



STANDARD IV

LEADERSHIP & GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV: Leadership and Governance

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Descriptive Summary

San Bernardino Valley College established the College Council as the united voice of campus constituencies since 2003 as a part of the recognition of collegial consultation stated in Educational Code Title 5. The San Bernardino Community College District's Board Policy 2225 and Administrative Procedures 2225 (also known as Collegial Consultation policy and procedure) describe the details of these functions. The composition of the Council includes leaders from the different standing committees; the college president; vice presidents of instruction, student services, administrative services; the Director of Research, Planning, and Institutional Effectiveness; the Academic Senate president; the Classified Senate president; the Associated Student Government President/designee; and the California School Employees Association President. The specific campus constituencies/ collegial consultation committees represented by the College Council include: Accreditation and Student Learning Outcomes Committee, Curriculum Committee, Enrollment Management and Student Equity Committee, Facilities and Safety Committee, Matriculation Committee, Program Review Committee, Professional Development Committee, and the Technology Committee.

The main functions of the College Council include the development of the college's Strategic Plan, which provides a common communication venue for all college entities and a centralized location for issues or project allocation. The meeting details, such as agenda, dates, and times of the College Council, can be found on the college's website under Campus Committees, providing transparent access for all. In preparation for its self-study report, SBVC collects data by way of committee input and campus-wide surveys. This allows all facets of the campus community an opportunity to provide input for the evaluation of campus resources. The primary function of the data is to establish a system of continual improvement of service delivery, facilities management, and customer service. The Academic Senate organizes a two-year cycle for its faculty to serve on a standing committee. Information about committees is provided to all new faculty during New Employee Orientation through Professional Development Committee activities. Classified staff can request committee service through the CSEA President and Classified Senate President, the designated committee chair, or through their supervisors, according to the Classified Senate Delineation of Duties statement [Dec 2013; Cross-check; Statement not yet on web] There are selected group of classified employees whose job responsibilities include committee assignments pertaining to their job duties and do not serve on additional committees. Managers may request service on particular committees, but in some cases their job duties specify the committees upon which they will serve, in accordance with AP2225. Committee lists are available on the campus website under [Campus Committees](#).

Managers frequently attend Academic Senate meetings to listen to ideas and concerns voiced by faculty. Decision making is intended to be a collective process where ideas and information are funneled from different campus committees to the College Council, the chancellor, and the board for discussion and final approval. [AB 1725](#) requires the board of governors to develop policies and guidelines concerning the academic senate, and standards regarding the role of students in governance.

As of 2012, the membership of the San Bernardino Community College District Board of Trustees has changed. Our district welcomed four newly elected and appointed members, and SBVC continues to seek collegial consultation opportunities with the Board of Trustees.

IV.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.

IV.A.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 processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

The mission statement of the college specifies that, “San Bernardino Valley College provides quality education and services that support a diverse community of learners.” This statement was formally adopted in 2002 and revised in 2007; our aim is to build lifelong learners and our goal is to educate, develop, and train active, functional and responsible members of the society within the Inland Empire. Our Tenets describe our philosophy and values including, but not limited to, the promotion of self-expression, creativity, critical thinking, and communication skills; commitment to lifelong learning practices; data-driven decision making processes with the best interest of the students and community in mind; college organization that must openly engage in sharing ideas and suggestions to develop innovative ways to improve our programs and services; provide relevant and challenging curriculum to our students; and hold ourselves and our students to the highest ethical and intellectual standards. The mission statement, the vision statement, and our college’s educational philosophy statements are published in our College Catalog and on our website under Mission and Values ([Mission & Values](#)).

All college constituencies are surveyed annually regarding their contribution to the Mission and Values statements. When asked if their job contributes to the SBVC mission and vision, 84% of classified staff agreed ([CC Survey Classified 2013](#)), and 75% of the responding managers agreed that SBVC programs, services, and planning are consistent with the mission of the college ([CC Survey Managers 2013](#)).

The Educational Master Plan, developed by a team of faculty, classified staff, managers and a student representative, was designed to “incorporate emerging educational trends and the evolving needs of the students and communities we serve.” ([EMP 2010](#))

Each year, faculty and staff are updated with demographic and student success data, which become part of the college’s five year Educational Master Plan, ([EMP Presentation](#)) The nature of an Educational Master Plan is to provide an outline or direction for the college, but it is not designed to be a rigid script with little deviation. Rather, the reviews and updates each year will incorporate input from faculty and staff based on economic realities, preparedness of students, and assessment of academic progress. “ ([EMP 2010](#))

The five year Strategic Plan contains campus strategic initiatives and goals. Strategic Initiatives contain target goals, specific activities to measure and achieve goals and assigned responsibility areas.

The Educational Master Plan and the Strategic Plan are available on the President's website under Campus Planning Documents and on the Office of Research, Planning, and Institutional Effectiveness website. These plans were developed collegially and reviewed annually. During the development process drafts of the plans were sent to all campus constituents. The Educational Master Plan and the Strategic Plan are reviewed in College Council and other shared governance groups. Progress reports on planning goals are compiled every year, posted on the websites and distributed throughout the campus.

Scorecard performance data can be accessed from the campus website. Scorecard reports, and Scorecard predecessor (the ARRC report), are developed collegially between Academic Senate and the Office of Research, Planning, and Institutional Effectiveness. Student success data is contained in the Educational Master Plan and used during Program Review Processes. College specific data is readily available on the Office of Research, Planning, and Institutional Effectiveness website.

For regular programmatic assessment on campus, the Program Review Committee, under the authority of the Academic Senate, examines and evaluates the resource needs and effectiveness of all instructional and service areas on a four year cycle. The program review process is conducted by authorization of the SBVC Academic Senate, and according to the guidelines from the SBCCD Administrative Procedures (AP 2225). Through the needs assessment process, programs can demonstrate their basis for planning, request funding or further financial assistance, consolidate resources, and allow the institution to re-examine programmatic needs based on data collected. The Program Review committee membership comprises the Vice Presidents of Instruction, Student Services, Administrative Services or their designees, six managers, seventeen faculty members, eight classified staff members, and two students.

Program Efficacy self-studies are available on the Program Review web page of the college web site.

Self-Evaluation

The institution meets the standard. The College Council serves as an integral part of shared governance; bi-monthly meetings are held. The College Council is responsible for directing the flow of information from the committees to the Office of the President or Vice Presidents to ensure that information is disseminated throughout the campus. The members of the College Council are charged with the responsibility of recommending and providing feedback concerning the President's decisions on college activities. Membership consists of the chairs of various committees, presidents of senates, CSEA, CTA, and president's cabinet constituencies. The main charge of the College Council is to plan, manage issues, and provide communications. In terms of planning, the Educational Master Plan (EMP) is integrated with the Strategic Plan, and is based on information funneled from the annual Program Review Needs assessment prioritization, the Technology Plan, the Five-Year Construction & Facilities Plan, the Enrollment Management Plan, the Basic Skills Plan, and the Professional Development Plan. The College Council reviews each of the plans, analyzes the budget impact, and provides recommendations to the president. When issues arise within various functions of the campus, these issues are taken to the College Council and referred to the appropriate college committee for

consideration, review, and possible solutions brought back as recommendations or resolutions for the president. For example, every five years during the strategic planning cycle, [Classified Senate](#) and [Academic Senate](#) are asked to discuss and review the college's Mission and Values statements.

Examples of campus dialogue that provide pathways for individuals or groups to bring ideas forward includes the regularly scheduled meetings between the college president with the managerial staff of the college; these meetings include the Vice President's Cabinet, individual Vice President meetings, managers' meetings, direct report meetings, VPs' Administrative Assistants or VP Office Staff meetings, and the College Council meetings. The agenda items and other documentation are stored within the President's Office's [nonpublic share-drive](#). During the VP cabinet meetings, campus operations and logistics are discussed on a weekly basis. On a bi-monthly basis during the individual VP meetings, upcoming deadlines, previous and current issues, upcoming events, projects, and topics of interest are reviewed and discussed. Also held on a bi-monthly basis are the managers' meetings, formerly known as Program for the Advancement of Leadership of Managers (PALM), where college managers such as directors, deans, or vice presidents would review and discuss items submitted to the College Council, receive trainings on Human Resources, Safety, or Energy Conservation, or discuss general or specific topics. During the monthly direct report meetings, each direct report manager meets with the president to discuss relevant issues and assume the responsibility to perform the tasks and provide progress reports back to the president as appropriate. For the monthly VP Administrative Assistants or VP office staff meetings, collaborations on various special projects can surface, such as website updates on the SBVC Organizational Chart and the Standing committee list every fall and spring terms, address concerns or issues such as professional development training requests, and establish procedures regarding miscellaneous issues such as human resources, payroll, purchasing, printing, maintenance and safety. Attendance at these meetings includes administrative assistants or office staff from the offices of the vice presidents. Training sessions on payroll, contracts, or software used such as Financial 2000, can be included for part of these meetings.

In the Administrative Services area, which includes the Campus Business Office, Mailroom, Maintenance, Grounds, Custodial, Cafeteria, Bookstore, and Capital Facilities, an open door policy is maintained, which encourages employees to communicate with supervisors at any given time. While the process of establishing new departmental standards and goals is in progress, interactive workshops or study sessions are held to provide opportunities for discussion and input from staff. During these meetings, reviews and evaluations of program policy and procedures are performed. New ideas or recommendations are shared to improve performance, effectiveness, and efficiency on current processes. Formal and informal discussions between staff and the VP of Administrative Services are frequent. Long range and implementation planning, improvement ideas, issues on existing processes, as well as work environments or job responsibilities can be among the topics of discussion. The VP of Administrative Services continues to communicate and work with employees to better understand their responsibilities as well as provide solutions to their problems. This facilitates a comfortable environment for staff to perform their tasks.

In the Instructional area, a weekly scheduled Deans' Cabinet meeting is held for the VP of Instruction to revise, review and discuss upcoming events or event deadlines, current or past issues with all instructional division monthly basis to discuss any issues pertaining to their job responsibilities, and topics of interest usually are reviewed and discussed with the expectation that the deans will follow up with the various issues. The VP of instruction also meets with all

faculty chairs on a monthly basis, where a variety of current campus information is distributed and disseminated. This information can include campus safety, student learning outcomes, administrative or records updates, program review assessments, efficacy overviews, program discontinuance policy or process, or recent legislative updates. The VP of Instruction is the administrative co-chair of the Curriculum committee which meets on a weekly basis to review new or modified courses, certificates and/or degrees that have been proposed by discipline faculty members through established processes. All relevant information is distributed through email to division deans, faculty chairs, faculty members, administrative secretaries, and all interested parties; while records of minutes, Curriculum committee calendar, resources, Curriculum board-related materials are stored in the Instruction Office as well as the [SBVC Instruction Office Website](#). All information regarding Course outlines of record (COR), degrees and certificates are stored and maintained at the [SBVC Curricunet website](#).

In the Student Services area, the Deans' Cabinet meetings are held on a monthly basis among division deans and the VP of Student Services, where reviews and discussions on upcoming events or event deadlines, current or past issues are done. The VP of Student Services meets with division deans individually on a monthly or biweekly basis to discuss and share important information regarding student services areas. All relevant items pertaining to these meetings such as agendas and meeting minutes are stored within the Student Services Office non-public share-drive ([Student Services-share drive](#)).

A Joint Dean Cabinet meeting is held on a monthly basis; members include instructional and student service divisions deans, the VP of Instruction and the VP of Student Services to review and discuss relevant issues.

Actionable Improvement Plan

None

- **How does the institution articulate the responsibilities of individuals to develop ideas for improvements in their areas of responsibility?**

In 2011, under the guidance of the Academic Senate, San Bernardino Valley College has reorganized the college's various committees to address the pressing needs of the college and re-establish procedures that encourage participation by representatives of all college constituencies, including administrators, faculty, staff, students, and the community. These shared governance committees are encouraged to make recommendations to the Board of Trustees in decision-making as a whole. Forty-eight percent of the 2011 Campus Climate Classified Survey respondents agreed that representatives from all employee groups are involved in the planning process. ([2011 CC Survey-Classified](#)).

Administration works collaboratively and closely with the Academic Senate and campus-wide committees to reach agreement on decisions regarding academic policies and procedures. The 2011 Campus Climate Survey results show that 66% of faculty respondents agreed that they have been given the opportunity to participate in the planning process for their division based on responses from question 1a, and 52% were satisfied with the role that the Academic Senate plays in the governance of the college based on responses from question 1e. ([2011 CC Survey - Faculty](#)) Seventy-six percent of managers responding to the 2013 Climate Classified Survey agreed that the faculty/staff exercise a substantial voice in matters related to planning and developing educational programs. ([2013 CC Survey-Managers](#))

In general, feedback opportunities are provided and feedback comments are solicited before any institutional changes are acted upon per requirements of [AB 1725](#). Board policies and administrative procedures have been continuously undergoing rigorous reviews and revisions over the years to reach general consensus and to assign the appropriate responsibilities to the appropriate groups ([BP 2225](#)).

The college standing committees / shared governance groups are listed as follows:

1. The College Council
2. Academic Senate
3. Classified Senate
4. Associated Student Government
5. Accreditation and Student Learning Outcomes committee
6. Curriculum Committee
7. Enrollment Management and Student Equity committee
8. Facilities and Safety Committee
9. Matriculation Committee
10. Professional Development Committee
11. Program Review Committee
12. Technology Committee
13. Arts, Lecture, and Diversity Committee
14. Online Program Committee

Other campus committees or advisory groups are listed as follows:

1. Spotighting our Success Faculty and Staff Awards
2. Honors Committee (advisory)
3. Vocational Education Committee
4. Tenure Review (Instructional office)
5. Campus Life and Commencement
6. Scholarships
7. Student Policies and Scholastic Standards
8. Budget Committee

The following committees fall under the Academic Senate's purview:

1. Advancement in Rank
2. Curriculum
3. Library and Learning Resources
4. Occupational Education
5. Program Review

The following committees fall under the Management or Staff's purview:

1. Administrative Services Supervisors
2. Instructional Cabinet
3. Management Round-table
4. President's Executive Staff

Many college members are also key participants in District Committees, such as:

1. District Assembly
2. Academic Calendar
3. District Institutional Planning Committee

4. Distributed Education Coordinating Committee
5. Economic & Workforce Development Coordinating Committee
6. Administrative Services Advisory Council
7. Sustainability Committee
8. District budget Committee
9. Hispanic Serving Institution Advisory Committee
10. Technology & Educational Support Services ([TESS](#)) Executive Committee
11. Management informational Systems (MIS) Executive Committee
12. District Applications WorkGroup (DAWG)
13. Technical Services Committee
14. Web Standards Committee
15. Distributed Education Coordination Council

During 2010, Committees were consolidated and their charges changed accordingly. AP 2225 was opened in Fall 2013 by the College Council and Academic Senate to establish Budget as a shared governance committee and update committee charges. The committee's responsibilities are outlined by College Council through the collegial consultation process. Each standing committee meets as needed, varying its meeting frequencies from once or twice a week to once every month. Depending on the charge of the committee, for example, the Scholarship Committee may not need to meet during fall semesters, but will convene during the spring semesters regularly. Information on the College's standing committees can be found on the Campus Committee website ([Campus Committees](#)).

The College Council serves as the central communication venue for all college governance issues such as budget, facilities, institutional planning, strategic planning, and instructional and student support services. Information on the College Council meetings, such as agendas, minutes, and any miscellaneous meeting attachments can be found on our College Council webpage ([College Council](#)).

The Academic Senate routinely examines new or revised board policies pertaining to any academic and professional matters. It is customary for the legislative policy subcommittee of the Academic Senate to study the impact of these policies and compare them to other community colleges. If warranted, revisions and concerns are discussed by the entire body of the Academic Senate and recommendations thereby forwarded to the board. At the beginning of the 2013 academic year, SBVC Academic Senate brought forth discussions among faculty members, College Council members, and District Assembly members about changes that need to be made on the details about some of the shared governance committees. These changes will be made in the Board Policy 2225 and Administrative Procedure 2225 as a result. For example, the charge and the compositions of members for the SBVC Budget committee were discussed. (See [Academic Senate September 18, 2013 meeting minutes](#)).

Regular board policy reviews are also performed by the Classified Senate; the information on new or revised policy is disseminated to all of the classified staff and discussions are held at the regular monthly meetings. If warranted, questions or concerns are brought to the appropriate governing body. For example, the district's proposal to increase campus parking fees was discussed; questions and concerns were then brought forth to District Assembly meeting. ([Classified Senate September 2011 meeting minutes](#)).

Professional development of SBVC offers Faculty, staff, administrators, and students the opportunity to participate in improving student learning practices, programs and services by

attending trainings and workshops held at the college. As a member of College Council, the Professional Development Coordinator facilitates on-going training through professional development that stems from a combination of requests and dialogue from administration, faculty and staff. Current educational trends and student needs in the community also contribute to bringing the most relevant topics to the entire campus community. The 2011 [Campus Climate Survey](#) indicates that 90% of faculty have attended seminars, workshops, or conferences for professional development in the past two years.

To assure student learning in our institution, standing committees such as the Curriculum Committee meet weekly to confirm that the courses and programs offered at San Bernardino Valley College are consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Curriculum is an academic matter and, therefore, the Curriculum Committee is authorized by the Academic Senate to make recommendations about the curriculum of the college, including approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, review of degree and certificate requirements, approval of prerequisites and co-requisites, and assessment of curriculum as needed.

In accordance with Title 5, section 55003, prerequisites and co-requisites are reviewed and/or established through our process of content review at least once every six years, except for CTE courses or programs, which must be reviewed every two years. The Curriculum Committee membership is comprised of the Vice President of Instruction and one other manager, a Curriculum Faculty Chair appointed by the Academic Senate, the Articulation Officer, faculty members from each division as recommended by the Academic Senate, and two Instruction Office staff members appointed by the Vice President of Instruction (in collaboration with CSEA) to serve as resources to the committee. The Curriculum Committee works diligently together with discipline faculty, making it a collaborative effort to ensure the courses and programs offered at San Bernardino Valley College support our campus mission, "providing quality education and services that support a diverse community of learners."

Self-Evaluation

The institution meets the standard. The college is continuously making progress on employee engagement and institutional improvements for student success, access, and a self-sufficient learning environment. Student performance measures, demographics, graduation data, and survey data are updated regularly and made available online on the Office of Research, Planning, and Institutional Effectiveness website. ([Office of Research, Planning, and Institutional Effectiveness](#)). Shared governance, committee structure, and policy-making bodies coexist in a collegial environment at SBVC; all stakeholders of the campus, including students, faculty, staff, and administrators, continue to work collectively and collaboratively on different campus issues. The College Council is an avenue by which collaborative decisions are made and put into action. For example, the Dean of Research, Planning, and Institutional Effectiveness proposed the possible need to combine the data sections of Enrollment Management and Student Equity plans to reduce data duplication. During this meeting, consensus was reached to analyze the data collected further, and any outstanding overlaps will be noted and addressed at independent meetings with the Enrollment Management and Student Equity committee for further discussions ([College Council Minutes-2/27/13](#)).

The Dean of Research, Planning, and Institutional Effectiveness reviewed a model of the process of converting collected data from stakeholders (students, staff, faculty and community

members) into goals, objectives, and initiatives for the Strategic Planning document via the SWOT survey and focus groups ([Strategic Initiatives and Benchmarks](#)). This plan will be written in a manner that will be incorporated into and coordinate with other campus planning documents; it will serve as the master plan for achieving the mission of the college. The document will also be a basis to identify weaknesses, address them, and continue to build on strengths (see attachments: 2011-12 SWOT Survey Results, Summary of Comments from Campus and Community Stakeholders for the SBVC Strategic Plan 2013). The College Council arrived at consensus that the data would be used to develop decisions about goals, objectives, and time tables, and converted into a coherent strategic plan. ([College Council Minutes-2/13/13](#)).

The Dean of Research, Planning, and Institutional Effectiveness held a workshop during Flex Day in April of 2013 to update the Flex Day participants on the data collected from all constituencies regarding the character and image, strategic direction, and mission and values of the campus. He collected data from this group regarding their interpretation of the finding, and used the input to assist in the creation of a new Strategic Plan. The Strategic Plan was created during Fall 2013. The Strategic Plan and Initiatives were reviewed, edited and approved in Spring 2014. [Still in progress cite relevant dates as they occur]

The 2011 Campus Climate Survey for classified staff asked whether regular information about major campus issues or events was communicated, and 92% of classified staff agreed; in the 2013 survey 80% agreed. The 2011 survey shows that 62% of staff said that they were aware of their role in SBVC's planning process; whereas, only 53% agreed in 2013. In 2011, 62% of classified staff agreed that the district and the college established and utilized effective methods of communication with them; only 49% agreed in the 2013 survey. When asked whether their suggestions regarding improvement on institutional effectiveness were valued, 32% of classified staff agreed, and 30% disagreed in 2011; however in 2013, 26% agreed and 47% disagreed. Twenty-one percent agreed and 47% disagreed that they made a contribution to college policy making in 2011, but in 2013, 35% agreed and 40% disagreed. ([Campus Climate Survey - Classified Staff, 2011](#) [Campus Climate Survey - Classified Staff, 2013](#)).

In the 2011 Campus Climate Survey for faculty, the question on receiving information from the district in a timely manner was asked, and the results show that 71% agreed; whereas, in 2013, 64% of faculty agreed and 26% disagreed. In 2011, when asked whether senior administrators encourage good communication among the administration, staff, faculty, and student populations, 46% agreed and 34% disagreed, and in 2013, 53% of the faculty agreed, and 33% disagreed. In 2011, when asked whether senior administrators at the college provide effective leadership to define goals, develop plans, and establish priorities for the institution, 38% agreed, and in 2013, the percentage fell to 30% of faculty who agreed. When results were disaggregated into employee groups, part-time faculty were the largest non-participatory group, representing 36% of the survey respondents in 2011 and 2013. ([Campus Climate Survey - Faculty, 2011](#) [Campus Climate Survey - Faculty, 2013](#))

In the 2011 Campus Climate Survey, when managers were asked whether employees are encouraged to share knowledge and work collaboratively, 67% agreed, and 20% disagreed, Sixty percent agreed that SBVC provides a positive climate for informal open discussion of issues; whereas, 33% disagreed. Manager responses were identical when asked whether they were free to express divergent/differing views on topics of discussion and whether all employees are treated with respect and dignity at SBVC. ([Campus Climate Survey - Managers, 2011](#)).

In the 2012 Campus Climate Survey for managers, 50% of survey respondents agreed that college leaders encourage all members of the college communities to take initiative in improving institutional effectiveness, and 34% disagreed, whereas in 2013, 63% agreed and 38% disagreed. In 2012, when asked whether the faculty/staff exercise a substantial voice in matters related to the development of institutional policies, 50% agreed and 33% disagreed; in 2013, the same amount agreed, but a larger amount disagreed, 50%. In 2012, 57% of responding managers agree that staff involvement on committees assures that they have a voice in college policy making and 14% disagree; whereas in 2013, a larger percentage of 63% agreed with this, but a larger number also disagreed, 38%. (Campus Climate Survey - Managers, 2012 [Campus Climate Survey - Managers, 2013](#))

The difference in Campus Climate Survey results between 2011 and 2013 concerning the development of institutional policies and policy making processes and effectiveness of communications and leadership may be related to the frequent turnover of managers since 2008. These turnovers include positions such as the Chancellor, Vice Chancellor of Human Resources, Vice Chancellor of Fiscal Services, Director of Human Resources, College President, Vice President of Instruction, and Vice President of Student Services. While we are continuously working on filling the necessary leadership positions, currently we have had a permanent Chancellor since 2011, a Vice President of Instruction and Vice President of Administrative Services since Fall 2013, and a Vice President of Student Services since Spring 2014.

Actionable Improvement Plan

None

SBVC will continue to use self-study surveys, sometimes referred to as the Campus Climate Surveys, to obtain longitudinal data. Self-study data is compiled by the Office of Research, Planning and Institutional Development as disseminated across campus and to specific groups. The planning and decision making process revolves around the SBVC mission, vision, and values statements. The College Council relies on the established process for decision making; this is primarily accomplished by gathering recommendations from appropriate constituents on campus, followed with discussions for appropriate actions, then returning assessment to the proper bodies for resolutions. SBVC will continue to sustain and advance our methodology to preserve a collegial environment with the district office, and the administration, faculty, staff and student population in SBVC. ([BP 3250 Institutional Planning](#)) ([BP2270 Board Imperatives](#))

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

IV.A.2. a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

In accordance with San Bernardino Community College District Board Policy, [BP 2225](#); the Administrative Procedures, [AP 2225](#); Assembly Bill (AB) 1725; the California Education Code of Regulations Title 5; CTA and CSEA collective bargaining agreements; governance roles are designed to facilitate decisions that support student learning, existing programs and services, and continue to improve institutional effectiveness. While acknowledging the designated responsibilities of the governing board and the chief administrator under the San Bernardino Community College District's Board Policy on Collegial Governance, San Bernardino Valley College also included our campus collegial governance philosophy within this document. In that section, SBVC identifies the importance of working collectively and collaboratively. Institutional policies are generally reviewed at both the district level, through District Assembly, and at various meetings such as the College Council and the Academic Senate. Generally, those entities impacted by a policy change provide input on the policy.

SBVC is organized into three areas: Office of Instruction, Office of Student Services, and Office of Administrative Services. These areas work closely with the District Office, Academic and Classified Senates to ensure effective discussions, efficient planning, and proper implementation occur.

Compositions of SBVC's various offices include:

1. The Office of the President includes the president and two administrative assistants, levels II & III. Three vice [residents (Instruction, Student Services, and Administrative Services) report directly to the president, along with the dean of Research, Planning, and Institutional Effectiveness; the Director of Marketing and Public Relations; Community Relations, Resource Development/Foundation; Technology Services; and the Police Academies, while the Director of Grant Development and Management reports directly to the Dean of Research, Planning, and Institutional Effectiveness.
2. The Office of Instruction includes the Vice President of Instruction, one administrative curriculum coordinator, one schedule/catalog data specialist, and one secretary II. There are five academic deans covering the areas of Arts and Humanities; Applied Technology, Transportation, and Culinary Arts; Mathematics, Business and Computer Technology; Science; and Social Sciences, Human Development and Physical Education.
3. The Office of Student Services includes the Vice President of Student Services; with directors in the areas of Admissions and Records, Financial Aid, Library and Learning Support Services, DSP&S, an interim director of EOPS/CARE, director of Student Life, and dean of Counseling and Matriculation.

4. The Office of Administrative Services Includes the Vice President of Administrative Services, an administrative coordinator, and an administrative assistant I. The director of the Bookstore, Maintenance and operations coordinator, switchboard operators, mail clerk, campus business office account clerks, and the cafeteria and snack bar manager all report directly to the Vice President.
5. Technology Services includes a director, four technology support specialists, a computer technician, and two multimedia specialists.
6. Technology & Educational Support Services (TESS) includes a widely distributed group of personnel from the District Office as well as staff, administrators, and faculty from both colleges.

San Bernardino Valley College collegial consultation committee memberships are largely composed of faculty, administrators and classified staff.

Faculty

Faculty are assigned or selected to attend standing committees through coordination with the Academic Senate and the faculty members' respective divisions. Committee attendance empowers faculty to be actively involved in campus business and participate in its decision-making processes. Faculty are provided with ample opportunities to participate in professional development opportunities on- and off-campus. Faculty senate members are active and responsive, regularly attending and participating in Academic Senate meetings, College Council, Flex day activities, District Board meetings, etc. All faculty members are encouraged to attend state-level trainings, informational meetings held by the Academic Senate, or other faculty-based meetings. Academic Senate meetings are held as open meetings for all interested stakeholders; senators are responsible for relaying information back to their divisions. Issues related to academic and professional matters (in accordance with the [Academic Senate for California Community Colleges](#)) are brought to the Academic Senate's executive team for initial discussion; appropriate items are placed on the Academic Senate's meeting agenda and are presented during the regularly scheduled meeting. As stated in the SBVC [Academic Senate Bylaws](#), the meetings are open to the campus community; general comments are welcome, but the ultimate recommendations are based on the voting results of faculty senators.

Staff

The Classified Senate president and the California School Employees Association (CSEA) representative attend relevant governance meetings and relay information back to the Senate or CSEA for staff input and direction. If questions or concerns should surface from classified staff members, the comments are brought back to the appropriate body through these leaders. Another means to distribute information to employees is through the [Classified Senate website](#). Managers are encouraged to support the classified staff in their interest to serve on committees. In addition, CSEA and the Classified Senate President nominate classified staff members for district-wide committees and report back.

Students

The Office of Student Life supports the work of the Associated Students (AS), the Inter Club Council (ICC), and individual clubs by facilitating workshops related to leadership development, activities planning, the purchasing process, supervising budgets, and approving the use of facilities and the posting of announcements. The office also produces and/or supports various

campus events including Week of Welcome (WOW), Handle Your Business day and commencement. The Office of Student Life is also responsible for the production of student identification cards and the distribution of AS discount stickers. In addition, Student Life manages the vendor permit process, through which off-campus organizations are permitted to use college facilities.

The Office of Student Life assumes a leadership role in creating a campus environment that integrates life experiences and the academic curriculum. Programs and services are provided to enhance students' abilities to learn and develop the life skills necessary to become productive and caring members of the global society. Student participation in the design and implementation of campus-wide programs provides opportunities to develop and improve leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, resources and facilities to accomplish this mission. To best represent the students in shared governance committees, students can be selected by the Associated Student Government (ASG) President and the ASG Advisor to serve on the various campus and District collegial consultation committees.

The Student Senate constitution is available online at [SBVC Associated Student Government Constitution](#).

The Preamble to the Student Constitution states:

We, the students of San Bernardino Valley College, in order to establish an effective student government to represent students' interests, practice the democratic process, promote personal and civic growth, and to recognize the inherent rights and responsibilities of self-government, do hereby establish this Constitution of the Associated Students of San Bernardino Valley College as provided for by the State Legislature through the California Education Code and Title 5 of California's State Code, and as delegated by the Board of Trustees of the San Bernardino Community College District. (Effective June 1st, 2008).

During fall 2009, SBVC's Academic Senate began discussions about the campus committee structures and the possibility of consolidating and dissolving some of the committees. The reason for this review was to streamline the number of campus collegial consultation committees, alleviate the lack of personnel to serve on the plethora of committees, and to minimize the number faculty committee assignments in order to increase efficiency of the committees. During this review, the SBVC Budget Committee was dissolved, because it was believed that campus budget needs were relayed directly to College Council through the program review process.

After several years of operating without a local budget committee, SBVC experienced some difficulties with the district's budgetary decisions for SBVC that were made without campus input. In January 2013, the SBVC Interim President proposed the re-establishment of a local Budget Committee to serve as an advisory group to College Council. The proposal was implemented; the Budget Committee is currently composed of a total of eight representatives from different constituent groups on campus, including 3 faculty, 2 administrators, 2 classified staff and one student. The committee is responsible for reviewing the campus budget allotment to properly maintain the college's fiscal well-being, develop campus budgetary spending according to limitations and financial constraints, provide additional insights on the campus budget, and forward the necessary budgetary recommendations to the College Council.

The development of the strategic plan involves the collection of input from all campus constituencies through focus groups, workshops, campus climate and SWOT surveys. Data are gathered and analyzed by the Research, Planning, and Institutional Effectiveness department and used to create reports that are presented to the College Council for discussions; decisions are made based on the information provided in these monthly College Council meetings. Recommendations from College Council are presented to the Board of Trustees.

All programs and services on campus, such as student services or administrative services, undergo the campus program review process through a four year cycle. CTE programs have an additional mini-review every 2 years. Needs assessment of programs and services is done on a yearly basis for faculty, staff, equipment, budget augmentation, technology and facilities. Requests for faculty, staff equipment and budget are evaluated and prioritized by the Program Review Committee. Technology and facilities requests are forwarded to the appropriate committee for evaluation and prioritization. Reports of the past program review needs assessment and efficacy are available [online](#). Needs Assessment results are advisory to the President, once the prioritized list is generated by the Program Review Committee, it is provided to the President to make the final decision.

Self-Evaluation

The institution meets the standard. The collegial consultation document (Board Policy 2225 and Administrative Procedure 2225) will undergo revision in 2013/2014 to update and modify the documents to reflect our college's and districts' current practices. In order to establish the baseline for communications, the administration is working closely with the Academic Senate, Classified Senate, and various campus committees. SBVC faculty, classified staff, and administrators are now fully invested in the culture of shared governance; ideas or suggestions are shared among defined and appropriate constituents before recommendations are forwarded. Feedback on shared governance is regularly solicited through Campus Climate surveys; see various [Campus Climate Survey results](#).

For example, an issue concerning compensation surrounding the extra workload generated from the development, assessment, and reporting of Student Learning Outcomes (SLO) surfaced about seven years ago; faculty expressed their concerns about the lack of compensation while developing courses and program SLOs. A Memorandum of Understanding (MOU) between the San Bernardino Community College District Teachers Association (SBCCDTA) and the San Bernardino Community College District (SBCCD) office was generated in 2013; it stated that compensation will be distributed for the work performed on SLO development, assessments, and reporting. The resolved issue now allows SBVC faculty to be properly compensated for the work, and to continue to collect, assess, and report ongoing SLO assessments that align with our college's mission to provide quality improvement for our students and local community members.

The college continues to offer professional development activities for faculty, staff, and administrators. Activities for 2012-2013 include presentations on Strategic planning, Grants and Strategic Visioning; Program Viability / Prioritization Criteria; Assessment Techniques for SLOs; Focus on Student Success; Student Success Counseling; SLO software review and demonstrations; Service Learning, etc. Workshops offered include training sessions on How to Deal with Irrate People, Customer Service, Sitecore (website) maintenance, etc. Professional development geared specifically to faculty includes New Faculty Orientation and the Great Teachers Retreat. The goals of each of the trainings or workshops enumerated above are to

promote quality instruction and services and to better prepare, promote, and encourage faculty, staff, and administrators to invest in the culture of collegial consultation.

The SBVC President and various administrators regularly attend Academic Senate and Classified Senate meetings to further demonstrate the value of collegial consultation on the SBVC campus. This type of attendance creates and allows for the maintenance of open communications between the president's office, faculty, and classified staff. Although some communication concerns remain regarding policy changes or processes, there are also positive initiatives taking place on campus and at the District level. One successful process change occurred in Purchasing; in early December of 2011, the district conducted a business process analysis of fiscal services and human resources. The group conducting the analysis included [representatives](#) from each area of the district including Crafton Hills College, San Bernardino Valley College, and Central Services. A workshop was held over a two-day period, and involved a systematic step-by-step analysis of the entire purchasing process from start to finish. Problems and bottlenecks within the process were analyzed and the committee was able to provide input and suggestions for improvement.

Although the decision-making process can be cumbersome and lengthy, participation is still encouraged and constituents are generally represented. While individual committees focus on addressing pertinent and applicable issues, the attempt to address innovation or changes proactively is sluggish. Over the past two years, the college has had four presidents, three serving as interims. During fall 2012 and spring 2013 there were two successful presidential searches, but the chosen candidates withdrew from consideration. While the District Office and the chancellor have confidence in the current interim president, there is a general feeling of uncertainty on the campus as a result of impermanence of the role of president. In spite of these circumstances, campus members continue to persevere in fulfilling the mission of the college by collectively engaging in collegial consultation during decision making processes.

Previous concerns regarding the inability of faculty stakeholders to participate in decisions regarding policy changes have been addressed by the shared governance structure of the college, where faculty are included in discussions and/or the decision-making process on all professional and academic matters. Information on meeting agenda and minutes of various committees are regularly made available online, which allows an evidence-based and transparent environment for decision-making. While the Academic Senate President's presence at the College Council allows a collective faculty voice to be heard during these decision-making processes, faculty representatives are also proportionately distributed among all collegial consultation committees throughout the campus to best represent faculty as a whole.

Because classified staff continue to have difficulties in satisfactorily fulfilling equal governance roles in campus-wide committees, the Classified Senate, established in [2004](#) to increase shared governance among classified staff, has steadily encouraged staff participation in college committees and focus groups. Today, regular attendance of staff at college committee meetings can be seen, and representations of staff can be found among most collegial consultation committees; however, only 53 % of classified staff survey respondents are aware of the staff's role in planning at the college, ([CC Survey 2013](#)) , and Classified Senate meeting attendance only averaged 10 persons in 2013 ([ClassifiedSenateMinutes](#)). Additionally, some members of the classified staff, such as in the areas of The Child Development Center, Cafeteria, and the Police Department, encounter difficulty in attending the meetings and are under-represented because of this.

While constituents from both colleges are represented in District Assembly, other news and information concerning the college district are made available for viewing through the San Bernardino Community College District website. District Assembly, Board of Trustees, District Marketing and Outreach, District Strategic Planning, Economic and Workforce Development Coordinating, Resource Allocation, Technology & Educational Support Services (TESS), Parking Fee Ad hoc committee, Sustainability Plan and District Budget committee meetings information can be found at the [San Bernardino Community College District Website](#).

Additional information such as the *Chancellor's Chat* and *What Happened at the Board Meeting* are distributed to all employees through email. Some exceptions occur; where certain group of classified staff will not automatically have email access based on their job description, these individuals can request email access or rely on the direct dissemination of information from their supervisors.

SBVC will continue to provide Professional Development activities in the future, for example in 2014 these activities will include workshops or training sessions that target areas of leadership and interpersonal skills. The Academic Senate continues to discuss better ways to communicate between district and SBVC regarding planning and budget development. Representatives from SBVC will continue to be involved in budget, planning, and other decision making process with the District Budget Committee, the District Strategic Planning Committee and the like.

Actionable Improvement Plan

None

IV.A 2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Board Policy and Administrative Procedure delineate in [Chapter](#) Four: Academic Affairs the responsibility and authority over curricular and other education matters including, but not limited to: Program and Curriculum Development, Articulation, Graduation Requirements, Distance Education, Probation, Dismissal and Remittance, and Prerequisites and Co-requisites. BP & AP 2225 further define the roles and membership of campus committees responsible for creating and maintaining processes and plans to support curricular and other educational matters. Plans and processes under the purview of the Academic Senate include, but are not limited to; Curriculum Plan, Program Review Process, Outcomes Processes, and Matriculation Plan.

The SBVC Academic Senate is responsible for advising and assisting the Administration and the Board of Trustees in developing policies that reflect on areas under the academic and professional matters of the college. The Academic Senate includes faculty representatives from each division of the college according to its [Bylaws](#). They lead discussions concerning instructional policy and are responsible for changes in instructional and student services programs. Meetings are held the first, third, and/or fifth Wednesday(s) of every month along with Executive Senate Committee meetings on alternate Wednesdays. Besides the Executive Committee's guidance, there are eight standing committees within the senate responsible for specific areas under the purview of the Academic Senate.

These standing committees include the educational policy, student services, personnel policy, career and technical (vocational) education, financial policy, equity/diversity, legislative policy, and elections. The faculty co-chairs of curriculum, accreditation and SLOs and program review make reports to the Academic Senate and have a standing place on the agenda, as does Professional Development. Academic Senate meetings are open meetings where administrators, staff, and student government representatives can freely attend. More importantly, the attendance of a diverse group of constituents suggests that faculty, administrators, classified staff, and students continue to support the college's governance culture and are persistent in staying informed about policy changes in Instruction and Student Services.

Collegial committee composition revisions or changes will also be made through the Academic Senate; one such change occurred during 2011, with the development of the Basic Skills committee during an [Academic Senate meeting](#). Following the Basic Skills Initiative through the Academic Senate for California Community Colleges (ASCCC), a broader group of faculty, classified staff, and managers participate within this committee. [Placeholder: Basic Skills committee charge]

The Program Review committee, under the purview of the Academic Senate, reviews most instructional, administrative, and student services program efficacy in a four-year cycle; Career Technical Education (CTE) programs are reviewed on a two-year cycle. The program efficacy report should address how the specific program's course offerings or student learning outcomes align with the campus mission and strategic plan. The Program Review committee reviews and grants their recommendations on the program according to their criteria, based on whether the program is deficient (probation), conditional (efficient, but will require update on improvement or progress), or continuation (sufficiently meets program efficacy criteria). The annual efficacy reports can also be found on the [Program Review committee website](#) sorted by disciplines/programs.

An ad hoc committee known as Program Discontinuance Committee, under the purview of the Academic Senate, can be formed to review the college's Program Discontinuance policy, while another ad hoc committee known as the Program Viability Committee can also be called by the Academic Senate to review a program's final deficient status and make recommendations accordingly. Both of the aforementioned ad hoc committees' membership included faculty, administrators, staff, and students. The program review, program continuance, and program viability processes are designed to have decisions generated from a bottom-up approach, where programs and services will be carefully evaluated and examined before actions are taken.

The 2007-2010 California Teachers Association ([CTA agreement](#)) describes the confines of Faculty workload in the Agreement's Article 13 part A; full time instructional faculty, full-time non-instructional faculty as well as adjunct faculty's workload for each academic year was clearly defined and described. Included in Article 13 part B, the number of hours per work week for full-time faculty shall be 40 hours per week, and these hours include all student contact hours, office hours, consultation hours, committee assignment, record keeping, preparations for reports, as well as attendance on in-service days and commencement ceremony. The clear distinction of the responsibilities of faculty identifies the important role the faculty members have course, program, and curriculum matters. Faculty generally have discipline specific tasks, while the available job description of Academic Employees can be found on the SBCCD human resource website. The job agreement is described in the [2007-2010 CTA bargaining agreement](#).

General information about the responsibilities of the faculty can also be found in the Faculty Handbook.

Faculty play an important role in both the hiring process of new faculty as well as the vitality of the faculty body as a whole in faculty evaluation. An Academic Senate representative is assigned to each faculty hiring/selection committee, in addition to the discipline-specific faculty members, according to the [Administrative Procedure 7210](#). Faculty contribution to departmental program reviews and curriculum are necessary and crucial to the diverse programs and services that SBVC has to offer. In the 2013 edition of the [Faculty handbook](#), sections 2 (General information), 5 (academic freedom), 7 (policies), 9 (getting ready for the semester), 10 (first week of classes), 11 (attendance accounting), 12 (classroom environment), and 13 (instructional support services) are clearly identified and described as official faculty responsibilities.

The Tenure Track Faculty Evaluation philosophy is provided for all faculty in the 2013 [Faculty Handbook](#) (Appendix E); these guidelines examine four areas of professional growth and development of faculty. The four areas include expertise in subject matter, techniques of instruction, effectiveness of communication, and acceptance of responsibilities and performance outside the classroom. These guidelines provide a means for faculty to effectively perform self-assessment as well as peer assessment; while an annual evaluation is held during the first four years of new faculty members' employment, continuous evaluation of tenured faculty is held every 3 years to ensure quality instruction.

Faculty are also the driving force behind course and program curriculum development, updates, and modifications. The 2009-2010 Curriculum Handbook provides instructions on CurricUNET as well as guidelines on course content review, course modifications, new course compositions, pre-requisites, co-requisites, advisories, distributed education, and honor courses.

One example of a student success program that has flourished over the past 5 years is the Valley-Bound Commitment, awarded the 2010 Chancellor's Student Success Award.

"The Valley-Bound Commitment is a student success program at San Bernardino Valley College that is increasing the college-going rate within the Inland Empire one family at a time. By covering all enrollment fees and textbook costs for their first year of college, the Valley-Bound Commitment effectively eliminates all economic barriers for graduating high school seniors to pursue their educational dreams. Valley-Bound Commitment students are performing at a higher level of success, more rapidly reaching their goals of transfer and graduation and helping improve their community thereby creating a new trajectory for their future and the economic future of the region as a whole." "When introduced to the campus in 2008 by SBVC President Dr. Debra Daniels, it became very clear that this initiative would be a top priority for administrators, faculty, and staff. Determined to increase the college-going rate for the benefit of the individual and community groups alike, Dr. Daniels and her Student Services team found a way to accommodate the program and integrate it into the fabric of the campus within a relatively short time period.

Effectiveness of the program can be attributed to a variety of factors such as: mandatory student development courses each semester, workshops and seminars on college and personal success as part of the EOP&S Program, accessibility and availability of counselors to ensure student success in and out of the classroom, and their integration to the campus via the exposure to programs and services as a result of their hours of community service. " (2010 John

W. Rice Diversity & Equity Award Nomination Form) ([The Valley Bound Commitment Brochure](#))
([Top Student Success Program 2010](#))

(If Needed to add more)
San Bernardino Sheriff Training Center
Manager's training log (training sessions)
Student Success Center
Learning Communities
Supplemental Instruction Sessions

Self-Evaluation

The institution meets the standard. Faculty play a central role in decision-making, hiring, and governance at SBVC. [The 2011 Campus Climate survey](#) statement, "I am satisfied with the role that the faculty plays in the development and review of institutional policies for governance and decision-making" shows that 48% were in agreement and 28% in disagreement with this statement. [The 2013 Campus Climate survey](#) shows that 59% of faculty respondents agreed that they have been given the opportunity to participate in the planning process for their division.

The Academic Senate has taken the leadership on a number of initiatives on the campus, such as the revisions or composition of the faculty ethics statement and SBVC's educational philosophy, hosting the open Q&A interview forum for the Vice President of Instruction and SBVC President positions, issues concerning discipline-specific matters, reconfigurations of the priority registration list, investigation on clarifying the course title on transcripts, administration of the wait-list, as well as the development of the Educational Master Plan.

Actionable Improvement Plan

None

IV.A.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.

Descriptive Summary

The district created the District Assembly to serve as a vehicle for effective communications with the constituent groups of the colleges and the district. District Assembly gives voice to all recognized constituent groups, including Faculty, Classified Staff, and Management Staff. Each constituent group elects representatives to attend and participate in assembly business. Representatives may be elected from the Academic Senates, California Teachers Association (CTA), California School Employees Association (CSEA), Classified Senate, the Associated Student Governments, Black Faculty and Staff Association, Latino Faculty and Staff Association, and managers. The District Assembly serves as an advisory group to the chancellor. While the chancellor is an ex-officio member of the assembly, the District Assembly elects its officers and a faculty member to chair the group. The Executive Committee of District Assembly determines the agenda items and in most cases this group initiates discussions on issues regarding policies where the Assembly acts on recommendations through committee reports. When encountering policies and administrative regulations related to academic and professional matters, recommendations would be provided by the Academic Senate. An Associate Student Government (referred to as ASB in the District Assembly Constitution)

representative and an alternate attend and participate in District Assembly and take related information back to the student senate and student government for discussion. Once policy discussions are completed, proposals go back to the constituent groups to develop appropriate actions for the specific task.

The College Council was created as a venue for effective communications among all constituents of the college. It is the body responsible for functions such as planning, issue management, and communication. These responsibilities include the development of the Educational Master Plan (EMP) which includes the Strategic Plan, Program Review Needs prioritization, Technology Plan, Five-year Construction and Facilities Plan, Enrollment Management Plan, Basic Skills Plan, and Professional Development Plan. The membership comprises the President, Vice Presidents, Academic Senate Presidents, Classified Senate Presidents, CSEA President, Associated Student Government representative or designees, Dean of Research, and the committee chairs of the college collegial consultation committees (these committees include the Enrollment Management & Student Equity, Accreditation, Curriculum, Facilities and Safety, Matriculation, Professional Development, Program Review, and Technology.)

The collegial consultation committees are responsible for making recommendations regarding the overall actions concerning the institution. The District Assembly or other constituent groups may initiate discussion, review progress, or initiate a subcommittee to discuss needed policies or administrative regulations for specific areas of interest. The constituent groups from the college or the district would review the proposals of changes and are responsible to form and endorse their recommendations to the District Assembly. Upon reaching consensus, District Assembly would direct the chancellor to deliver the endorsement to the Board of Trustees.

SBVC's Mission and Vision Statements are identified in the SBCCD Administrative Procedure (AP) 2225. The [Mission statement](#) indicates, "San Bernardino Valley College provides quality education and services that support a diverse community of learners" clearly describing the college's direction. In addition, the SBVC [Vision statement](#) identifies the goals and objectives of the college and is as follows: "San Bernardino Valley College will become the college of choice for students in the Inland Empire and will be regarded as the alma mater of successful, lifelong learners. We will build our reputation on the quality of our programs and services and on the safety, comfort, and beauty of our campus. We will hold both our students and ourselves to high standards of achievement and will expect all members of the college community to function as informed, responsible, and active members of society." Through these statements, which identify and express the general goals and objectives of the college, college constituents are well informed and encouraged to be engaged in continuous quality improvement.

Commitment to a high quality distance education program is evinced at the District level through relevant Board Policies and Administrative Procedures. The term "Distributed Education" is used to describe what ACCJC and the state of California designate as "Distance Education." Following the model from California State University, San Bernardino, the "DE" programs at the SBCCD were labeled "Distributed Education," recognizing that technology was being used to distribute learning opportunities across time and space. The [Substantive Change Proposals of 2012 and 2014](#) have been clear in indicating that "Distributed Education" and "Distance Education" are equivalent. In the fall of 2013, however, the Vice Chancellor for Technology Services initiated a review of those Administrative Procedures, in part to address accreditation issues at the district level. The results of that review created new Administrative Procedures ([AP 4108](#), for SBCCD, reference [BP 4108](#).) [[New AP for DE. Pending for Board action](#)]

In addition, the Board Policy ([BP 3710](#)) on Intellectual Property clearly identifies and protects the rights of faculty, staff, and students. The policies and [administrative procedures](#) were written specifically with faculty input to specify the intellectual property rights for students and faculty who contribute material to Learning Management Systems used for online classes.

Periodically, the Board of Trustees requests "study sessions" on various topics, such as the budget, personnel issues, or the feasibility of floating bonds. In January of 2013, the Board requested an hour-long study session on Online Learning. Representatives from both SBVC and Crafton Hills College participated in that study session. This demonstrates that the Board of Trustees is concerned enough about distance education to request information from both colleges about the programs, including the success and efficacy of online classes. In [May of 2013](#), the Board of Trustees was presented information about online educational programs.

The SBVC website provides information about the distance education offerings at the college. Included on the distance education website is the [Handbook for Online Students](#) as well as information about the role of distance education, intellectual property rights, academic integrity, and the roles and responsibilities of students taking distance education classes.

There are several interconnected entities responsible for making decisions regarding Distance Education delivery. The Online Program Committee is a standing committee of the Academic Senate. Its charge is to advise the Vice President of Instruction regarding all issues related to online learning at the College. This committee is comprised of faculty, staff, and administrators. The committee seeks student representation as well. The Online Program Committee is not a part of College Council. So, the concerns of the committee are reported through the Vice President of Instruction and other committees. Information concerning the Online Program Committee can be found at the [Online Program Committee Website](#).

The college Technology Committee is a part of the College Council, and the Online Program Committee is represented on the Technology Committee. Thus, the concerns are reported through the Technology Committee to the College Council. The Online Program Committee has developed an [Online Learning Plan](#). This plan is aligned with the appropriate section of the college's Technology Plan. The elements of the Online Learning Plan clearly show that the various elements of distance education policies are reviewed regularly and systematically, focusing on effectiveness and continuous quality improvement. [[pdf--2013-2014 Academic Senate Committee Structure](#)]

The college's first formally titled Strategic Plan was developed in 2004. It defined a set of strategic goals and objectives with less specific measures and more theoretical ideas; goals were ambitious and not designed for measurement. In 2008, the next edition was written and at that point included input from a wider range of stakeholders; a defined set of strategic initiatives with clearly defined, measurable objectives; established benchmarks tied to each objective; and required the use of data from a large variety of sources including surveys, campus-wide data and statewide data. This document will be updated every five years, the new Strategic Plan was approved in Spring 2014. In the 2013 Campus Climate Survey for managers, 100% of respondents agree that the college embeds its strategic initiatives in its planning processes. (e.g., access, campus climate and culture, institutional effectiveness, communication, technology, partnerships). ([2013 CC Survey - Managers](#))

Information concerning the campus or the district office is disseminated primarily by email; for some classified staff that do not automatically have access to email, supervisors are responsible for distributing information to their staff through paper format. Computers are made available and assigned in various work areas for those who have access, while those who do not have access can file an email request to obtain personal access also. In May 2011, the college's website was revamped, and through this upgrade many programs, departments, service areas, and administrative areas of the institution now have their own designated online location to distribute information to everyone.

Self-Evaluation

The institution meets the standard. The culture of the college has improved with the implementation of a shared governance model; however, as suggested in survey findings, more inclusion and effective communication is still needed. Shared governance may take the form of workshops, trainings, emails, committee meetings, posted agendas and minutes on the website, campus-wide meetings, and user groups. The 2013 Campus Climate Survey for managers shows that 76% of respondents agree that the college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies. ([CC Survey 2013 - Managers](#)) Of classified staff respondents, only 39% agree with this statement, and 24% disagree ([CC Survey 2013 - Classified Staff](#)) Thirty-seven percent of faculty respondents agree and 39% disagree that they are satisfied with the role that the faculty plays in the development and review of institutional policies for governance and decision-making. ([CC Survey 2013 - Faculty](#)). The recurring turnover in management positions may have left the classified staff and faculty members with these opinions; whereas, new managers may not be aware of the effects that these transitions have left on the campus community as a whole.

Information regarding board decisions is available soon after each board meeting either through email or as a newsletter directed from the chancellor's office. The chancellor communicates to members of the district regularly through emails and the Chancellor's Chat. The SBCCD website is another resource for information regarding recent district activities.

According to the results from the 2011 and 2013 Campus Climate surveys, managers responded to the statement "There is adequate coordination between the campus and the district" with 23% agreement in 2011. In 2013, a similar statement is presented in the Manager's survey, "The decision-making structures and processes are regularly evaluated, and the results are widely communicated to all members of the college community," where 63% of managers agreed. While in the Faculty survey, a statement classified under District and Campus Communication stated, "Senior administrators encourage good communication among the administration, staff, faculty, and students," 46% agreed in 2011, while 53% agreed in 2013.

Actionable Improvement Plan

None

IV.A 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.

- **What does documentation of the institution's past accreditation history demonstrate about integrity in its relationship with the Commission - has it responded expeditiously and honestly to recommendations, are there citations indicating difficulty, etc.?**
- **Are the institution's communications of educational quality and institutional effectiveness to the public accurate?**
- **What is the institution's evidence of compliance with the U.S. Department of Education (USDE) regulations?**

Descriptive Summary

San Bernardino Valley College has numerous relationships with outside agencies, including non-profits such as the Boys and Girls Club as well as with school districts. For example, the college is partners with the San Bernardino Unified School District (SBUSD) and Rialto Unified School District. One of the SBUSD partnerships is Middle College High School (MCHS), one of the most successful programs of its kind in the state, providing high school students the opportunity to complete their diplomas and Associate degree concurrently ([SBUSD MCHS](#)). MCHS received a designation as a “Distinguished School” in the California School Recognition Program ([CDE 2007](#)) . MCHS has also had 100% pass rates on the CAHSEE test over the past six years ([CDE CASHEE](#)). (Check this: is it SBUSD or SBCUSD – as in SB City?)

Vocational programs have benefited from the many advisory programs with business and industry. Students from the technology programs are well trained; the technology faculty and administrators at SBVC have been very active to recruit and address job opportunities after students are trained.

Another successful program, Psychiatric Technology, had 100% on-time completion rate during 2011-2012 ([Gainful Employment 2011-2012](#)).

As a result of the 2008 Accreditation visit, the college was able to address the recommendations provided by ACCJC. A [follow-up report](#) was provided to the Commission during 2010, and a Mid-term report was filed in 2011. The SBVC follow up report examined the recommendations #5 and #6, specifically addressing the issues of direct participation of faculty and others on effectively producing and evaluating student learning outcomes (Standard III.A.1.c). The second issue addresses the development of the college’s strategic plan, human resources plan, technology plan, and district level program review process (Standard I.B.2,4,5,6; III.A.1.b,c; III.A.6; III C.1.a,c; III.C.2; IV.B. 3.a,b,g)

A mid-term report was sent to the Accrediting Commission, which reviewed the remaining deficiencies from the 2008 visit. The letter regarding the Midterm report was viewed by the

campus as a positive sign that progress was being made. None of the positive reporting would have been possible if the campus had not taken the recommendations of the commission as seriously as it did. In the years since the 2008 Accreditation Visit, SBVC has had “accreditation” as a line agenda item at College Council and Management Roundtable meetings.

The college has come to embrace student learning outcomes, and many divisions take pride in the progress they have made. The SBCCD Teachers Association (San Bernardino Community College District Chapter CTA/NEA) and SBCCD developed a Memorandum of Understanding (MOU) in January 2013; defined the specific compensations for faculty (full time and part time) evaluating, collecting data, and reporting course Student Learning Outcomes(SLO). Meanwhile, the college continues to have meaningful and continuous dialog on the strategic plan, Basic Skills Initiative, and retention and enrollment management information.

Periodic reports to the Accrediting Commission (including items such as distance education and SLOs) have been submitted in a timely manner. Each periodic report is submitted through the Accreditation Liaison Officer who is responsible for sending the most current information to the Accrediting Commission. For example, there have been two Substantive Change Proposals for Distance Education submitted since the 2008 Accreditation visit (one in 2012 and one in 2014). This is due to the fact that the number of distance education courses has increased over the past few years, where 40 degrees and 22 certificates can now be completed by taking 50% or more of the units through approved distance education courses.

Self-Evaluation

The college continues to increase its emphasis on core values such as transparency, accountability, ethics, honesty and integrity. The positive relationship the college fosters in the community — with school districts, business, industry, and other educational institutions — is a result of these values.

SBVC is in full compliance with past Accreditation Commission’s recommendations as evidenced by the Focused Progress Report and visit (2008) and the Midterm Report (2010). The college has been responsive to ACCJC’s recommendations and has been proactive in many areas to sustain and improve the quality of our services.

Actionable Planning Agenda

SBVC will continue to review programs where 50% or more are nearing the threshold of being offered through distance education each year [*instructional dean, vice president of Instruction, curriculum chair, accreditation liaison office*]

IV.A 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.

- **What process does the institution use to evaluate its governance and decision making structures? Are the results communicated within the campus community?**
- **How does the institution use identified weaknesses to make needed improvements?**

Descriptive Summary

Regularly scheduled evaluations are in place for all management, faculty and classified personnel according to established timelines (see Standard III.A.1.b.). In terms of management evaluation Human Resources notifies the President of managers up for evaluation and the President distributes the information to the appropriate. The Vice-President of Instruction develops the timeline for faculty evaluation and Deans are able to run a list of faculty who should undergo evaluation from Datatel. At the end of each semester, faculty evaluation information is updated in Datatel. Human Resources notifies managers when new or continuing classified employees are up for evaluation.

The purpose of employee evaluation is to provide opportunity for improvement and recommendations. Structured evaluations strengthen good practices. Evaluations are conducted on a regular cycle for the president, deans, managers, faculty, and classified staff.

Other areas use surveys to formally evaluate programs, events, professional development events or grant training workshops. For example, in our annual *Spotlighting Our Success Faculty and Staff Awards*, the debriefing of the event includes reviewing the event survey results and post-event recap, this allows the committee to gauge the success of the events and plan for the future. Another example is the Program Review debriefing process, the Program Review committee normally holds a meeting to debrief on the process at the end of a cycle. In spring 2008 the Program Review Committee was surveyed by using the accreditation rubric to evaluate its process.

Self-Evaluation

Evaluation of institutional effectiveness is an ongoing, systematic process, and results are publicly accessible in various reports and used for future improvements of the college, with the exception of personnel evaluations conducted for administrators, faculty, and classified staff, which will remain confidential.

Supporting data can be located on the [Office of Research, Planning, and Institutional Effectiveness website](#); reports are categorized by topics and are readily available for public viewing. For example, in the 2011 Campus Climate Survey results, 60% of responding managers agreed with the statement “SBVC promotes sufficient consultation about important decisions.” Faculty responses show that 48% agreed with the statement “I am satisfied with the role that the faculty plays in the development and review of institutional policies for governance and decision-making”; 41% of responding classified staff agreed with the statement “SBVC establishes governance structures, processes, and practices to facilitate effective communication among the institution’s constituencies.”

Actionable Improvement Plan

The College will conduct evaluations of decision-making structures and processes and distribute results and demonstrate how evaluations lead to improvement [[institutional researcher, the College Council](#)]