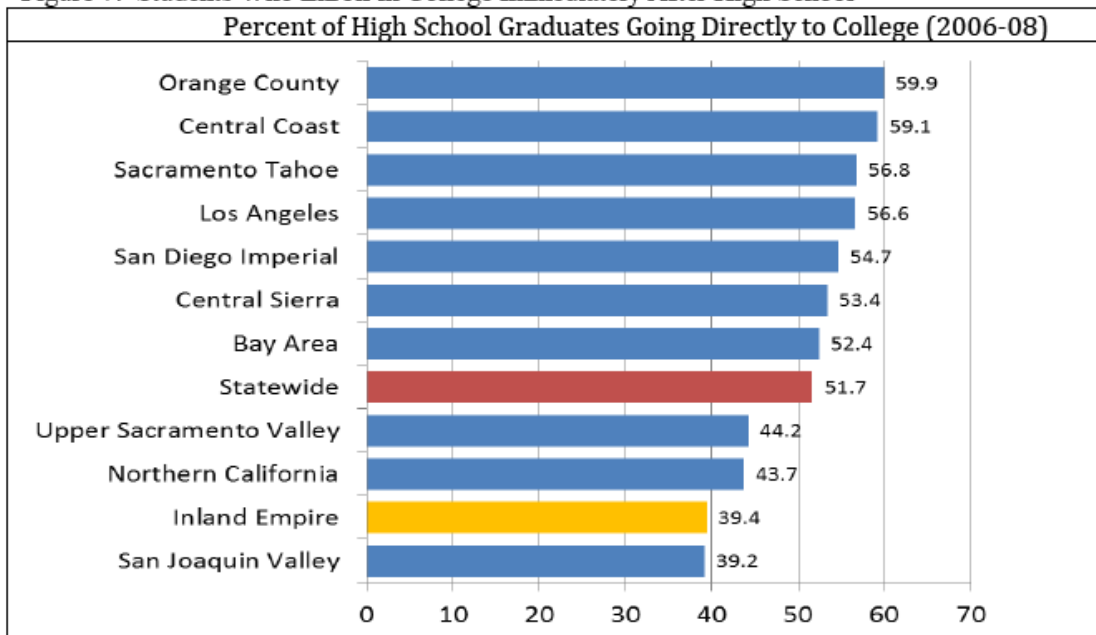
With regard to high school graduates, compared to the other California regions, Los Angeles and the Inland Empire are the two lowest regions, with every other region in the state ranking above the state average. While also being so large, Los Angeles and the Inland Empire pull the average down as well (see Figures 6 and 7). The students were tracked from 2007 when they entered, through 2011, when they were scheduled to graduate. Recent projections suggest that the percentage of graduates will decline even further between 2015 and 2025 (Madrid 2013).

Figure 6. High School Graduation Rates by Region



Source: www.californiacompetes.org compiled from CPEC

Figure 7. Students Who Enroll in College Immediately After High School



Source: www.californiacompetes.org compiled from CPEC

In addition to the change in the number of graduating high school students, there has also been an enrollment change in the number of student veterans. As seen in Figure 8, the veteran population on campus has increased dramatically over the last two years. The troop draw-down in Iraq and Afghanistan has contributed to this increase.

Figure 8. Veteran Enrollment

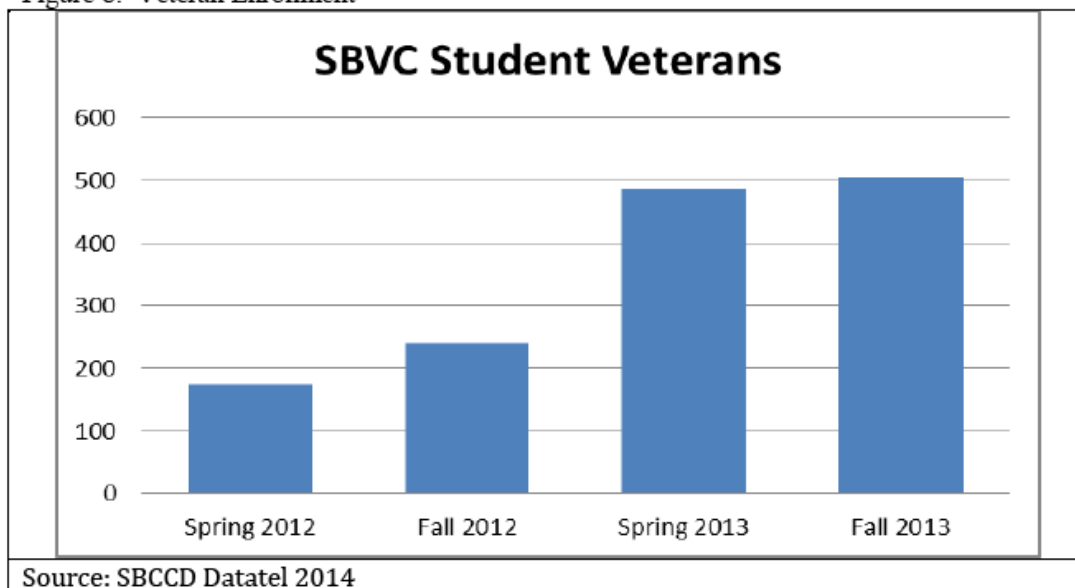


Table 3 shows an increase in the number of students who have a goal of seeking a B.A. Fewer are selecting personal interest, upgrade job skills, and job skills as goals. After the release of the Student Success Initiative, more emphasis can be seen in the area of graduation.

Table 3. Student Goals

SBVC Student Goals for Reporting Years 2009-2013					
Goal	2009	2010	2011	2012	2013
<i>BA Degree After Completing AA/AS</i>	26.56%	31.23%	32.52%	33.95%	37.27%
<i>BA Degree w/o AA/AS</i>	4.82%	5.35%	5.81%	5.99%	6.67%
<i>AA Degree w/o Transfer</i>	6.77%	8.46%	8.44%	8.79%	9.32%
<i>Vocational Degree w/o Transfer</i>	1.09%	1.29%	1.37%	1.46%	1.75%
<i>Vocational Certificate w/o Transfer</i>	3.23%	4.07%	3.75%	3.55%	3.57%
<i>Career Exploration</i>	1.75%	1.94%	2.00%	1.93%	
<i>Acquire Job Skills</i>	4.74%	5.44%	5.65%	5.59%	4.71%
<i>Upgrade Job Skills</i>	7.01%	4.40%	5.09%	5.01%	4.38%
<i>Maintain Cert/License</i>	1.58%	1.75%	1.89%	2.31%	2.32%
<i>Educational Development</i>	2.11%	1.64%	1.83%	1.82%	1.67%
<i>Basic Skills</i>	0.93%	0.88%	0.85%	0.89%	0.94%
<i>H.S. Diploma/GED</i>	1.47%	1.10%	1.33%	1.30%	1.49%
<i>Undecided Goal</i>	10.26%	9.94%	10.30%	10.34%	10.32%
<i>Personal Interest</i>	6.67%	4.83%	5.20%	5.64%	5.25%
<i>Uncollected/Unreported</i>	21.00%	17.67%	13.96%	11.43%	8.40%

Source: SBVC Datatel 2014

The number of first-time students has increased dramatically over the last five years as shown in Table 4. The number of younger students has increased proportionately. This trend may change if demographic projections turn out to be correct and if CSU admissions policies change.

Table 4. First-time Student Count

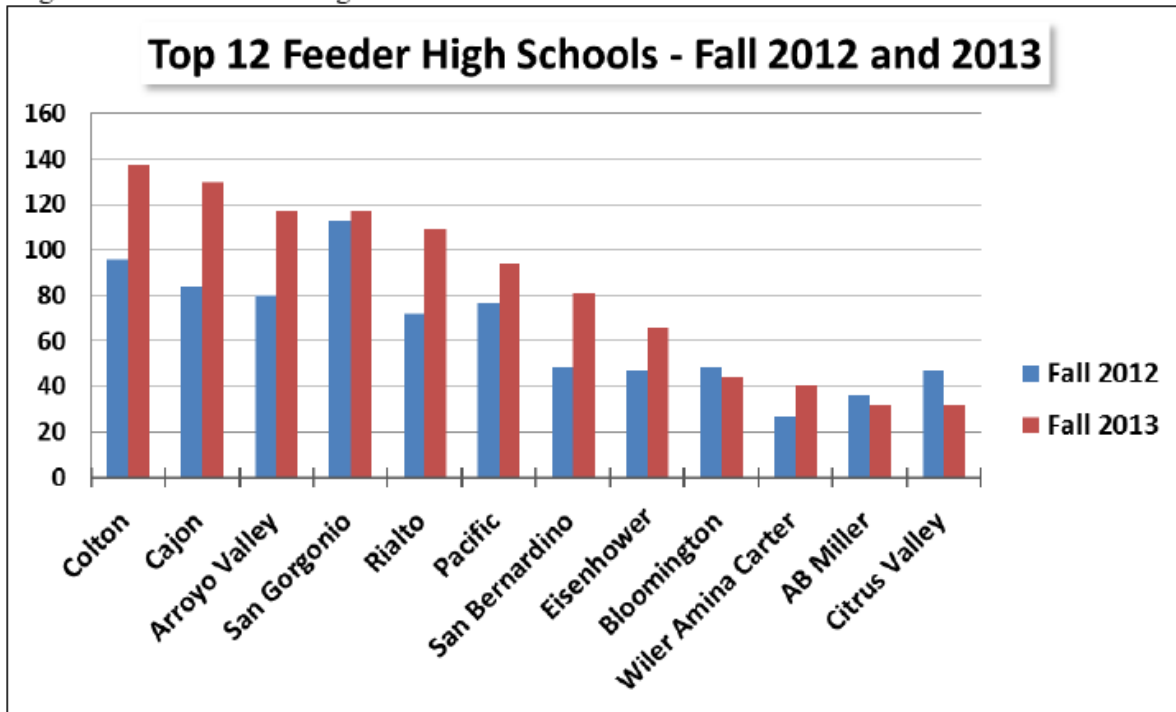
Fall Term	First-time student Count
2013	1,630
2012	1,558
2011	1,697
2010	558
2009	792
Five-year Average	1,247
Source: SBCCD Datatel 2014	

Table 5 and Figure 9 show the most recent count for students from feeder high schools. Figure 9 shows a large one-year increase in the most recent count.

Table 5. Top 20 Feeder High Schools – Fall 2013

Top 20 Feeder High Schools - Fall 2013	Count
Colton High School	137
Cajon High School	130
Arroyo Valley High School	117
San Geronio High School	117
Rialto High School	109
Pacific High School	94
San Bernardino High School	81
Eisenhower High School	66
Bloomington High School	44
Wiler Amina Carter High School	41
A. B. Miller High School	32
Citrus Valley High School	32
Redlands High School	31
Fontana High School	24
San Andreas High School	24
Redlands East Valley High School	20
Rim of the World High School	17
Yucaipa Senior High School	16
John W. North High School	14
Dr. John H. Milor High School	13
Source: SBVC Datatel 2014	

Figure 9. SBVC Feeder High Schools



Notice that in Figures 10 – 15, while headcount was at its lowest in spring of 2013, FTES was on the rise. This is because a larger percentage of students were enrolling in multiple course sections than they were in previous semesters.

Figure 10. FTES for Reporting Years

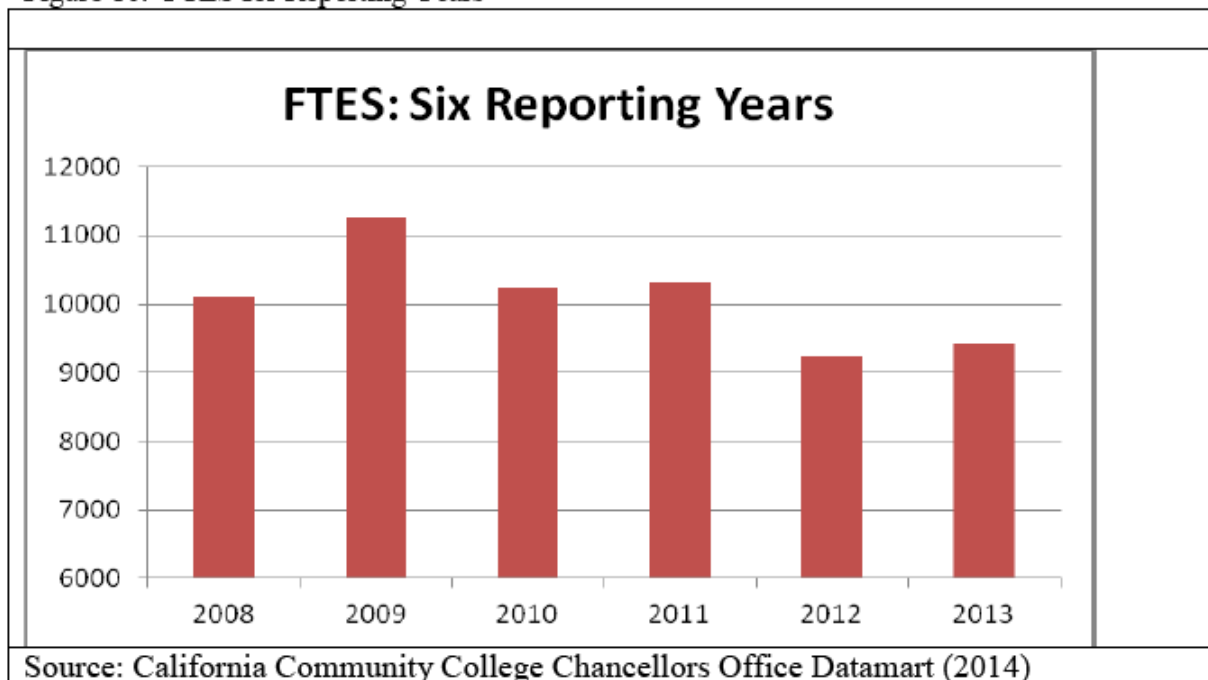


Figure 11. FTES for Fall Terms

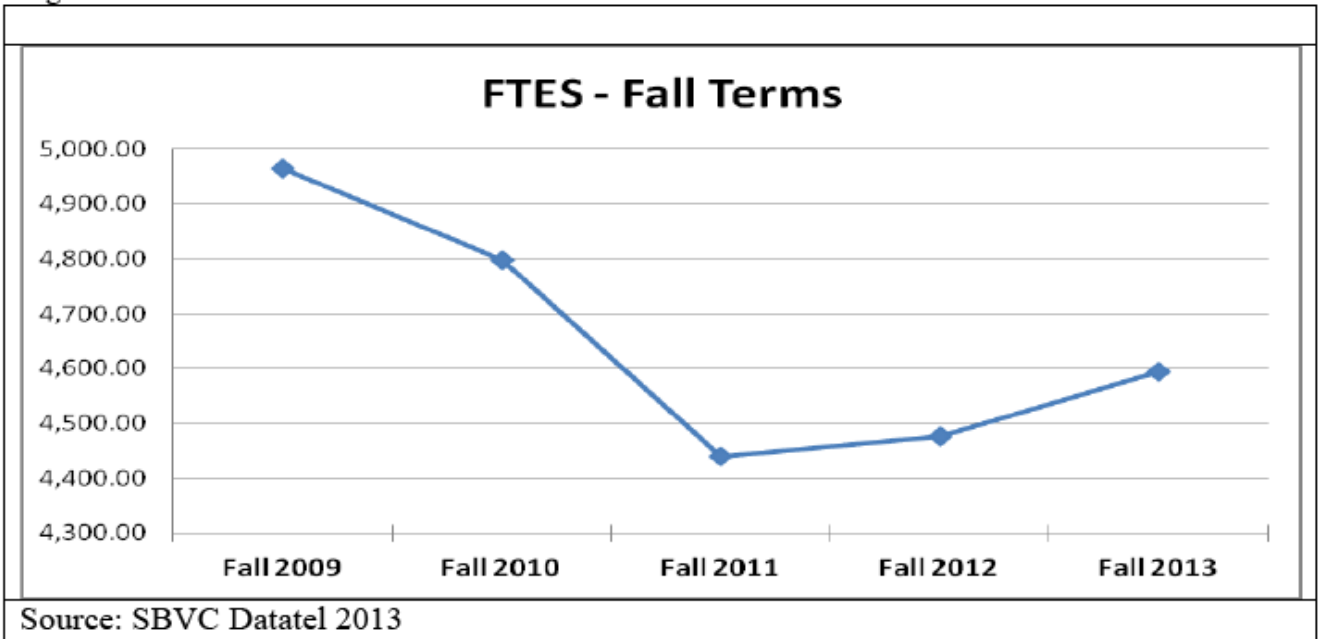


Figure 12. FTES for Spring Terms

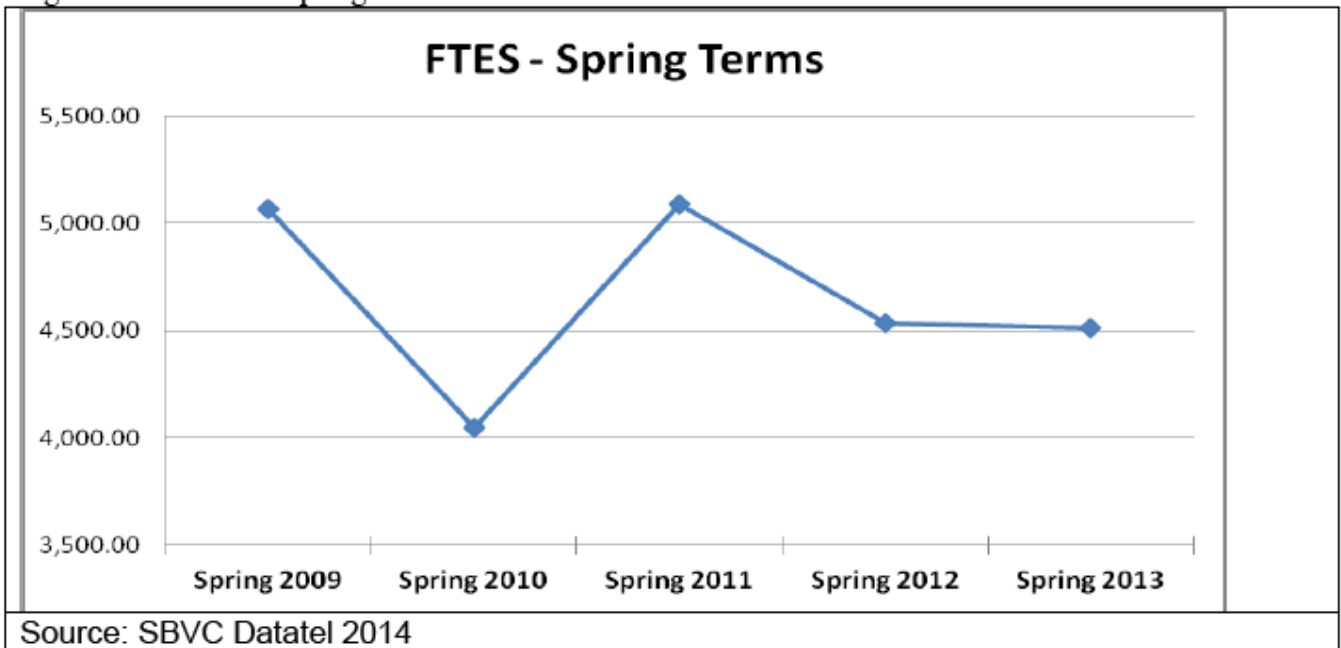
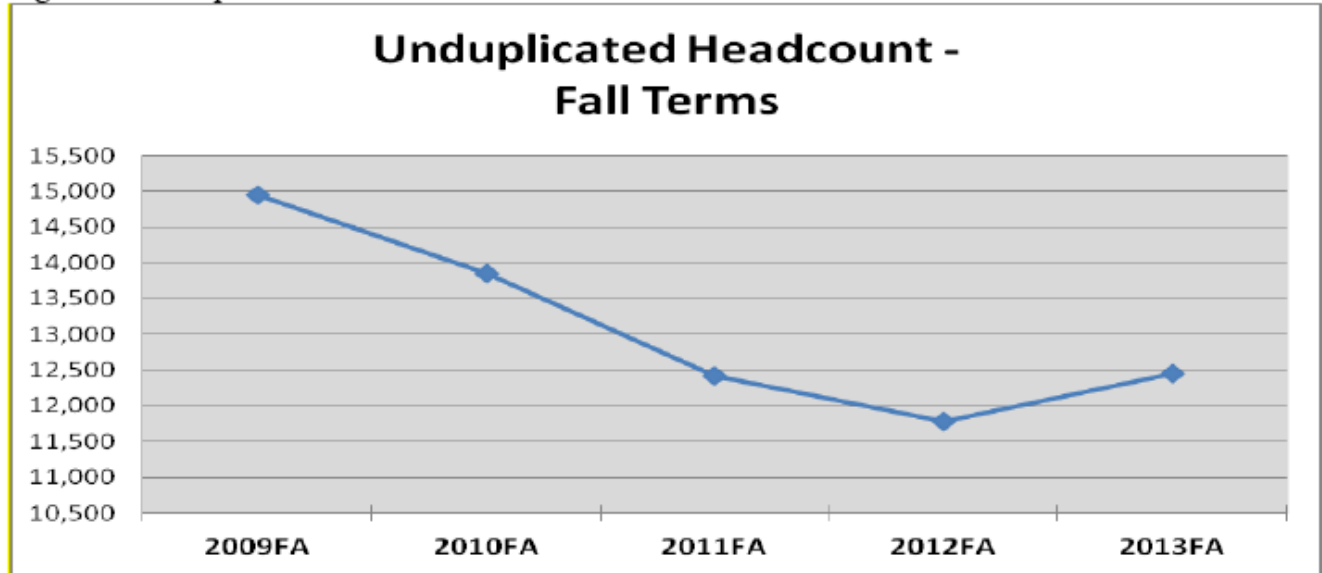


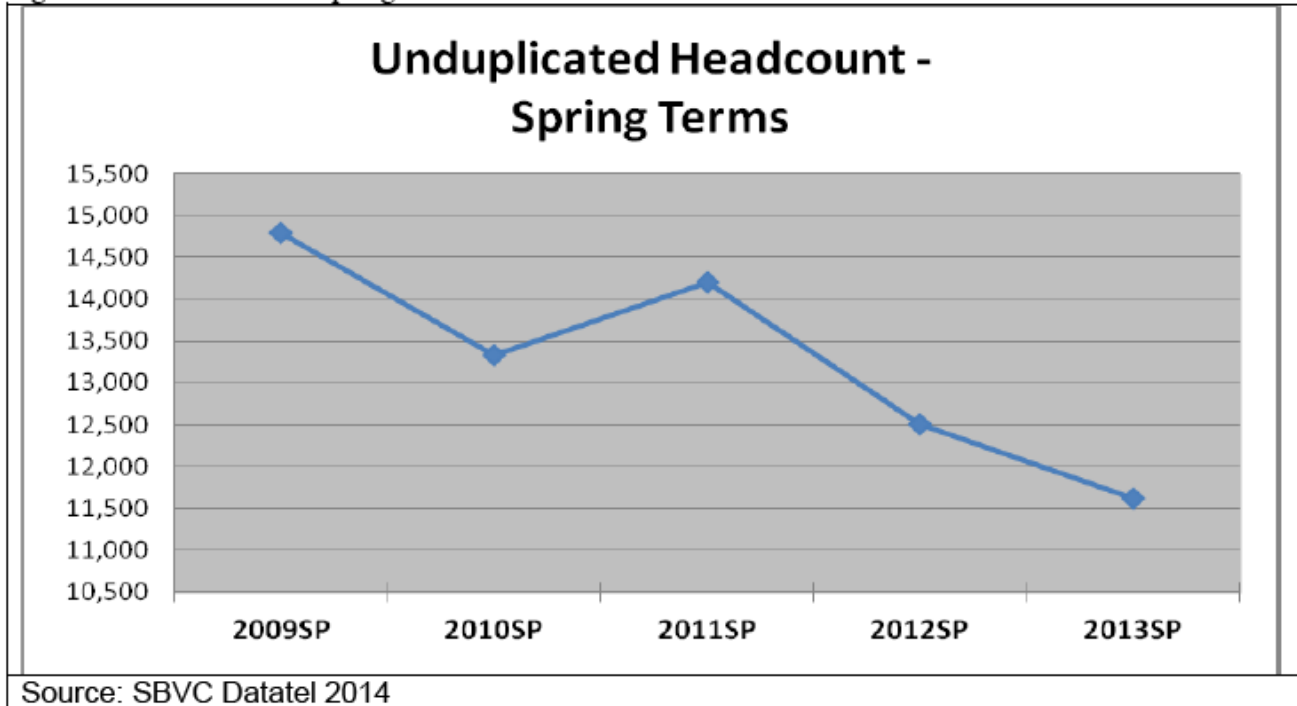
Figure 13. Unduplicated Head Count – Fall Terms



Source: SBVC Datatel 2014

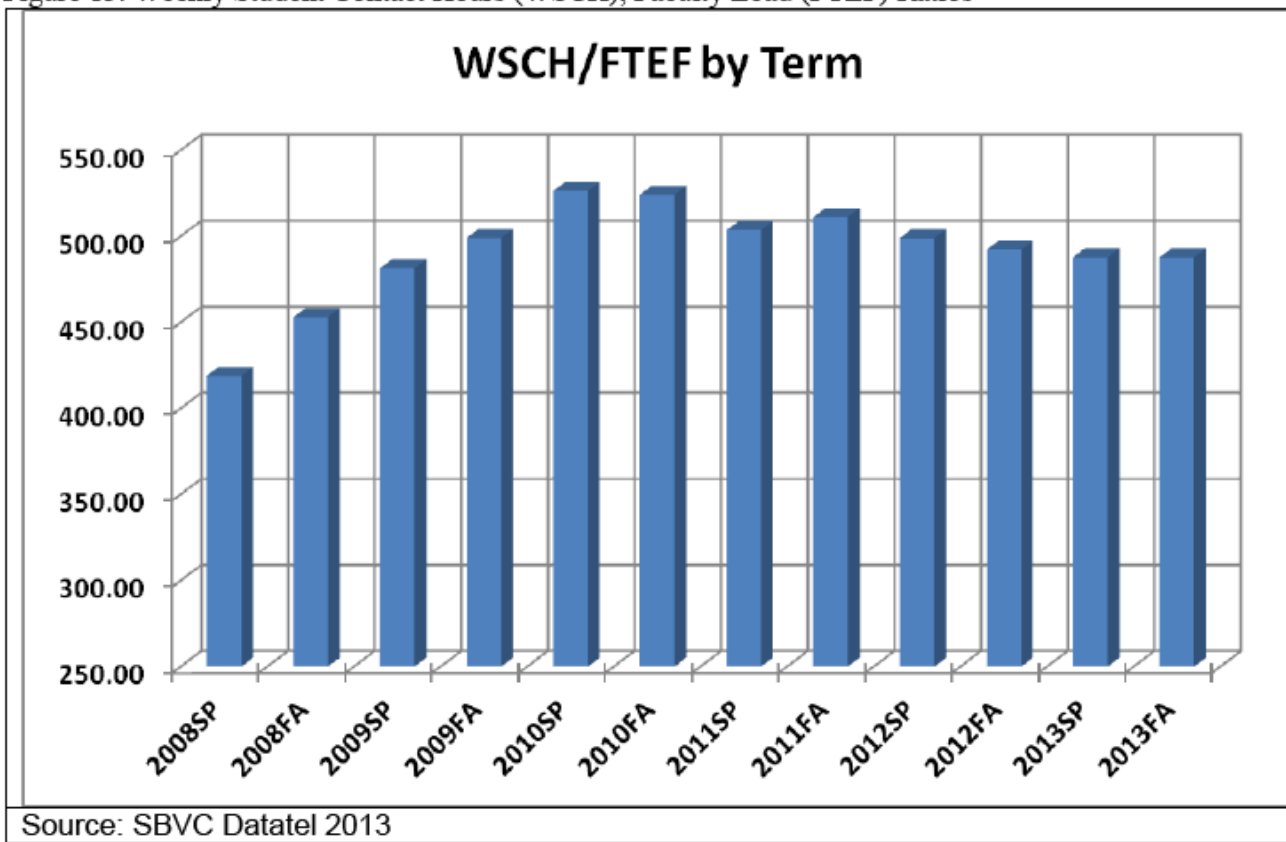


Figure 14. Headcount for Spring Terms



Source: SBVC Datatel 2014

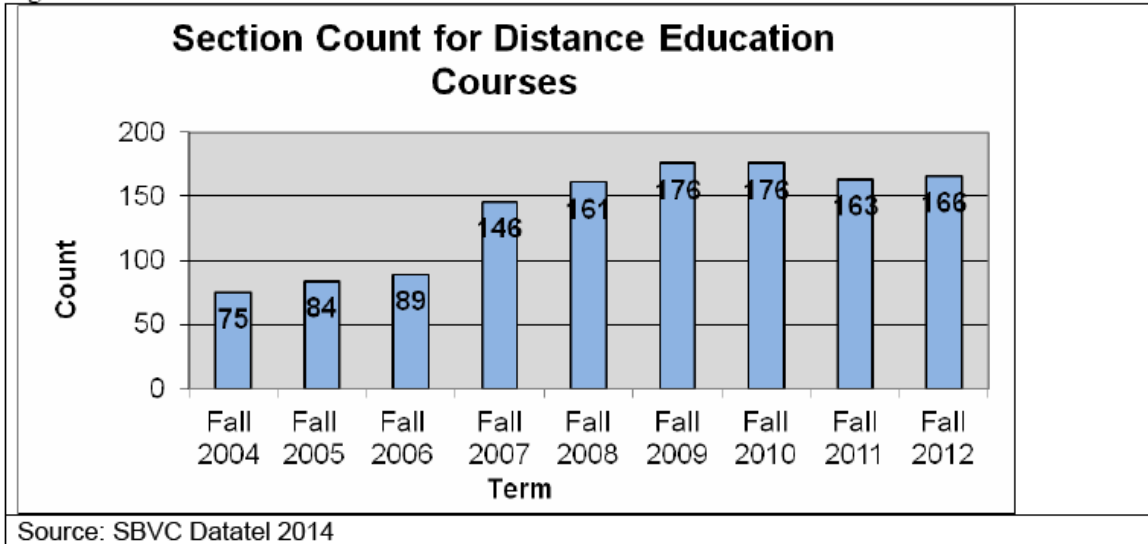
Figure 15. Weekly Student Contact Hours (WSCH), Faculty Load (FTEF) Ratios



DRAFT

The enrollment and section count for distance education courses has increased substantially over the last ten years (see Figure 16).

Figure 16. Distance Education Courses



Increased use of technology throughout campus has led to increased numbers of online registration (see Figure 17).

Figure 17. Student Registration Methods

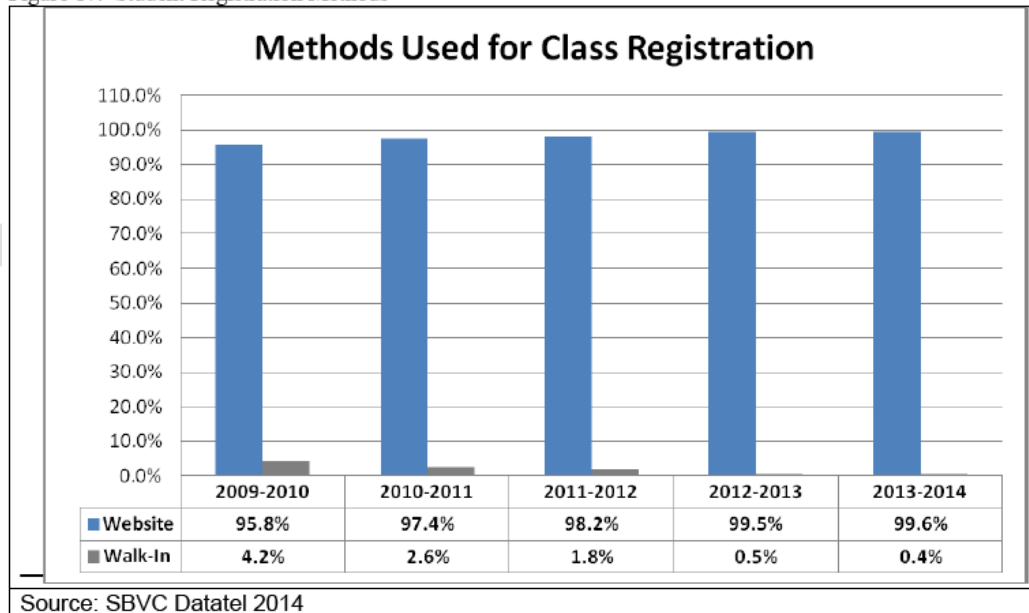


Table 6 shows that the success rate for African-American students is significantly below that of other groups; whereas the success rate of Asians far exceeds that of the other groups. As seen in Figure 18 and Table 7, Asian completion rates also exceed those of the other ethnic groups.

Table 6. Success in Basic Skills Courses

Basic Skills Course Success Rates	
Ethnicity	Success Rate
African-American	37%
Asian	77.2%
Hispanic	52.4%
American-Indian/Alaskan Native	58.3%
Multi-Ethnicity	55.4%
Pacific Islander	50%
White	69%
White	38.5%

Sources: California Community College Chancellor's Office--Student Success Scorecard (2013)

Figure 18. Completion Data - 2013

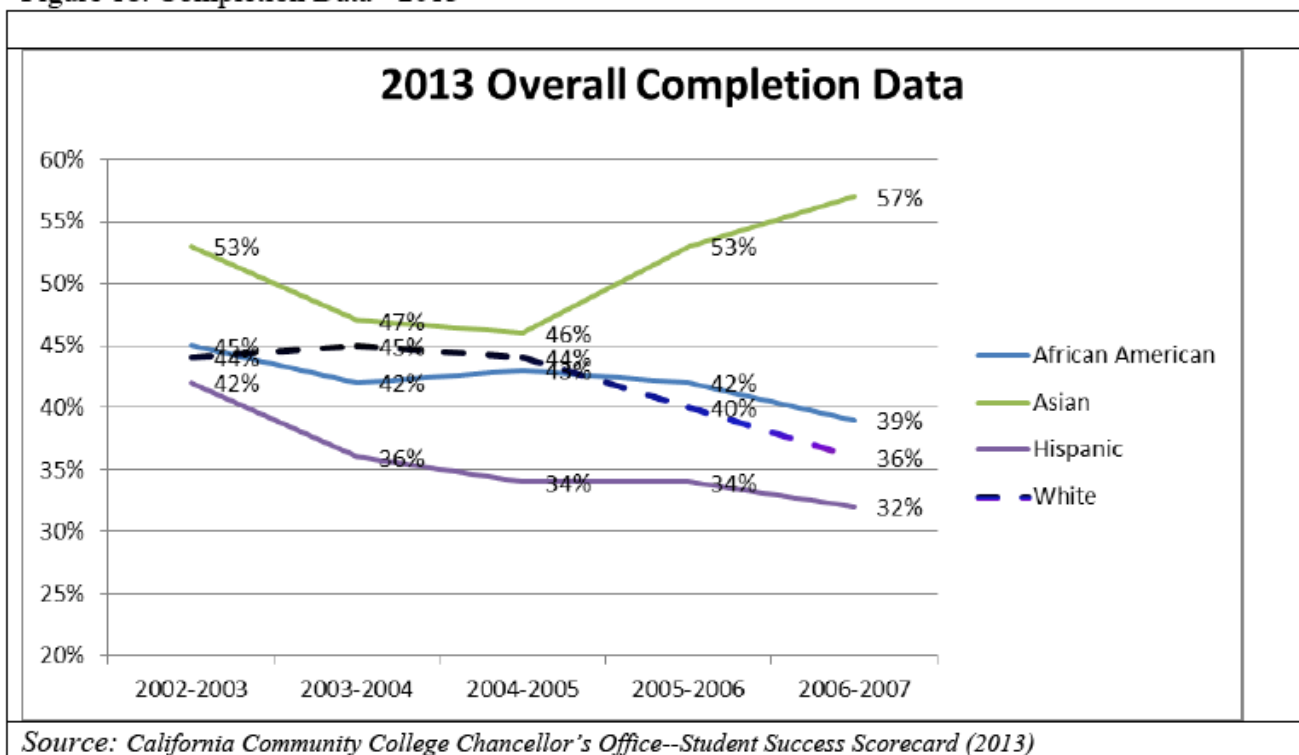


Table 7 shows an ethnic comparison of Career Technology Education (CTE) and Student Progress and Achievement Rate (SPAR)

Table 7. Success Rate for CTE and SPAR

Success Rate for CTE and SPAR		
Ethnicity	CTE	Completion
Overall	52.3%	35.6%
African-American	52.0%	39.2%
Asian	54.5%	57.1%
Filipino	60.9%	22.7%
Hispanic	55.2%	32.0%
Pacific Islander	75.0%	33.3%
White	50.9%	35.6%

Source: Student Success Scorecard: <http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=982>

As shown in Table 8, Black and Hispanic students have a higher need for basic skills math courses than Asian and White students. Table 9 shows that fewer black and Hispanic qualify for transfer levels of English at a lower rate.

Table 8. Assessment to Basic Skills Math

Assessment – Basic Skills Math								
	2006	2007	2008	2009	2010	2011	2012	2013
Asian	41.48%	48.04%	41.45%	54.54%	48.15%	33.17%	31.61%	41.51%
Black	83.94%	84.61%	85.40%	82.73%	82.13%	69.26%	66.16%	62.98%
Hispanic	72.71%	74.62%	69.12%	71.12%	55.10%	53.31%	51.34%	48.94%
White	68.00%	62.09%	60.58%	65.43%	55.52%	52.36%	42.95%	40.50%

Source: Datatel Accuplacer assessment scores

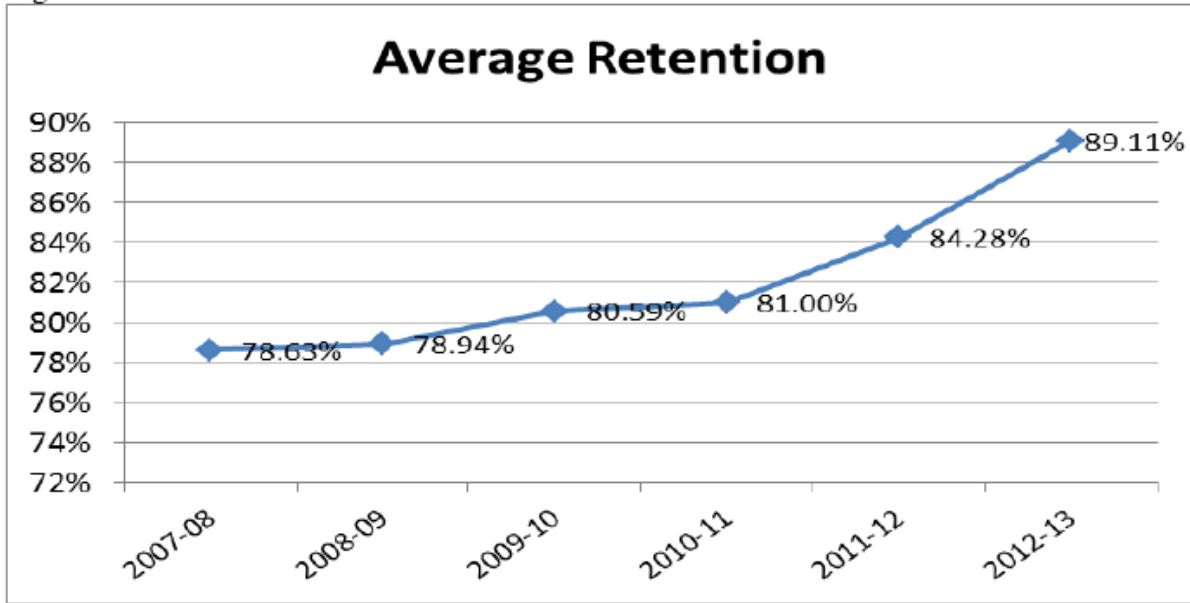
Table 9. Assessment to Transfer Level English

Assessment – Basic Skills English								
	2006	2007	2008	2009	2010	2011	2012	2013
Asian	15.29%	11.87%	8.12%	2.11%	16.13%	30.00%	29.15%	31.03%
Black	8.23%	4.46%	4.76%	6.11%	22.77%	21.92%	20.25%	23.59%
Hispanic	8.31%	4.45%	4.67%	5.96%	25.19%	19.97%	26.74%	26.58%
White	21.10%	12.54%	9.86%	23.36%	38.52%	25.32%	41.11%	39.84%

Source: Datatel Accuplacer assessment scores

For the campus as a whole, retention and success have increased in recent years. Over the six year period between 2007-8 and 2012-3, the retention rate has increased over 10 percent, and the success rate has increased nearly nine percentage points (see Figures 19 and 20).

Figure 19. Course Retention

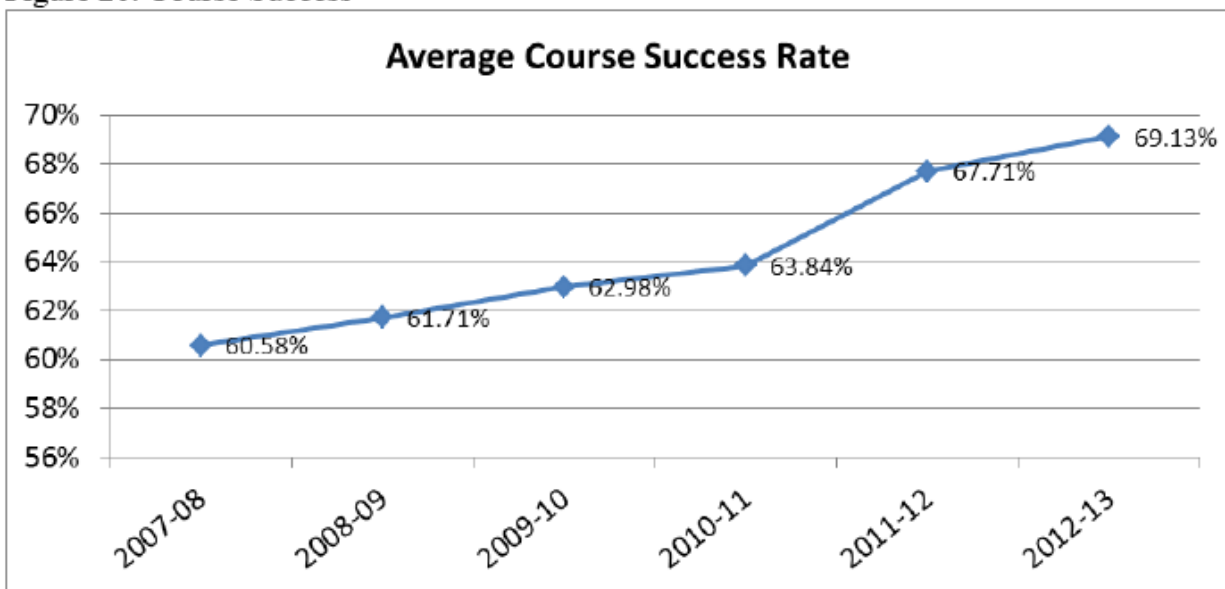


Source: SBVC Datatel 2013

*Institution-Set Standard for this measure is calculated at one standard deviation below the 7-yr. average.



Figure 20. Course Success

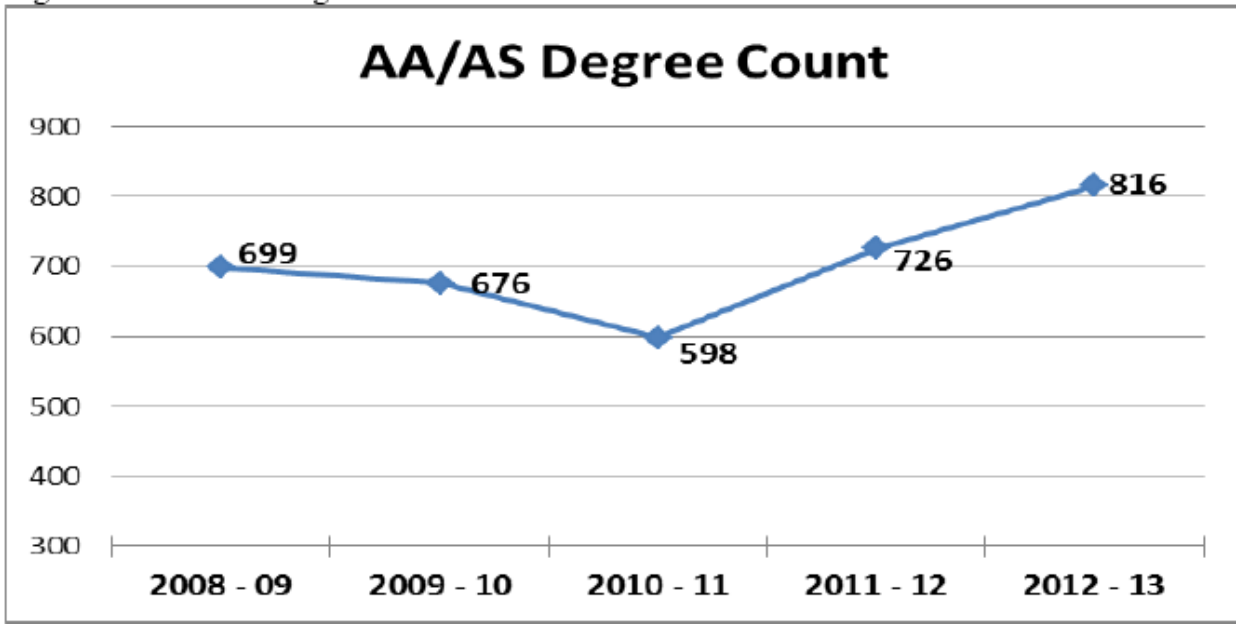


Source: SBVC Datatel 2014

*Institution-Set Standard for this measure is calculated at one standard deviation below the 7-yr. average.

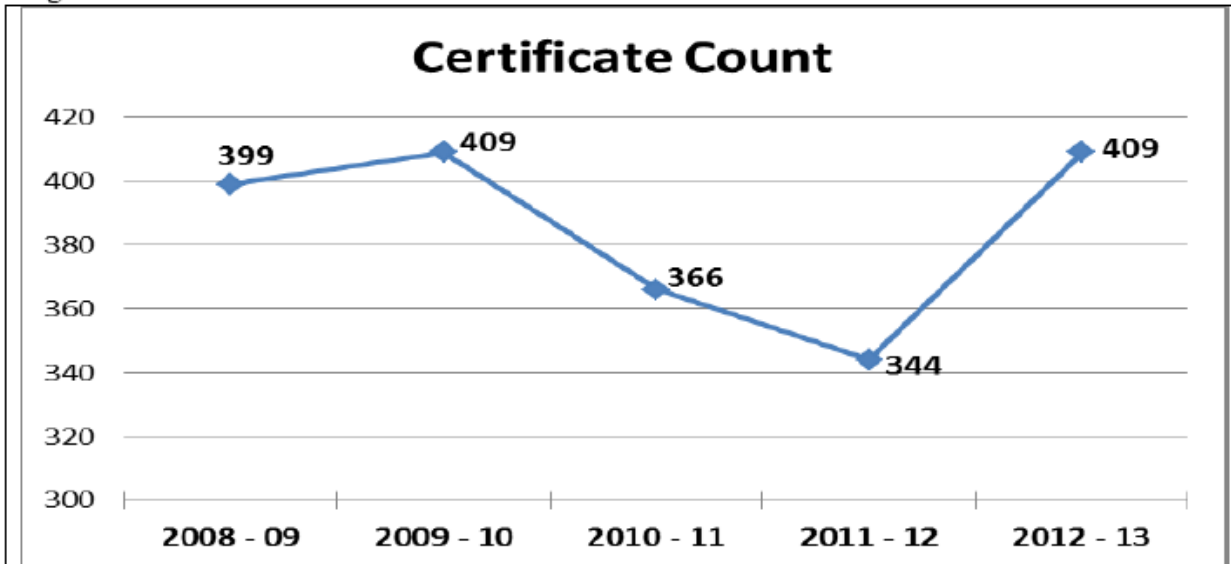
After a decline in the number of awards received beginning in 2010, there has been a steady increase in overall award count since 2012, with the count of AA/AS degrees declining and then increasing slightly earlier than certificates (see Figures 21 and 22).

Figure 21. AA/AS Degrees Awarded



Source: SBVC Datatel 2013

Figure 22. Certificates Awarded



Source: SBVC Datatel 2013

Transfers

This section provides a summary of current transfer data.

Table 10. Transfer Plans-Tentative

Student Who Plan to Transfer	Five Year Average %
<i>BA degree after completing AA/AS</i>	32.31%
<i>BA degree w/out AA/AS</i>	5.73%
<i>AA degree without transfer</i>	8.36%
Overall average	46.39%
Average fall enrollment over	10,700
Number who indicated intent to transfer	4,646

Note: Percentages in this table do not total to 100% because they are five year averages.

Table 11. Transfer Destination

Transfer Destination	5-Year Average Count
<i>University of California*</i>	33
<i>California State University**</i>	299
<i>Out of State**</i>	133
<i>In-State-Private**</i>	193

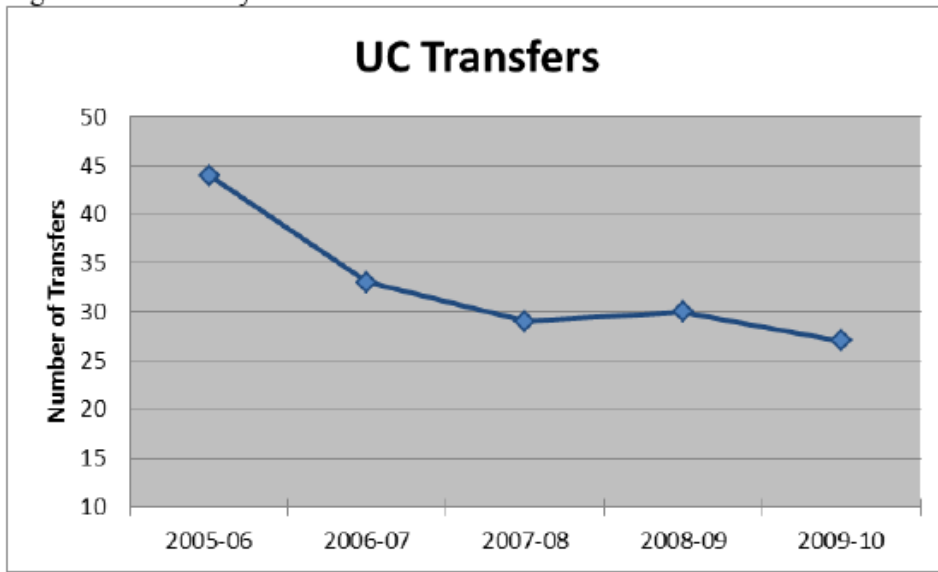
*2006 - 2010

**2009 - 2013



The data in Figure 24 show a sharp decline in CSU transfer rates for 2012-13. This decline is partially due to the small number of students in the pipeline, with only 792 first-time students enrolled for fall 2009 (see Table 4), as well as the reduced number of admission slots in the CSU system due to budgetary restrictions that resulted in a CSU enrollment freeze beginning in spring 2012.

Figure 23. University of California Transfers

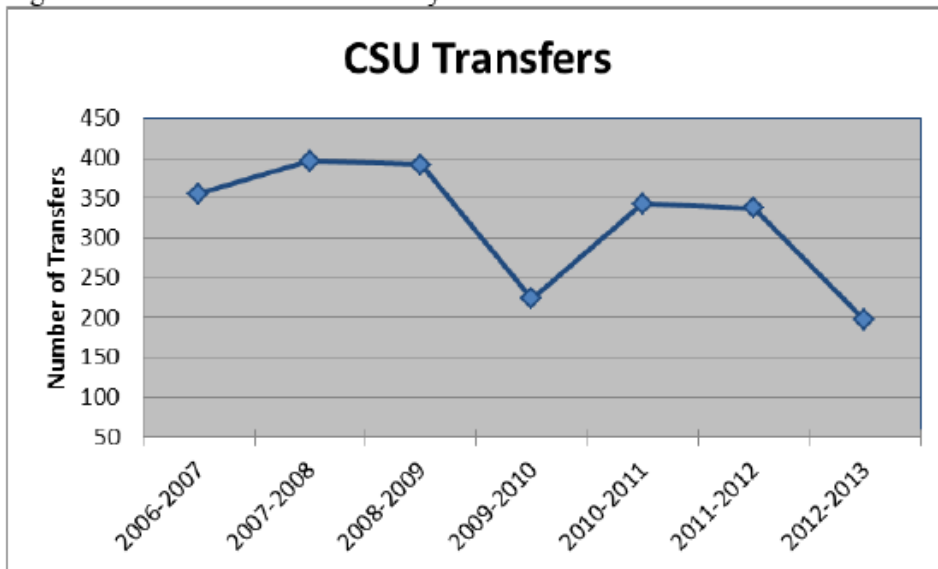


Source: California Postsecondary Education Commission:

<http://www.cpec.ca.gov/OnLineData/TransferTotalsbyCCC.asp?Seg=A>

Note: UC Transfer data has not been published beyond 2010.

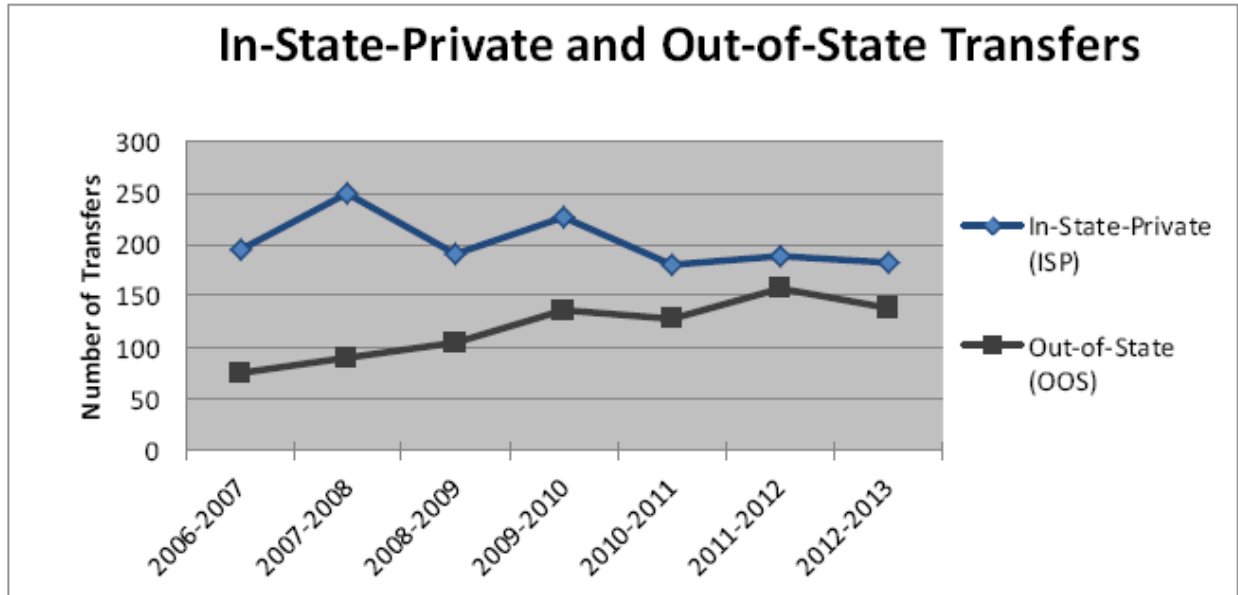
Figure 24. California State University Transfers



Source: <http://www.calstate.edu/as/ccct/index.shtml>

Transfers to In-State-Private and Out-of-State universities remain constant, as seen in Figure

Figure 25. Independent Colleges Transfers



Source: CCCCO Data Mart: http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

See the Office of Research, Planning, and Institutional Effectiveness for more complete data on

- Success Rates by department
- Graduation
- Employment Characteristics
- Financial aid awards

Click here for the link:

<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning/Reports>

Off Campus Sites

The college offers classes at two off-campus sites, one serves the population in the local mountains and another provides training in basic law enforcement at the San Bernardino County Sheriff's Regional Training Center.

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

Evening classes provide access to the mountain students who would have a long and difficult commute to the campus. The classes range in Associate Degree and transferable courses such as Political Science, to certificate courses, such as in Child Development.

An on-site coordinator provides management and support for the classes. Many classes are offered using Interactive Television (ITV) technology which provides two-way instruction between the campus and the Big Bear site. Most of the students and the instructor are located in a classroom on the SBVC campus while some students participate from a classroom at the Big Bear site. Face-to-face classes are also offered, such as Art 126, Painting, and ASL-109, American Sign Language I.

All matriculation services are provided to the students in the mountain communities. Counselors go the site each semester to meet with the currently enrolled students. Counseling can also be provided by phone or Skype. There are two Super Saturdays, one in summer and one in late fall, that provide a one-stop array of services that help new students matriculate. Personnel from Admissions and Records, Financial Aid, Assessment, and Counseling all participate. On Super Saturday, students can apply, complete the online orientation, take the assessment test, speak to financial aid, and consult with a counselor. Arrangements are made for students who do not assess that day. The on-site coordinator has been trained in administering the Accuplacer assessment tool, so students have several other opportunities to complete the assessment.

Students registered for class have access to our digital library and can order textbooks from the campus bookstore and have them delivered to their residence. Recently (spring, 2014) the college has initiated a recruitment to identify mountain students for the Valley Bound Program. A schedule was developed that would provide this population with classes at the Big Bear site on Tuesday, Wednesday, and Thursday evenings; then the students will come to campus one day a week, on Friday, for additional classes and activities. The Valley Bound Program will provide an avenue for newly graduated high school students to earn a college degree and participate in a learning community. These course offerings and services are important to the community and the college has made the commitment to have a presence there.

The San Bernardino County Sheriff's Academy is located twelve miles north of Valley College at 18000 Institution Road, San Bernardino. The Basic Academy is a partnership between the San

Bernardino County Sheriff's Department and San Bernardino Valley College. This partnership generates approximately 300 FTES yearly and has been in existence for the last forty years. The academy is certified by Peace Officer Standards and Training (P.O.S.T.) and each graduate of the program receives a certificate that allows them to be hired by most law enforcement agency in the State of California. The academy program is administered under a structured discipline format, which prepares officers for the stress related to law enforcement.

The academy is 23 weeks in length and meets Monday through Friday 08:00 am to 05:00 pm and occasionally in the evening for Scenario and Driver Training. The academy consists of Police 002, Police 100, Police 101, Police 102 and Police 103. The five classes total 39.75 units of college credit. 12 of the units are transferable to California State University San Bernardino. Enrollment is limited to those students who meet the screening requirements as outlined in the Government Code, California Penal Code and the Commission on Peace Officers Standards and Training Administrative Manual. All prospective trainees visit Valley College for matriculation services. Trainees must apply, complete the online orientation, and take the assessment test. Financial aid, tutoring and computer labs are available for all academy trainees.

DRAFT



**ABSTRACT
OF
SAN BERNARIDINO VALLEY COLLEGE
SELF-EVALUATION**

Abstract of the San Bernardino Valley College Self-Evaluation

DRAFT

Standard I. Institutional Mission and Effectiveness

A. Mission

B. Improving Institutional Effectiveness

DRAFT

Standard II. Student Learning Programs and Services

- A. Instructional Programs
- B. Student Support Services
- C. Library and Learning Support Services

DRAFT

Standard III. Resources

- A. Human Resources
- B. Physical Resources
- C. Technology Resources
- D. Financial Resources

DRAFT

Standard IV Leadership and Governance

- A. Decision-Making Roles and Processes
- B. Board and Administrative Organization

DRAFT



SELF-EVALUATION ORGANIZATION

DRAFT

San Bernardino Valley College Accreditation Self-Evaluation

Accreditation Liaison Officer: Dr. Haragewen Kinde, *Vice President of Instruction*
Self-Evaluation Faculty Chair: Dr. Celia Huston, *Professor, Library and Learning Support Services*
Distance Education: Dr. Julius Jackson, *Professor, Philosophy and Religious Studies/Online Program Committee Co-Chair*

Standard I: Instructional Mission and Effectiveness

I.A Mission and

I.B Institutional Effectiveness

Co-Chairs:

Dr. Haragewen Kinde, *Administrator, Vice President of Instruction*
Dr. Jeremiah Gilbert, *Faculty, Mathematics, Academic Senate President*

Committee Members:

Corrina Baber, *Classified, Schedule/Catalog Data Specialist, Instruction Office*
Henry Hua, *Dean, Mathematics, Business and Computer Information Technology*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*
Patricia Rossman, *Faculty, Physical Education and Athletics*

Standard II: Student Learning Programs and Services

II.A Instructional Services Co-Chair:

Dr. Kay Weiss, *Dean, Arts and Humanities*

Co-Chairs:

Dr. Horace Alexander, *Associate Professor, English*

Committee Members:

Algie Au, *Assistant Professor, Biology*
Joan Backey Murillo, *Faculty, Biology*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*

II.B Student Services Co-Chairs:

Dr. Ricky Shabazz, *Administrator, Vice President of Student Services*
Dr. Paula Ferri-Milligan, *Professor, English*

Committee Members:

Dr. Ailsa Aguilar-Kitibutr, *Professor/Counselor*
Rose King, *Classified, Tutorial Coordinator, Student Success Center*
Cindy Parish, *Articulation/Counselor, Counseling (Retired)*
Marco Cota, *Dean, Counseling*
Gina Curasi, *Faculty/Counselor*
Timothy Forrest, *Student*
Paula Venegas Alvarez, *Student*

II.C Library and Learning Resources

Co-Chairs:

Dr. Ricky Shabazz, *Administrator, Vice President of Student Services*
Dr. Celia Huston, *Professor, Library and Learning Support Services*

Committee Members:

Sue Crebbin, *Assistant Professor, Physical Education and Athletics*
Ginny Evans-Perry, *Assistant Professor, Library and Learning Support Services*
Patti Wall, *Associate Professor, Library and Learning Support Services*

Standard III. Resources

- III.A Human Resources Chair: Dr. Susan Bangasser, *Dean, Sciences*
- Committee Members: Angela Grotke, *Classified, Secretary I, Social Sciences, Human Development and Physical Education*
Guy Hinrichs, *Associate Professor, Applied Technology, Transportation and Culinary Arts*
Sarah Miller, *Classified, Laboratory Technician, Biology*
Nori Sogomonian, *Associate Professor, Modern Languages*
- III.B Physical Resources Chair: Scott Stark, *Administrator, Vice President of Administrative Services*
- Committee Members: Elaine Akers, *College Nurse, Student Health Services*
Sarah Miller, *Classified, Laboratory Technician, Biology*
Dr. Susan Bangasser, *Dean, Sciences*
- III.C Technology Resources Chair: Rick Hrdlicka, *Director, Campus Technology Services*
- Committee Members: David Bastedo, *Professor, Biology*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies*
- III.D Financial Resources Chair: Scott Stark, *Administrator, Vice President of Administrative Services*
- Committee Members: Girija Raghaven, *Classified, Accountant, Grant Development and Management*
Dr. Ed Millican, *Dean, Social Sciences, Human Development and Physical Education*
Dr. Celia Huston, *Professor, Library and Learning Support Services*

Standard IV: Leadership and Governance

- IV.A Decision-Making Roles and Processes
Chair: Algie Au, *Assistant Professor, Biology*

IV.B Board and Administrative Organization

- Committee Members: Dr. Gloria Fisher, *Administrator, Interim President*
Dr. Horace Alexander, *Associate Professor, English*
Christie Gabriel-Millette, *Research Analyst, Research, Planning and Institutional Effectiveness*
Albert Maniaol, *Interim Dean, Applied Technology, Transportation and Culinary Arts*
Girija Raghaven, *Accountant, Grant Development and Management*
Cassandra Thomas, *Laboratory Technician, Chemistry*

Additional Resources for all Standards

- Dr. James Smith, *Dean, Research, Planning and Institutional Effectiveness*
Dr. Julius Jackson, *Professor, Philosophy and Religious Studies/Online Program Committee Co-Chair*
Dr. Kathleen Rowley, *Director, Grants Development and Management*
Nicole Williams, *Administrative Curriculum Coordinator, Instruction Office*
Dena Peters, *Administrative Secretary, Accreditation Committee*

Self-Evaluation Timeline

San Bernardino Valley College has actively engaged in the self-evaluation process working collaboratively with faculty, staff and administration. Accreditation is overseen by the Accreditation and Student Learning Outcomes (ASLO) Committee under the direction of the Vice President of Instruction and the Lead Accreditation Faculty. The ASLO committee is comprised of the Accreditation Liaison Officer, at least one faculty member from each division and other interested faculty, administrators, staff and students.

After completing, the Follow-Up Report in 2010 and Midterm Report in 2011, the College began preparing for the 2014 Self-Evaluation during the spring 2012 semester. As part of the charge of the ASLO Committee, to prepare the campus accreditation self-study, to follow up on implementation of accreditation recommendations, and to prepare any follow-up reports or documentation; the committee met regularly to discuss, review, and educate the campus on Accreditation and Student Learning Outcome topics.

During spring 2012 semester, Accreditation Standard Chairs and membership which included representatives from administration, faculty, classified staff and students was finalized. The outline below presents the process and timeline followed in preparing for the 2014 Self-Evaluation.

Dates	Activities
October 2008	Visit of last Accreditation Team.
January 2009	Received Reaffirmation of Accreditation letter with a requirement that the college complete a Follow-Up Report.
October 2010	Submitted Follow-Up Report addressing Team Recommendation 5, 6 and Commission Recommendation 1.
January 2011	Received response letter from Accrediting Commission For Community and Junior Colleges (ACCJC) indicating that the College has resolved Recommendation 5, 6 and Commission Recommendation 1 as identified in the Commission's action letter of February 3, 2009.
October 2011	Submitted Midterm Report addressing all recommendations from the 2008 Self-Study as well as progress on the institutional planning agenda.
January 2012	Received response letter from ACCJC indicating that the recommendations had been addressed by the institution and "that the College had also addressed the self-identified plans..."
March 2012	Submitted Substantive Change Proposal: Distance Education
May 2012	Received response letter from ACCJC indicating approval of the Substantive Change Proposal and commending the College for "providing a well written document for review that included all of the required elements for evaluating the distance education programs."
March 2012 – May 2012	ASLO Committee met twice a month planning for 2014 self-evaluation process and formed Accreditation Standard chairs and membership. In addition, members reviewed debriefing notes from 2008 Site Visit.
June 2012 – August 2012	In preparing for the 2014 Self-Evaluation the committee reviewed accreditation related documents as outlined below.

	<ul style="list-style-type: none"> • Study SBVC's <u>2008 Institutional Self Study, Evaluation Report, Mid-Term Report</u> and <u>SBVC Follow-up Report, Oct 2010</u> . • Additional resources from ACCJC website: Accreditation Reference Handbook, Guide to Evaluating Institutions, ACCJC Rubric for Evaluating Institutional Effectiveness, Guide to Evaluating Distance Education and Correspondence Education, Guide to Evaluating Institutions, Manuel for Institutional Self-Evaluation, Accreditation Standards Annotated for Continuous Quality Improvement and SLOs (Jan 06), Substantive Change Manual, Team Evaluator Manual, and Introduction to the Accreditation Standards.
August 2012	Training workshop for the ASLO Committee members.
September 2012 – December 2012	ASLO Committee met twice a month reviewing standards, researching, conducting dialogue and gathering evidence. Additional Standard focused meetings, led by Standard Chairs, were conducted.
October 2012	SBVC was the 2012 Regional ACCJC Training Site and members of the ASLO Committee attended this training.
November 2012	Accreditation Liaison Officer (ALO) and Co-Chair of ASLO committee attended ACCJC training seminar at Fresno City College.
January 2013	Campus wide presentation - Countdown to Accreditation October 2014.
February 2013 – May 2013	ASLO Committee met twice a month reviewing standards, researching, conducting dialogue and gathering evidence. Additional Standard focused meetings, led by Standard Chairs, were conducted. Acquired experiences from attending ACCJC workshops and from serving on site visit teams were shared to strengthen committee members' knowledge of accreditation process. Accreditation related data was presented and self-study survey questions were compiled and reviewed. Standard Chairs and Co-Chairs submitted 1 st draft to ASLO Co-Chairs April 2013. ASLO Co-Chairs reviewed self-evaluation status, timeline, process and update the ASLO committee. Status updates were provided at Academic Senate, Classified Senate, Deans Cabinet, College Council, Faculty Chair meetings and Presidents' Cabinet.
June 2013 – August 2013	ASLO Co-Chairs reviewed 1 st draft received and returned to authors to continue the work towards the production of the 2 nd standard draft.
August 2013 – December 2013	ASLO Committee met twice a month. Additional Standard focused meetings, led by standard chairs, were conducted.

	<p>Standard focused small group study sessions with ASLO committee - open to the campus.</p> <p>Status updates were provided at Academic Senate, Classified Senate, Deans Cabinet, College Council, Faculty Chair meetings and Presidents' Cabinet.</p> <p>Standard Chairs and Co-Chairs submitted 2nd draft to ASLO Co-Chairs.</p>
December 2013 - January 2014	ASLO Co-Chair prepared 2 nd Standard drafts for review by campus editor in preparation for all campus Forums.
January 2014	Submitted Substantive Change Proposal : Distance Education
February 2014	ALO and Co-Chair of ASLO committee attended ACCJC training seminar Workshop at Rio Hondo College.
February 2014 – March 2014	<p>Conducted weekly Campus-Wide Forums to provide status update and to solicit feedback on each standard.</p> <p>Forums were organized as follows: Introduction of the standard, highlight SBVC's activities regarding the standard, shared evidence gathered, asked the question: Does SBVC meet the standard? Solicited additional examples & evidence for furthered exploration.</p>
March 2014	Received response letter from ACCJC indicating approval of the Substantive Change Proposal and commending the College for "preparing a thorough, well written proposal for review demonstrating the careful thought and planning for this change."
April 2014	<p>ASLO co-chairs and Standard Chairs worked towards the production of the 3rd draft of the Self-Evaluation Report.</p> <p>Accreditation Board Study Session and status update on draft of Self-Evaluation Report.</p> <p>Draft of Self – Evaluation Report disseminated to campus for feedback.</p>
May 2014 – June 2014	Prepared Final draft of Self-Evaluation Report for Board approval.
July 2014	Self – Evaluation Report submitted to editor and then for publication.
July 2014	Self-Evaluation Report sent to ACCJC
September 29, 2014	ACCJC Site Visit

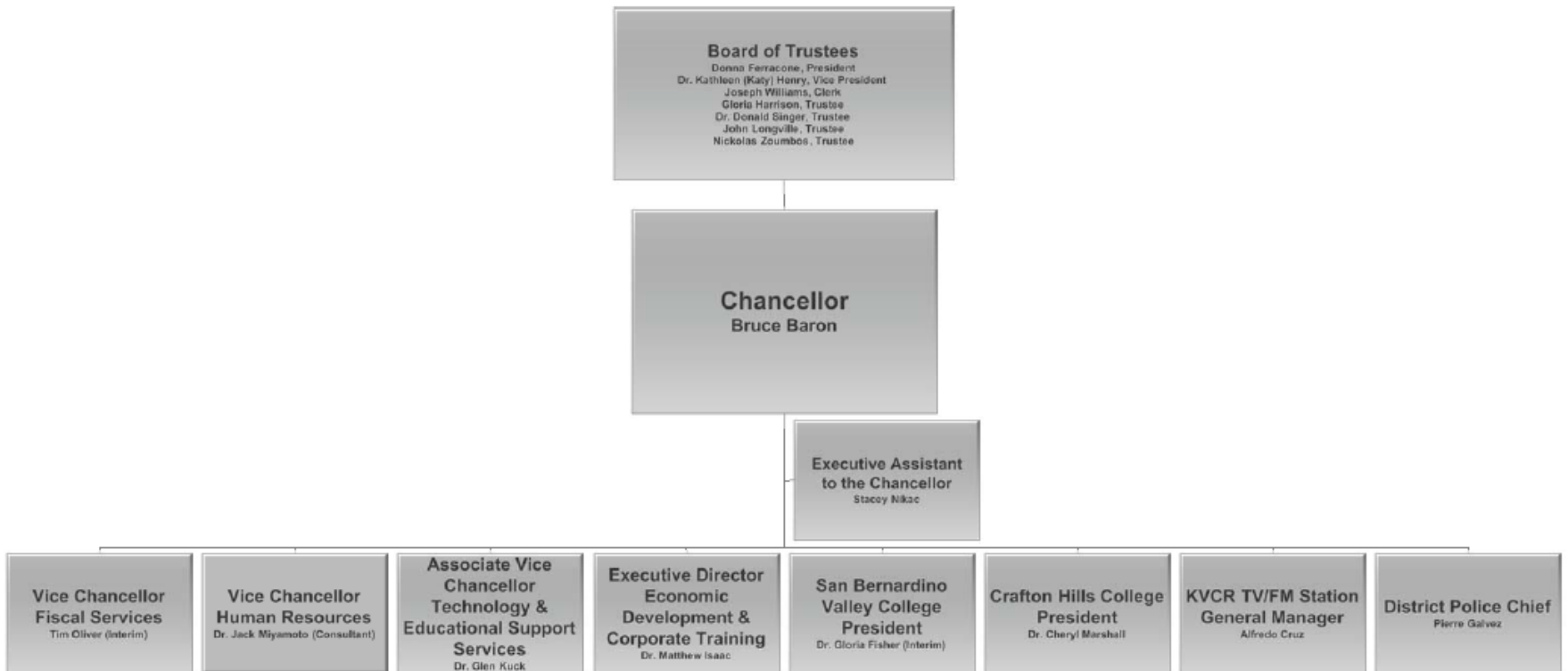


ORGANIZATIONAL OF THE INSTITUTION

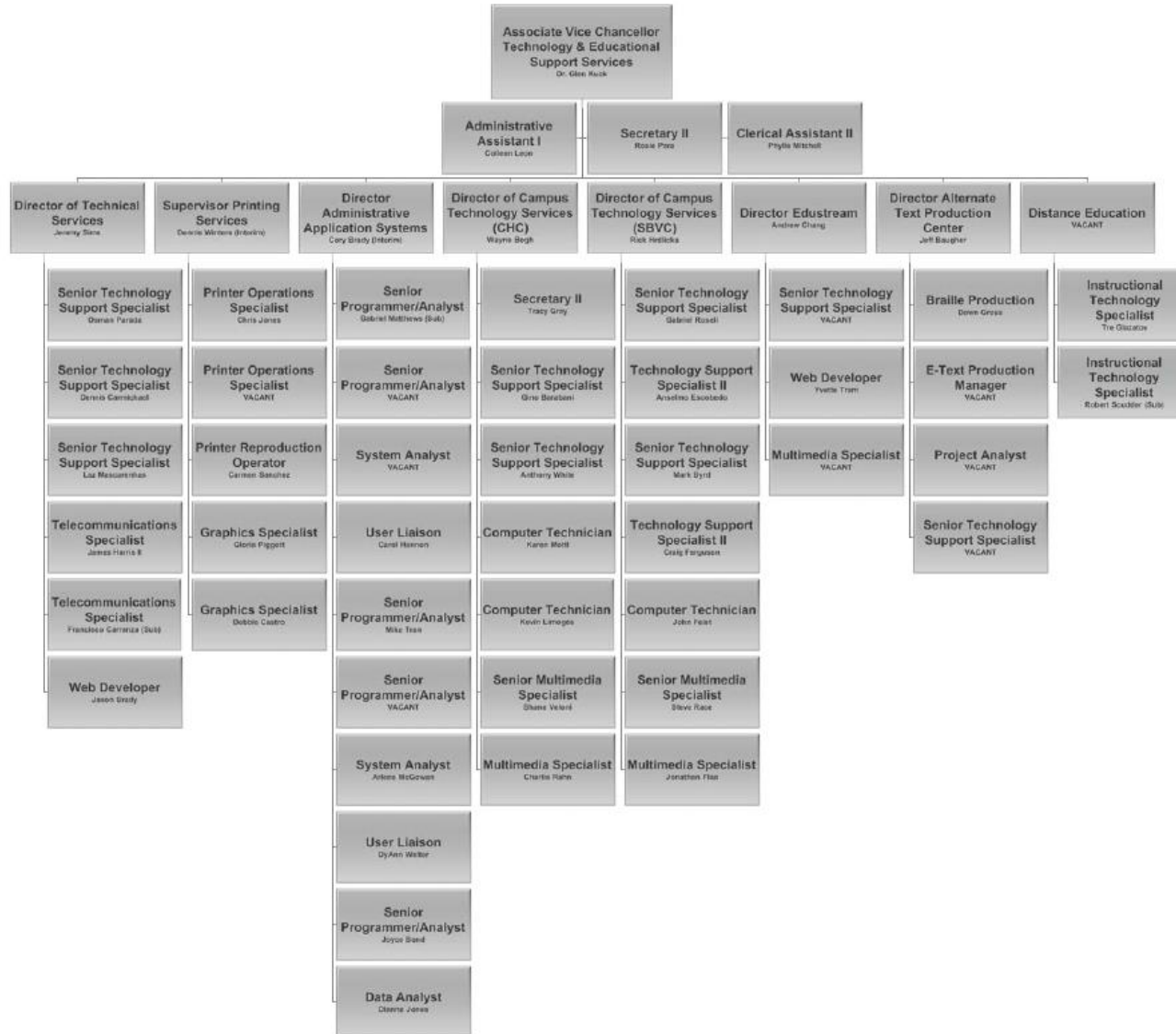
DRAFT

SAN BERNARDINO VALLEY COLLEGE Organizational Charts

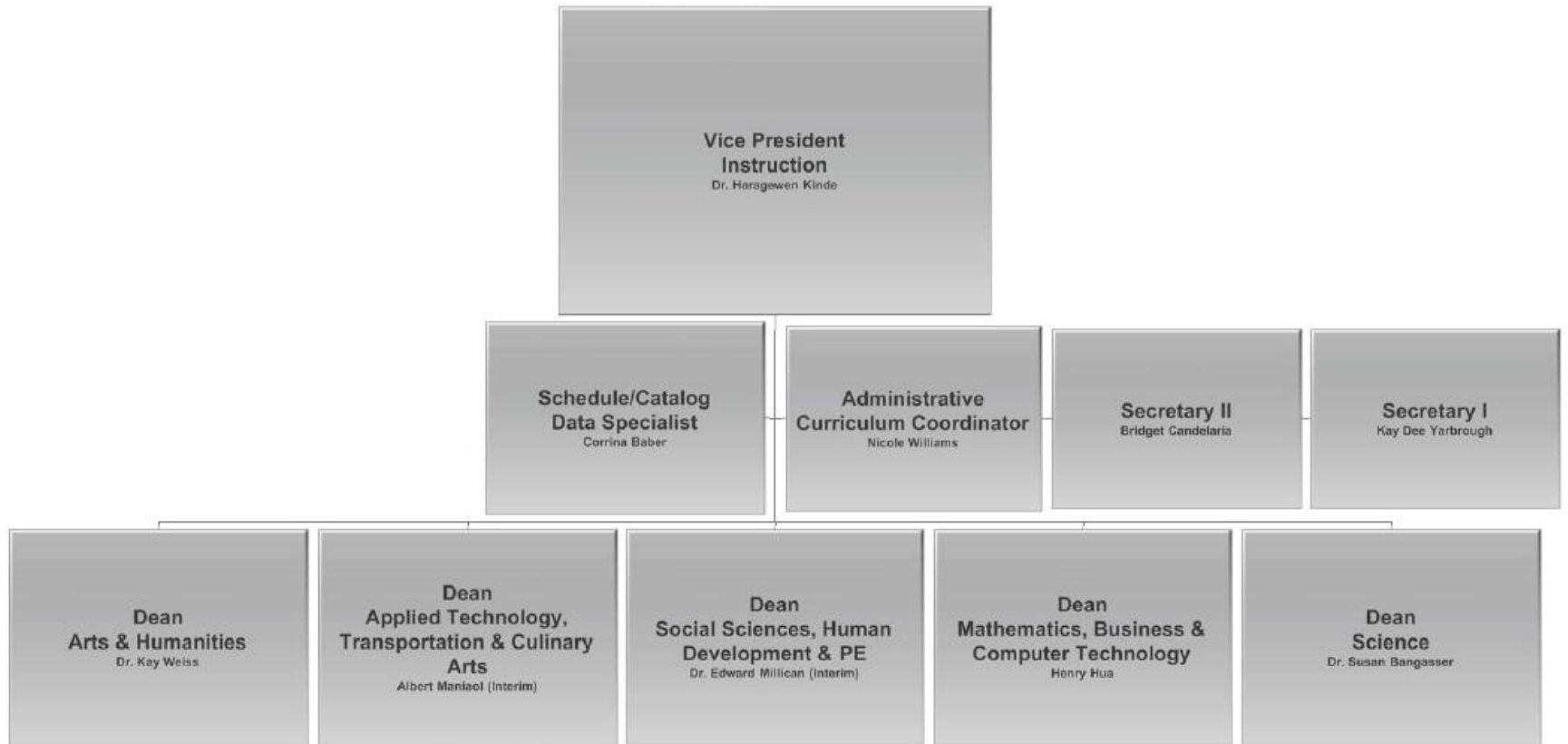
SBCCD Board of Trustees



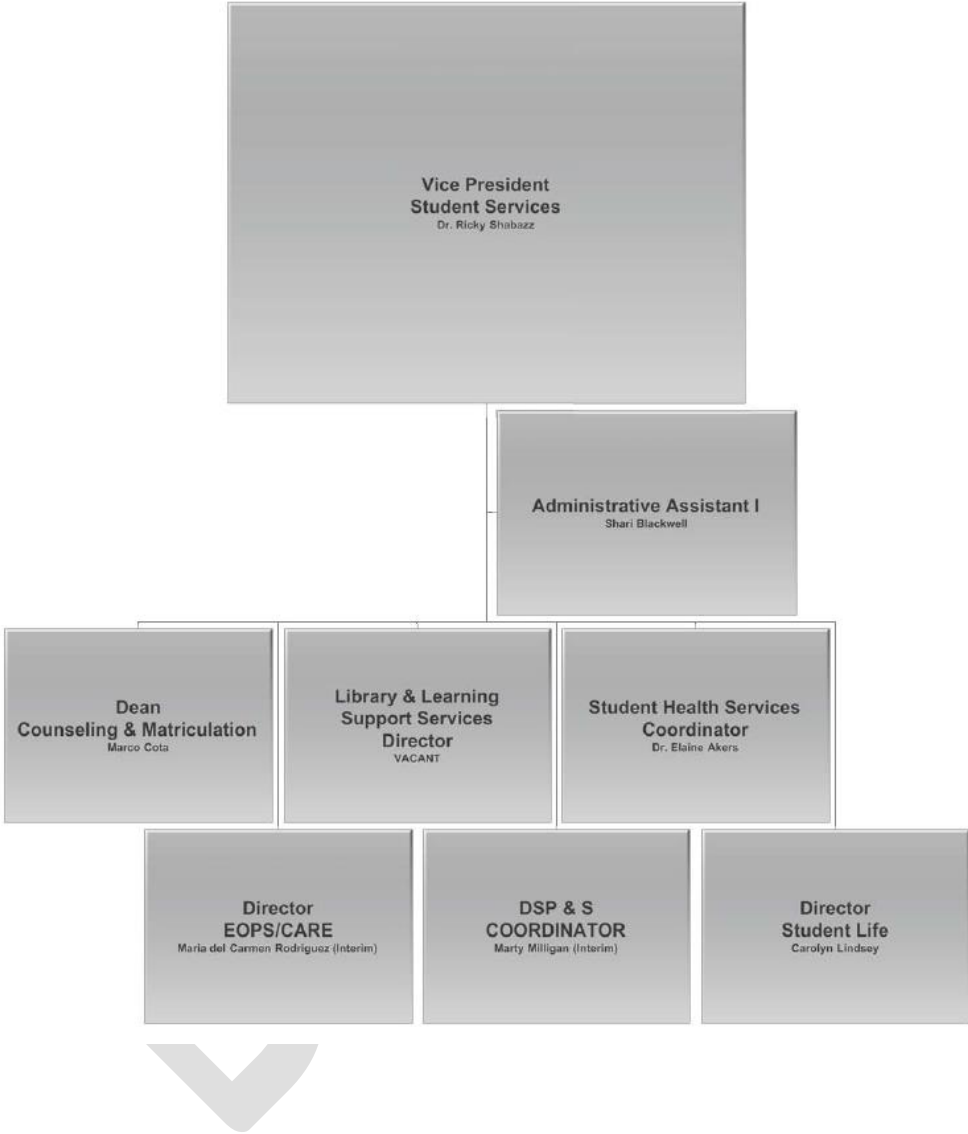
SBCCD Technology & Educational Support Systems



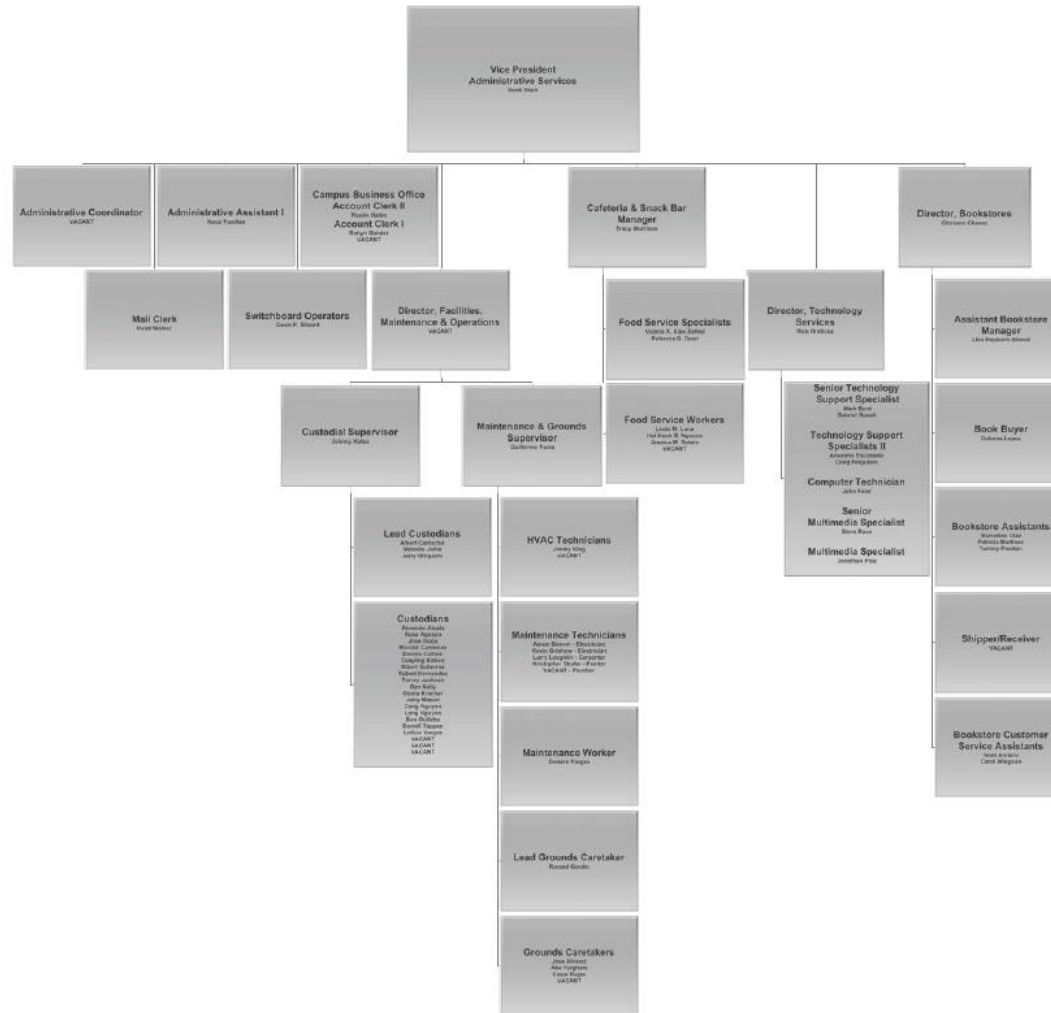
SBVC Vice President of Instruction



SBVC Vice President of Student Services



SBVC Vice President of Administrative Services



SAN BERNARDINO COMMUNITY COLLEGE DISTRICT FUNCTIONAL MAP

The indicators that depict the level and type of responsibility are as follows:

- P:** Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).
- S:** Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).
- SH:** Shared Responsibility (the district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function – district and college mission statements).

Standard I: Institutional Mission and Effectiveness		
A. Mission		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	P	S
3. Using the institution’s governance and decision-making process, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution’s mission is central to institutional planning and decision making.	P	S

B. Improving Institutional Effectiveness

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

	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measureable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively towards their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

Standard II: Student Learning Programs and Services**A. Instructional Programs**

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

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institutions officially approved course outline.	P	S
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world view. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. Student Support Services		
The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measure in order to improve the effectiveness of these services.		
	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: General Information, Requirements, Major Policies Affecting Students, Locations or Publications Where Other Policies May Be Found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
--	---	---

<p>C. Library and Learning Support Services</p> <p>Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measure in order to improve the effectiveness of the services.</p>		
	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

Standard III: Resources**A. Human Resources**

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	SH	SH
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
6. Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning at both college and district/system levels in multi-college systems.

	College	District
1. The institution mission and goals are the foundation for financial planning.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S

Standard IV: Leadership and Governance**A. Decision-Making process**

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative process are used to assure effective discussion, planning, and implementation.	P	S

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making process. The policy specifies the manner in which individuals bring forward the ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. Board and Administrative Organization		
In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P

<p>2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</p>	<p>P</p>	<p>S</p>
<p>3. In multi-college districts or systems, the district/system provides primary leadership in setting and communication expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.</p>	<p>S</p>	<p>P</p>

DRAFT

Responses to Recommendations from the Most Recent Comprehensive Evaluation

The Focused Follow-up Report, submitted in October 2010, provided the college response based on recommendations 5 and 6 and on Commission Recommendation 1 from the 2008 self-study and visit. The Accreditation Midterm Report, submitted in October 2011, chronicled the progress made to address all recommendations of the 2008 Self Study. The commission noted in its February 1, 2012 letter to the college, that both the recommendations made by the comprehensive evaluation team and the self-identified plans for improvement, which were included in the institutional Self-Study Report had been addressed.

The following section outlines each recommendation from the college's 2008 Accreditation Self-Study and provides details regarding how the college has addressed the 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 IB1-7; Standard IIA2; Standard IIB4; Standard IIIC2; Standard IIID1,2,3.)

In the spring of 2009, the development of a campus Educational Master Plan was initiated in an effort to sustain a culture of accountability and integrated planning. The purpose of the plan was to:

- Provide clear direction for planning basic skills, transfer, career and technical education
- Fulfill the college's own 2008 accreditation self-study planning agenda
- Integrate educational program planning with the college's strategic planning
- Integrate educational program planning with the college's facilities master planning
- Maximize value of college educational programs for the community
- Expand knowledge of programs to stakeholder constituencies
- Promote the college's strengths to the community.

Over the next eight months, the plan was developed through regular meetings, campus-wide planning events and workshops. Data was generated through the Department of Research and Planning, which was provided to committee members and faculty chairs. Faculty from each department and/or discipline met to assess the data, identify goals, and develop action plans.

During Fall, 2009, the Program Review Committee evaluated its processes with a goal to develop a streamlined process which incorporated existing data. The educational master plan became the pivotal document to be utilized within the program review process. Program summaries in the Educational Master Plan became the core of the program efficacy documentation. These documents include data for student success, and productivity as well as synopsis of strengths, weaknesses and goals. Program Review utilizes these summaries as building blocks for in-depth analysis of programs.

At an in-service day in January of 2010, the college hosted a workshop which provided divisions and departments time to evaluate program summaries and identify themes. During the next year, the Educational Master Plan Committee met to develop the final, coordinated plan which was published in September of 2010. This plan contained economic data, enrollment data, and

program summaries for each area (administrative, instruction, and student services) organized by department. These summaries have been integrated into other planning efforts used for program review, and to project needs for replacement faculty and staff.

Departmental updates are provided annually if departments choose to participate in the needs assessment process. They are updated with the program efficacy review cycle every three years (modified to four years in Fall, 2013.)

[\(Educational Master Plan\)](#)

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. catalogs, schedules, etc.) in the major languages of the communities it serves (Standard IIB2)

In response to the team's recommendation, and the college's own Planning Agenda, SBVC has produced a select number of key documents (or portions of documents), information items, and brochures in Spanish. Following discussions with faculty and administrators and dialogue with her cabinet, the president made decisions regarding which documents should be translated. She determined that information that was critical to an understanding of how to become a student, and the college in general, should be translated into Spanish. Since 2008, many of these items have been printed and reprinted in Spanish. These materials have become key tools for the Outreach and Recruitment team as they communicate admissions policies and procedures.

Beginning in Fall, 2008, the President's "Campus Welcome," in both the catalog and the schedule of classes has been printed in both English and Spanish. Brochures are available, in Spanish, in the Admissions and Records as well as the Counseling Office, detailing the add/drop processes. Brochures outlining financial aid information in Spanish have also been developed. The Public Information Office has also produced documents intended to promote information and interest within the Spanish speaking community. [\(Sample Foreign Language Publications\)](#)

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 IIB3e)

In response to the team's recommendation, and the college's own Planning Agenda, the office of institutional research conducted a study in 2008-2009 which explored assessment tests used at the college including a set of four locally developed math tests, (a locally developed English essay test, and the Compass Reading Test). In addition, the Accuplacer instrument was examined and compared to the tests in use at the time, to determine their efficacy.

The study revealed trends toward higher student success for students placed using the Accuplacer vs the existing instruments. As a result, recommendations to adopt Accuplacer as the college's placement instrument for English, Math, Reading and ESL were accepted by the

College Council. Since 2009-2010, the college has used Accuplacer for student placement into mathematics, English and Reading courses. Faculty in these disciplines work with the Office of Research and the Matriculation office to refine cut-scores.

Accuplacer has proven to be portable, and has provided the opportunity to effectively facilitate assessment for students at high school orientations, Big Bear Site orientations. Additionally, sample tests are available through Web Advisor ([Assessment Study, 2009](#))

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 IIB3b, f)

In an immediate response to the team recommendation, BP 3310 was developed to address the retention and destruction of college records. BP3310 authorizes the Chancellor to establish a process for the retention and destruction of records, including student records, employment record and financial records.

In addition, in February, 2009, upon the recommendation of the Chancellor, the Board of Trustees approved Administrative Procedure (AP 3310) to further address the visiting team recommendation. This procedure outlines definitions and classifications and the manner in which various records should be filed, for how long, and in what way they should eventually be destroyed. ([BP and AP 3310](#))

The Admissions and Records office retains student records by scanning the records into Imagenow, the class 1-permanent record (student record) is retained indefinitely, electronically. All hard copy records prior to 1981 previously housed in the Admissions and Records office vault have been scanned by a third party company, Viatron. The records are now available in Imagenow. Admissions and Records no longer retain any hard copy records except for SBVC Degrees and Certificates which are retained for up to two years, and then destroyed.

Recommendation 5: Student Learning Outcomes as a 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.

Response to the team recommendation has required negotiation with the California Teachers Association (CTA) since evaluation is contractual. In 2010, the Vice Chancellor of Human Resources began working in earnest to address this recommendation. Several successive drafts of Memorandum of Understanding (MOU) were discussed, which would have added to the evaluation process, a question asking members to reflect on the effect of SLOs on student success in their courses. The MOU was shared at a meeting of the Academic Senate on August 18, 2010 and reviewed at the subsequent meeting on September 1, 2010.

In November of 2010, the District received a *Demand to Bargain* letter from the local chapter of CTA, stating that ongoing planning and other actions by the District on Student Learning Outcomes created a significant impact on faculty hours, working conditions and workload. The

District and CTA continued to discuss the issues while the Academic Senate President argued that outcomes are an academic and professional matter and appealed for progress.

In January of 2013, agreement was reached and an MOU was signed. A component of the MOU was evaluation. The agreement reached states, "A self-reflection statement in regards to the development and assessment of SLOs shall be included in the evaluation. Furthermore, the evaluator and faculty member may voluntarily discuss the SLO process and how it was used in the improvement of instruction. ([MOU between SBCCCD and CTA regarding SLO Assessment Spring, 2013](#))

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 IVB3a, 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 IB3, IVB3g)*
- *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 IB2, 4, 5, 6, IVB3b, IIIC1a, c, IIIC2)*
- *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 IIIA1b, c, IIIA6)*

Program Review

The SBCCCD has established, implemented and evaluated a systematic Program Review model for examining District functions and processes. Each District unit completes a program review every three years with annual planning updates done during the two year interval. The program review template for all units includes the following sections:

- Mission
- Description
- Outcomes and Other Measures of Effectiveness
- External Opportunities and Challenges
- Analysis and Evaluation
- Three to Five Year Vision
- Impact on the Colleges and the District
- Other Pertinent Information
- Goals, Objectives and Action Plans
- Resource Requests
- Progress Report on Last Cycle's Goals, Objectives and Action Plan (if applicable)
- Description of Process and Participants

Each unit established its own effectiveness measures, analyzed data, and set goals and objectives. An integral part of the District Program Review process is a District Operations Satisfaction Survey sent annually to all employees with the results used to identify service gaps. This survey provides the campuses an opportunity to offer input into the District services.

District Strategic Plan

The district Strategic Planning Committee was formed in October of 2009. The committee is comprised of faculty, administrators, classified staff and student representatives from the colleges and the District sites. The initial plan was drafted based on review and discussion of the colleges' Educational Master Plans, the Board Imperatives, The California Community Colleges System Strategic Plan, environmental scan data and other relevant information. The district completed and revised its Strategic Plan, which is composed of six strategic directions and twelve strategic goals. It is fully aligned with both college educational master plans. The Chancellor gave a presentation to the faculty and staff at the Fall, 2011 in-service day, summarizing the alignment of the college plans with the District Strategic Plan ([Chancellor's Presentation to campuses Fall, 2011](#))

For 2010-2011, the Committee's charge was to monitor implementation of the strategic plan and to incorporate revisions. KVCR and Economic Development & Corporate Training were also incorporated into the plan's goals and objectives

Planning at the district level has continued and the most recent draft includes research findings and data from a new environmental scan, prepared in 2013. A summary of the Committee's progress was presented to the Board of Trustees at the April 10, 2014 Board Meeting. ([Minutes from April 10 board meeting](#))

Strategic Plan for Technology

The District has developed a coordinated strategic plan for technology, which is aligned with the College plans. In order to become more responsive to campus needs, the district's Technology and Educational Support Services (TESS) has undergone significant changes. A structural reorganization was completed which involved the elimination of outsourced management and technical roles. The governance model now includes six collegial consultation committees which ensure all constituents have input into the technological priorities of the district. These committees are the TESS Executive Committee, Technical Infrastructure Committee, District Applications Work Group, Web Standards Committee, and two college technology committees.

The District Technology Strategic Plan was developed through a collegial process and is aligned with college plans. It has been implemented and accomplishment of objectives is monitored via the TESS Executive Committee. ([District Technology Plan](#))

Development of a Long-Range Human Resources Plan

In fall, 2009, the district Human Resources office began work on a long-range plan designed to assist the colleges in planning and prioritizing full-time hiring needs, which is now called the staffing plan. Several sample documents were reviewed. The contents include a description of the hiring and evaluation processes, also found in board policy and administrative procedures, current workforce demographics, historical staffing ratios, faculty loads, turnover rates,

retirement projections, compliance information – such as full-time faculty obligation and the 50% law and three measurable objectives to address district-wide needs.

In 2011, the staffing plan was updated with new data, though not all data were available at the time of the revision. As the economy and enrollment management needs changed, the plan was determined to need revisiting. Large turnover in Human Resources has delayed this process. In 2013, the College Brain Trust was contracted to create a long-range staffing plan for the district. The completed plan was presented to the district in April, 2014. ([College Brain Trust Staffing Plan](#))

Commission Recommendation 1

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

In October of 2009, a Resource Allocation Committee was formed with representation from the colleges, the District Office, Economic Development and Corporate Training, KVCR, and other constituency groups. This committee was charged with developing a transparent model for the allocation of funds to district entities. After reviewing other district models and best practices, the committee recommended guiding principles for the SBCCD model. In February, 2010, a draft of the Resource Allocation Model (RAM) was reviewed by the committee and feedback was requested from the campuses. After incorporating this feedback, the final version of the RAM was approved by the committee in May, 2010 and utilized for developing the fiscal year 2010-2011 budget.

In Fall, 2010, a District Budget Committee (DBC) was formed and charged with the responsibility to review the model and to make recommendations regarding district-wide budget development process ([AP 2225](#)).

In 2013-2014 the allocation model was again reviewed and the District determined that it needed began to gather information needed to help ensure all district entities have the funding necessary to meet their goals; and Chancellor's Cabinet and the District Budget Committee have been exploring resource allocation issues. A community college consulting group, The College Brain Trust, was engaged in 2013 to conduct a thorough study of the RAM and other critical fiscal issues. Upon receipt of the study, Chancellor's Cabinet and the District Budget Committee reviewed the consultants' recommendations and are considering ways to effectively update the Resource Allocation Model process. The district budget committee was charged with exploring the issues, however, a consultant group, College Brain Trust, was contracted to conduct a thorough study. Upon receipt of the study, the District Budget Committee reviewed recommendations and has recommended a new model for allocation of funds. ([CBT report](#)) ([District Budget Committee Minutes as well as documentation of the new model.](#))