

Standard I.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 institutional and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Summary

SBVC engages in dialogue on matters related to student learning and institution processes using the collegial consultation structure, all campus meetings, committees, workshops, and other means of dialogue. Campus discussions are vigorous, engaging all constituencies and points of view.

SBVC is a goal-oriented institution with well-established plans and processes. The Strategic Plans (2.1) set forth goals based on feedback from campus stakeholders. Objectives and strategies with benchmarks and annual targets are defined to meet those goals and are tracked annually. Strategic planning is aligned and integrated with other campus processes, including but not limited to, the SBVC Campus Technology Strategic Plan (2.2), SSSP Plan (2.3), program review (2.4), and the EMP (2.5). Campus planning is cyclical. The EMP, Strategic Plans, curriculum review (with exception of CTE courses; 2.6), and the Campus Technology Strategic Plan, while reviewed annually, are on a six-year evaluation cycle. Program review utilizes a four-year cycle for program efficacy and an annual cycle for needs assessment. Learning outcomes are assessed annually and evaluated on a three-year cycle (2.7). Campus plans and processes are distributed to all constituencies. Campus policies and plans are reviewed and modified through campus feedback, self-evaluation initiated by committees, and predetermined cycles built into plans.

All constituencies are able to participate in the development of plans and processes through the collegial consultation processes (2.8). Additionally, all campus meetings concerning planning are open to the public. Meeting agendas, minutes, and documents are publically available to everyone through the SBVC website (2.9). Campus plans are e-mailed to the entire campus for feedback.

SBVC relies on statistical data and analysis on all aspects of student learning and institutional effectiveness. Data reports are available on the Office of Research, Planning and Institutional Effectiveness website (2.10). Student success data are used in campus planning, assessment, and evaluation. SBVC tracks progress on institutional goals and make the information available on the campus website.

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

Descriptive Summary

The culture at SBVC has always been to engage actively in discourse and the interchange of ideas. Collegial consultation committees continue to emphasize the importance of ongoing dialogue between collegial groups about student learning and institutional processes.

Dialogue takes place at all campus levels including, but not limited to, the College Council, President's Cabinet, Instructional Cabinet, Student Services Council, Academic Senate, Student Government, all campus meetings, division and department meetings, committee meetings, flex days, in-service days, and intradistrict dialogue.

SBVC recognizes the importance of good communication, and there is ongoing dialogue regarding student learning, institutional effectiveness, and improvement. SBVC and SBCCD demonstrate the value of understanding and the purpose of communication through board policies and administrative procedures. AP2225 (2.8) addresses collegial consultation, outlining the mission, philosophy, and principles of collegial consultation. The administrative policy addressing SBVC states,

Groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision making process at Valley College and that the development of policies and procedures for college governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

The administrative policy further states that the three functions of SBVC's College Council are planning, issue management, and communication.

The SBVC communication flowchart (see Figure 26), developed in fall 2013, shows how formal campus dialogue is structured, where constituencies can seek and request information, and how constituency groups can initiate dialogue with each other.

The SBVC communication flowchart demonstrates how collegial consultation committees, management, student government, and bargaining units interact with each other and engage in dialogue. Campus committees discuss student learning during their regularly scheduled meetings. Additionally, the campus engages in dialogue during opening day events, campus forums, faculty flex days, and via e-mail.

The SBVC communication flowchart shows how data, reports, research, and planning are reported to the campus. Committee members from collegial consultation groups report to their constituent groups to facilitate a collective understanding of how information is gathered, analyzed, and used on campus.

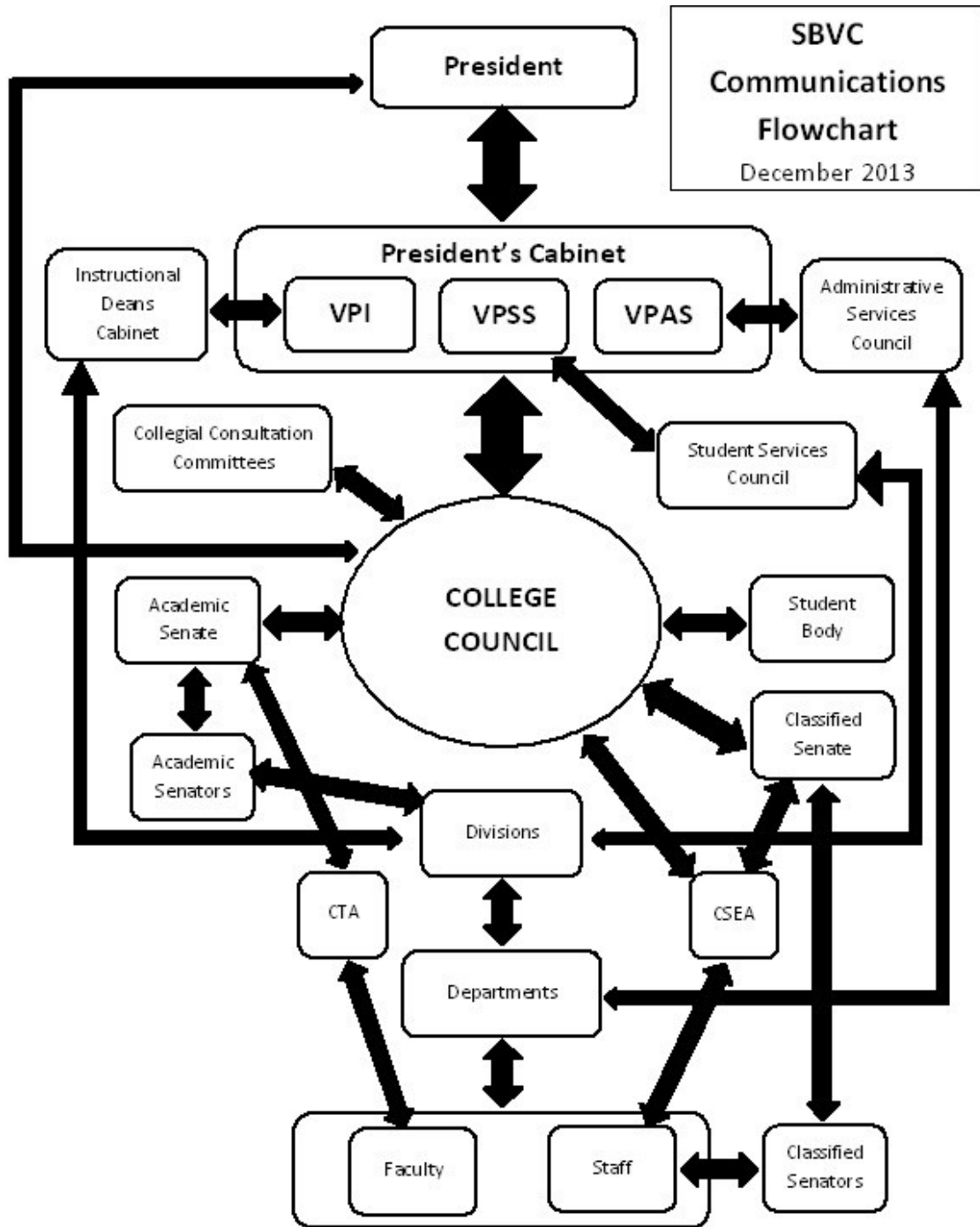


Figure 26. SBVC communication flowchart.

Dialogue is promoted in the following ways at SBVC:

Collegial consultation. Collegial consultation allows all interested members of SBVC to become involved in planning and decision-making activities. SBVC encourages managers, faculty, classified staff, and students to serve on committees. For faculty it is a function of

their contractual duties (2.11). Most meetings are open to the various campus constituencies. For example, managers frequently attend Academic Senate.

Committee membership—faculty. Fall 2010 saw the launch of a new committee structure designed by the Academic Senate the previous year. Previously faculty were required to serve on two committees (or one “gold” committee, designated due to the high commitment of time required, such as Program Review). In order to allow faculty to serve on only one committee with greater impact, several committees were merged. For instance, Arts and Lectures Committee and Diversity Committee were combined. Also, the committee assignments were lengthened to two years rather than one year to allow for greater continuity in planning, with new faculty being assigned to committees as needed (2.12).

Committee membership—managers. Typically, managers are selected either through specified service to a committee in the collegial consultation document (e.g., a classified supervisor from M&O is a member of the FSC) or by interest of the manager to serve on a committee.

Committee membership—classified staff. 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 (2.13).

Committee membership—students. The director of Student Life and the president of AS work together to find students willing to serve on various committees on campus. A Committee Self-Evaluation survey developed fall 2013, to be implemented at the end of spring 2014, will include feedback from students who serve on committees (2.14).

The development of the *College Status Report on Student Learning Outcomes Implementation* (2.15) is an example of how campus dialogue takes place as indicated in the communication flowchart. The *College Status Report* was initially developed in the ASLO Committee. As a collegial consultation committee, the faculty co-chair presented the draft and final copy at College Council and Academic Senate. College Council and Academic Senate members shared the draft and final copy with their representative groups and committees. For instance, deans, department chairs, program review co-chairs, and curriculum co-chairs brought the *College Status Report* draft back to their constituent groups and shared the information accordingly. The *College Status Report* contained data and evaluative information that provided the campus with a current picture of the campus progress on SLOs. The report is shared with College Council, Academic Senate, and the Board of Trustees. The report is available for viewing in the VPI’s office (2.16).

Advisory committees. Particularly for vocational education programs, advisory committees are used to gather information on student learning and workforce needs. The advisory committees collect information from businesses and the industry to keep programs current; this is especially helpful to better plan and research emerging technologies and innovations within the field. A comprehensive understanding of industry needs allows faculty to develop programs with learning outcomes relevant to industrial standards (2.17).

The Basic Skills Committee examines data on the institutional and state level, seeking to improve student learning, success, and retention. The Basic Skills Committee tracks and examines data on student success for all funded projects. This information is reflected in the annual Basic Skills Report, 2013 (2.18). Basic skills findings are shared with campus constituents through the committee membership. Departments are encouraged to use basic skills findings when completing the departmental one-sheet EMP summary, provide an analysis of the data when completing program review processes, and include the data in future Basic Skills Request for Funding proposals.

Collegewide gatherings. The College hosts campuswide gatherings on a regular basis, during which presentations of evidence and data reflective of student learning are included. During each semester's noninstructional flex days, various flex activities include sessions on strategic planning, CCs, program review needs assessment, and program mapping, along with several workshops on Blackboard (SBCCD's course management system). These activities increase understanding of campus processes that influence student learning. For example, during the fall 2013 Flex Day workshop on CCs, faculty, staff, and administrators were presented with the methodology of data collection, the data collected from these competencies, and asked to evaluate the future plausibility of better evaluation mechanisms of CCs. A campuswide conversation, such as this, allows open communications and continuous development of a robust dialogue concerning student learning on campus (2.19).

Regularly occurring meetings, such as Instructional Cabinet, Student Services Council, and faculty chair and division meetings provide additional forums to share information and gain a common understanding about issues that surround student learning. Faculty have the opportunity to discuss their departmental perspectives with each other and with the management team. Managers have the opportunity to participate in a joint Instruction/Student Services meeting held each month to share challenges and discuss decisions impacting both areas. For instance, the program review co-chairs shared the changes in the program efficacy process at a department chairs meeting.

New faculty orientation. New faculty attend a series of orientation meetings throughout their first year of employment at SBVC. The information in these orientation meetings includes development of SLOs and assessment, discussions on educational philosophies, education on college procedures, and so forth. New faculty have the opportunity to communicate with other faculty, classified staff, and administrators on campus through various events, for example, the annual Great Teachers Seminar. These new faculty development activities are supported through the college's professional development funds (2.22).

Professional development. Many professional and organizational development programs offer training and workshops related to student learning (2.23). For example, individuals can attend workshops focusing on classroom assessment techniques, Blackboard utilizations, instructional skills development, and understanding the different student learning styles, to name a few. These can be scheduled through professional development. Online webinars and tutorials from Lynda.com and @One can be accessed from the professional development website. In addition, an annual survey soliciting new interests in professional development

programs is distributed via e-mail on campus. The Professional Development Committee holds a retreat in May of each year where they use the results of these campus surveys and the workshop evaluations for future program planning and evaluations (2.24).

Administrators, faculty, and staff are encouraged to attend professional development activities specifically focusing on student learning and achievements.

The Online Program Committee conducts extensive discussion regarding the quality of its programs. The committee conducts research to determine how success rates through the online program compared to the traditional face-to-face programs and to the DE programs across the state and country. The committee communicates its online program needs to SBCCD and the SBVC Professional and Organizational Development Program to improve faculty preparation to teach online. Dialogue regarding student learning in DE programs is also reflected at the Great Teachers Retreat, held annually.

DE programs at SBVC meet Standard I.B's requirement. The ACCJC's Committee on Substantive Change approved SBVC's Substantive Change Proposal for DE on May 10, 2012 (full Commission approval in June 2012). Early in the process of writing that proposal, it became clear that the mission of SBVC is enhanced by all the various DE offerings. In no way does DE at SBVC change SBVC's *raison d'être*: "San Bernardino Valley College provides quality education and services that support a diverse community of learners." In fact, DE addresses two of the college's recent planning initiatives: access and technology. DE uses technology to increase access to educational opportunities for SBVC students. The Online Program Committee website provides a comprehensive view on how SBVC's online program meets ACCJC Standards.

Self-Evaluation

The institution meets the standard. Since SBVC's last accreditation visit, campus dialogue has focused on a wide variety of subjects that impact student learning, such as academic achievement, student resources, and campus environment, including, but not limited to, the following:

- Academic Senate forum on textbook costs.
- Reorganization of instructional divisions
- Prioritization of campus building projects
- Student assessment instruments
- Campus budget
- Designated smoking areas on campus and use of electronic cigarettes
- Curriculum, program review and SLO processes
- CC evaluation
- Student access to student services and library resources
- Registration priority
- SLOs vs. student achievement
- Institution-set standards

In terms of dialogue on SLOs, formal campuswide dialogue about learning outcome processes and assessment results were constrained for several years during labor negotiations between the SBCCD and the local chapter of the SBCCD Teachers Association (SBCCDTA) regarding the impact of SLOs on faculty load and faculty evaluations. Though the labor discussions continued on one level, dialogue about student learning continued in campus committees, and division and department meetings. The creation of the ASLO Committee in 2010-2011 formally added SLOs to the SBVC committee structure. The committee worked on the *College Status Report on Student Learning Outcomes Implementation*, which rejuvenated campuswide conversations on SLOs in fall 2012. By spring 2013, the resolution concerning labor negotiation had resolved between SBCCD and SBCCD/CTA, which freed the ASLO Committee to resume healthy dialogue about SLO assessment and data collection.

These discussions on various aspects of student learning have had an impact across campus. For example, as a result of the Academic Senate forum on textbook costs, the bookstore developed a successful textbook rental program and began ordering textbooks in a less-expensive, loose-leaf format. In general, faculty are made aware of textbook costs and many order custom textbooks by only including the necessary needed chapters. Lowering textbook costs facilitates student learning by making college more affordable.

The Student Success Summit (2.26) at the spring 2012 Flex Day is another example of how campuswide dialogue impacts student learning. The Student Success Summit explored questions for improving college readiness as well as how to more effectively move students from “access” to “success.” Colleagues from the K-12 school districts, CSUs, UCs, and local community groups were invited to join SBVC in discussing the possibilities and impacts of improving student success. Through this summit, a list of recommendations for student learning and success was generated, including “Promote learning communities,” “Greater inter-departmental academic planning and resource sharing,” and “Continue to strengthen Basic Skills.” Through the basic skills initiative, funding opportunities provided many innovative projects to spring across campus, such as linked courses between disciplines in biology and English or English and Spanish. The Basic Skills Committee, library, and departments (ESL and Reading) partnered in purchasing two databases—English Language Learner (ELL) and Learning Express—to enhance basic skills instruction (2.27).

Actionable Improvement Plan

None.

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

Descriptive Summary

The mission statement, “San Bernardino Valley College provides quality education and services that support a diverse community of learners,” forms the foundation for setting priorities. The mission statement is found throughout different SBVC documents, publications, banners, as well as being a moniker on e-mails (2.28).

By extension, if the mission is the foundation for the College, the SBVC Strategic Plans (2.1), the SBVC EMP (2.5), and the SBVC FMP (2.29) serve as the supportive walls within the institution. Goals are found within the structure of SBVC in a variety of areas: the documents on strategic planning, department and division goals and accomplishments, SLO executive summaries, self-evaluation of employees, and within the program review process.

Strategic Plan and Goals

A culture of strategic planning has been developed at SBVC. Today, the natural progression of planning utilizes the strategic plans (2.1), program review (2.4), EMP (2.5), FMP (2.29), Campus Technology Strategic Plan (2.2), Professional Development Plan as well as SBCCD’s imperatives (2.30), and California’s Strategic Plan for Community Colleges (2.80) to improve institutional effectiveness.

Update of the Strategic Plan. SBVC began updating the Strategic Plan in fall 2012 (2.31). The dean of research, planning and institutional effectiveness hosted small-group forums, in-service day meetings, and presented at Academic Senate and College Council to capture emerging themes and concerns on campus. The draft 2014-2019 Strategic Plan includes more narrative than the previous plan. The 2008-2013 Strategic Plan was constructed primarily around goals and activities, while the new plan provides more campus context and historical data than the previous plan. The deans are responsible for working with all other planning committees on campus including SSSP (formerly known as Matriculation), Facilities, Enrollment Management, Technology, and others. The Technology Committee and the Office of Research, Planning and Institutional Effectiveness worked closely together to align the goals of the Technology Strategic Plan and the Strategic Plan. An ad-hoc committee on strategic planning was formed in 2013-2014 and included representatives from faculty, staff, and administration. An eight-page publication on the 2014-2019 Strategic Plan was distributed during the opening day activities during spring 2014 (2.32). The brochure outlined the development of the new planning goals and showed how the current goals aligned with previous goals. The Office of Research, Planning and Institutional Effectiveness gathered feedback about the brochure and made any necessary changes for the final draft. The final draft of the 2014-2019 Strategic Plan is being reviewed by the College

Council and other planning committees, and will be presented to the Academic Senate and Classified Senate, before being approved by College Council in fall 2014 (2.33).

The goals from the current and past strategic plan are closely aligned (see Table 15).

Table 15. *Goals Identified by Stakeholders and Resulting Initiatives*

| Goal | Strategic initiative |
|---|--|
| 1-Access | We will improve the application, registration, and enrollment procedures for all students. |
| 2-Student success | We will Increase course success, program success, access to employment, and transfer rates by enhancing student learning. |
| 3-Communication, culture, & climate | We will promote a collegial campus culture with open lines of communication between all stakeholder groups on and off campus. |
| 4-Leadership & professional development | We will maintain capable leadership and provide professional development to a staff who will need skills to function effectively in an evolving educational environment. |
| 5-Effective evaluation & accountability | We will improve institutional effectiveness through a process of evaluation and continuous improvement. |
| 6-Facilities | We will support the construction and maintenance of safe, efficient, functional facilities and infrastructure to meet the needs of students, employees, and community. |

The 2014-2019 Strategic Plan includes the strategic planning data sheet (3.34), in the form of a logic model, which contains standards, benchmarks, activities, and goals as appropriate. The data sheet is designed to demonstrate and guide campus progress on strategic planning (2.34).

Institution-set standards were established in 2013-2014 for student success, student retention and persistence, program completion, and student learning; dialogue began in College Council, Academic Senate, and the Online Program Committee. In February 2014, the Academic Senate finalized the institution-set standard for course completion, degrees awarded, certificates awarded, and transfer; the standard is set at the standard deviation below the mean over a seven-year period. College Council endorsed the institution-set standards on March 12, 2014 (2.35). The campus is expected to meet or exceed the institution-set standards.

The institution-set standard is the standard deviation below the mean over a seven-year period (see Table 16).

Table 16. *SBVC Institution-Set Standards*

| ACCJC question | SBVC student achievement data | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 | 12/13 | Institution-set standard |
|----------------|-------------------------------|-------|-------|-------|-------|-------|-------|-------|--------------------------|
| 14a | Course completion | 60.0 | 60.6 | 61.7 | 63.0 | 63.8 | 67.7 | 70.0 | 60.1 |
| 15a | Combined awards | 1,083 | 1,035 | 1,128 | 1,136 | 964 | 1,072 | 1,225 | 1,009 |
| 15b | Degree | 693 | 648 | 707 | 678 | 598 | 728 | 816 | 627 |
| 15c | Certificate | 390 | 387 | 421 | 458 | 366 | 344 | 409 | 361 |
| 17a | Transfer | 224 | 252 | 242 | 244 | 232 | 215 | 258 | 223 |

The Online Program Committee defined and approved institution-set standards for DE courses at its February 21, 2014, meeting:

SBVC’s Institution-Set Standards for Distance Education are based on the California State Average for Retention and Success for distance education classes offered for credit. This information can be found at the California Community College Chancellor’s Office’s Datamart website. SBVC’s institution-set standard for DE **will be met** if the retention and success for distance education courses are equal to or greater than the state averages for DE classes. SBVC’s institution-set standard for DE **will not be met** if either success or retention for DE classes falls below the state average for DE classes for three consecutive semesters.

The institution-set standards for DE courses were approved by the Academic Senate on April 30, 2014 (2.36).

The EMP. In accordance with the ACCJC recommendations from the SBVC 2008 Self-Study Report, SBVC collegially developed an EMP in 2009-2010. The fundamental goal of the EMP was to provide a programmatic outline for SBVC over a five-year period (2009-2014) and to continue in its planning for 2014-2019. A core component of the EMP is the program “one-sheet.” The EMP one-sheet (2.81) includes statistical data charts for measuring program success. Each program area representative or team writes a brief program narrative, program assessment, program goals, opportunities, challenges, and an action plan.

The Office of Research, Planning and Institutional Effectiveness works with division deans, departments, and committees each year on the templates for the EMP one-sheets, adding data and adjusting narrative responses as necessary. The 2013-2014 update of the EMP one-sheet added many student and administrative services areas to the EMP. This involved creating data tables unique to each area. The Office of Research, Planning and Institutional Effectiveness is engaged in conversations with the Program Review and ASLO Committees about the possibility of including SLO/SAO assessment data in the EMP one-sheets.

The EMP one-sheet is updated annually and has become a primary planning document for departments and divisions. Once the EMP one-sheet update is completed, the divisions use that information to establish their annual goals. Analyses of progress toward achieving these goals are submitted to the Instruction Office at the end of the academic year (2.56). The EMP one-sheet is incorporated by the Program Review Committee into program efficacy and needs assessment.

Program review. SBVC has a well-documented program review process for evaluating itself in the areas of administrative services, instruction, and student services. The goals of SBVC are articulated in the Strategic Plan and initiatives and these are used for evaluation purposes in program review. Programs are expected to demonstrate how they are meeting institutional needs with regard to SBVC's mission and Strategic Plan. Since 2008, the program review process has been aligned with the strategic initiatives: access, success, planning, technology, partnerships, and campus climate. In the 2007-2013 Strategic Plan and beginning in 2014-2015, program review will be aligned with program efficacy and needs assessment with the draft 2014-2019 Strategic Plan: where access, student success, communication, culture, and climate, leadership, and professional development, effective evaluation and accountability, and facilities are accounted for.

The program review process has two phases: (1) an annual campuswide needs assessment in the fall and (2) a program efficacy phase in the spring. The latter is an in-depth evaluative review of each program completed on a four-year cycle, with the exception of CTE programs, which review on a two-year mini-efficacy report cycle. Program efficacy documents are used for evaluation and improvement, therefore providing a foundation for requesting additional resources through the needs assessment process (2.4).

The Program Review Committee is authorized by the Academic Senate to develop and monitor SBVC's program review process, receive unit plans, utilize assessment as needed to evaluate programs, recommend program status to the SBVC president, and identify the need for faculty, classified staff, budget augmentation, and equipment. Results of program efficacy and needs assessment are reported to the College Council and Academic Senate, while the reports are posted on the Program Review Committee website (2.4).

Academic Senate. The SBVC Academic Senate concerns itself with academic and professional matters as defined by California Education Code, Section 53200:

Academic Senate is an organization whose primary function is to make recommendations with respect to **academic and professional matters**.

Academic and Professional Matters are defined as:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation process.

8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

The Academic Senate has an established constitution (2.37) and bylaws (2.38) that govern memberships, election of senators and officers, and Senate committee structure. The Academic Senate is responsible for curriculum development and program review processes, and the charges of the Curriculum and Program Review Committees in AP2225 (2.8) clearly state that those committees operate under the authority of the Academic Senate.

The Academic Senate president is a member of the planning body, College Council. In addition, SBVC Academic Senate presidents have been active in selecting goals to accomplish during their tenure. During the recent years, these goals have focused Senate dialogue on such topics as student success initiative, prerequisites, transfer degrees, program discontinuance, institution-set standards, and SB1440. The Student Success Act generated discussions on online orientation, educational plans, priority registration, and a resolution for more faculty to support student success (2.39).

SBVC Planning Model. The SBVC Planning Model differs from the SBVC communication flowchart in that the SBVC Planning Model demonstrates how distribution of campus resources is tied to campus plans and processes. It is not a representation of how dialogue takes place, but how the plans and processes that result from campus dialogue are integrated, implemented, and link planning to resource distribution. The SBVC Planning Model shows that

1. The mission is the foundation of the College.
2. Program review processes, including needs assessment, are linked to campus planning documents, curriculum, and learning outcomes.
3. Needs assessment prioritization is conducted through collegial processes.

The SBVC Planning Model was adopted in 2007. SLOs were implicitly incorporated within the planning model because SLOs and SLO assessment are included in the program review and curriculum processes. However, in fall 2012, the SBVC Strategic Planning Model (see Figure 27) was revised explicitly to demonstrate how integral SLOs are to campus planning (2.40).

In summary, SBVC is dedicated to improving institutional effectiveness by setting planning priorities, evaluative data collection, and analysis of results. The 2007-2013 Strategic Plan allowed SBVC to create specific goals and benchmarks by which to measure its progress. It is not uncommon to evaluate activities or processes at the College based on the initiatives. The campus has embraced strategic planning and works toward the goals therein. The 2008-2013 Strategic Initiatives, Benchmarks, and Goals served as a roadmap for achieving campus goals. It contained target goals, specific activities implemented to measure and accomplish goals, and assigned responsibility areas. The annual update of the strategic initiatives tracks SBVC's success toward implementation of activities and achievement of goals.

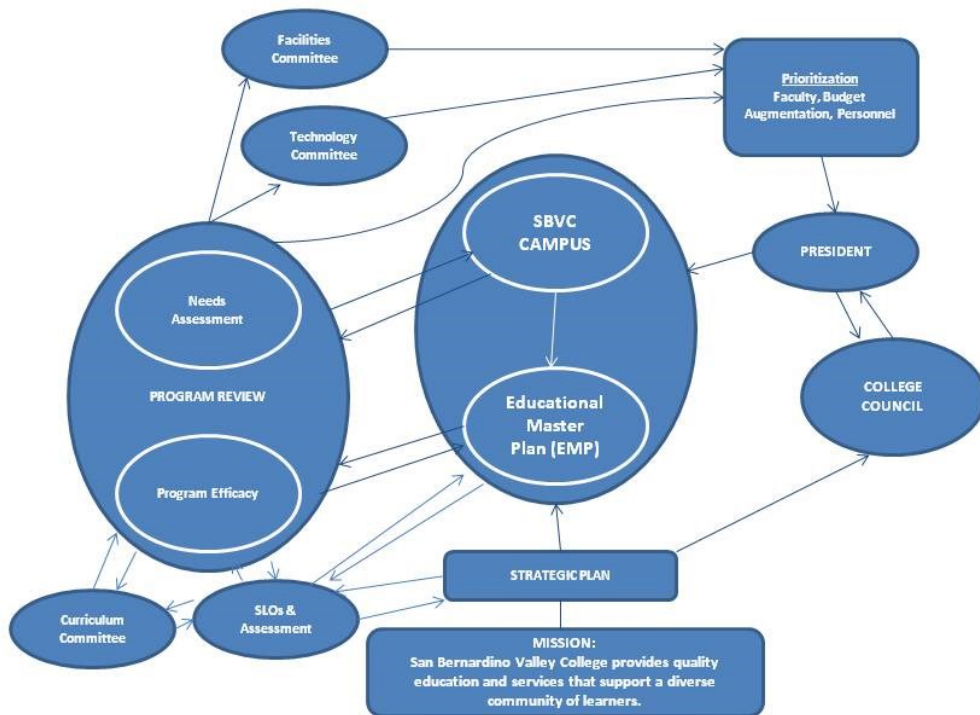


Figure 27. SBVC planning model.

The EMP one-sheet has become another vehicle for goals and planning. Updated annually, the EMP one-sheet contains relevant data for analysis. Departments must define program goals, challenges, opportunities, and develop an action plan to resolve problems. Program review requires all programs seeking to participate in the needs assessment process to have a current EMP one-sheet.

Since the implementation of the EMP one-sheet, goal setting on a departmental level has improved; goals are now included in the EMP one-sheet and are directly aligned to SBVC's Strategic Plan. Departmental planning goals are emphasized during the program efficacy phase of the review cycle, and the Program Review Committee has begun to track departmental progress through reported goals and plans from one efficacy cycle to the next to see how well plans are being implemented.

Currently, deans submit a summary report on progress toward division goals (2.56).

The 2008-2013 strategic initiatives contained, at a minimum, two goals for each initiative, along with outcomes, benchmarks, and responsibility centers. A number of areas (program review, technology, facilities, professional development, and enrollment management) submitted planning documents to the College Council integrating the new strategic initiatives.

The draft 2014-2019 Strategic Plan continues to build on the previous philosophy and includes the strategic planning data sheet, which will incorporate the standards, benchmarks, and goals of the current strategic plan. The strategic planning data sheet also details assessment methodologies, activities, and a responsibility center for each goal. It has always been the intent for the Strategic Plan and the initiatives to become a “living document” that can be expanded or modified as work progresses to meet SBVC goals.

In 2011, the Online Program Committee created a comprehensive Online Learning Plan to organize the activities and concerns regarding online learning at SBVC. DE programs at SBVC are aligned with Standard I.B. The Online Program Committee website provides a comprehensive view of how SBVC meets ACCJC Standards.

Self-Evaluation

The institution meets the standard. A number of planning documents are used at the college—SBVC’s Strategic Plan, FMP, EMP, division updates, Professional Development Plan, Technology Strategic Plan, and the SBCCD District imperatives. The SBVC Strategic Planning Model is a roadmap to planning and decision making. The campus mission, Strategic Plan, EMP, and program review processes are key elements in the planning model. Collegial governance is represented within the College Council. In fall 2012, when reviewing the SBVC Strategic Planning Model, it was noted that SLOs were implicit in the planning model because SLOs and SLO assessment are included in the program review and curriculum processes. The planning model was revised to demonstrate explicitly how integral SLOs are to campus planning and campus dialogue.

More recent campus climate surveys indicate that faculty and staff are less aware of and less satisfied with the communication of campus planning processes (Table 17). This can be attributed to the high turnover in administration over the past four years, which can inhibit the flow of information throughout the campus. The SBVC communication flowchart has been developed to be a road map for communication throughout the campus. New and existing employees are able to identify the best pathway to receive and distribute information through this flowchart.

College Council has taken steps to improve communication on campus by developing the SBVC communication flowchart in fall 2013. The College Council began developing the *SBVC Governance Handbook* in spring 2014, which contains campus plans, processes, goals, as well as information on all departments and services areas (2.21).

SBVC needs to standardize terminology across all planning documents to avoid confusion (e.g., the Strategic Plan is referred to as the strategic initiatives, strategic goals, or Strategic Plan).

Table 17. Faculty Survey Responses

| Question | Faculty - 2010 | Faculty - 2011 | Faculty - 2012 | Faculty - 2013 |
|---|-------------------|--|---|--|
| In general, I am aware of the faculty/staff role at the college in planning. | 90% (45) agree | n/a | 68% (39) agree | |
| The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community. | 53% (26) agree | n/a | 34% (19) agree, 27% (15) disagree, 38% (21) have no opinion | |
| I have been given the opportunity to participate in the planning process for my division. | n/a | 66% (47) agree | n/a | 59% (24) agree |
| The district/college mission statement guides institutional priorities. | n/a | 50% (34) agree | n/a | 44% (17) agree, 33% (13) disagree, 23% (9) have no opinion |
| I am satisfied with program review procedures. | n/a | 54% (37) agree | n/a | 51% (20) agree, 31% (12) disagree, 18% (7) have no opinion |
| Question | Classified - 2010 | Classified - 2011 | Classified - 2012 | Classified - 2013 |
| I am familiar with the SBVC mission. | 98% (48) agree | 98% (36) agree | n/a | |
| My job contributes to the SBVC mission and vision. | 96% (45) agree | 97% (37) agree | n/a | |
| SBVC sets goals to improve effectiveness. | 80% (39) agree | n/a | n/a | |
| Improving institutional effectiveness is valued throughout SBVC. | 71% (35) agree | n/a | n/a | |
| SBVC has an ongoing and systematic cycle of evaluation and improvement. | 76% (36) agree | n/a | n/a | |
| Student learning needs are central to the planning, development, and design of new facilities. | 63% (31) agree | n/a | n/a | |
| The college establishes governance structures, processes, and practices to facilitate effective communication among the institutions' constituencies. | 60% (31) agree | 41% (15) agree, 22% (8) disagree, 38% (14) have no opinion | n/a | |

The action plans for the 2008-2013 SBVC Strategic Plan were developed in 2008 with various constituent groups. Assessment occurs with greater specificity and/or consistency for the benchmarks (e.g., in some cases the plan states that “there will be an increase in . . . ,” while other goals are quite specific, such as a 5 percent increase). The *Strategic Initiative and Benchmarks Report* (2.41) is available on the Office of Research, Planning and Institutional Effectiveness’s website. The data sheet for the 2014-2019 SBVC Strategic Plan (2.34) has also been developed collegially and includes institutional-set standards where appropriate.

SBVC strives to make decisions based on data analysis. The Office of Research, Planning and Institutional Effectiveness provides a number of data points for analysis. Research, Planning and Institutional Effectiveness also maintains a comprehensive webpage (2.10) on SBVC’s website with links to state and federal data and internal demographics, and includes all surveys conducted on campus for the past seven years. In addition, the institutional researcher meets with committees to discuss data and runs special data reports upon request. For example, the researcher compiled a prerequisite study for the Academic Senate, which illustrated that students who successful complete English 015 and Math 952 were more successful in 100-level classes, whereas students without those prerequisites have not been as successful in completing English 015 and Math 952 (2.43).

Although the SBVC Planning Model was reviewed and revised in 2012, College Council members have expressed concern that the planning model no longer fully represents campus planning and resource allocation. The College Council charged the dean of research, planning and institutional effectiveness with drafting a new planning model(s) to be presented to collegial consultation groups for discussion in fall 2014 (2.44).

Actionable Improvement Plan

1. SBVC will incorporate SLO/SAO data into the EMP.
2. SBVC will revise the SBVC Planning Model.

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

Descriptive Summary

The EMP (2.5) and the Strategic Plans (2.1) are integrated throughout campus processes including program review, division updates, committee plans (such as technology, facilities, and professional development) and integrate campus planning. These efforts are intended to involve the entire SBVC community to make planning transparent and collegial.

The SBVC Strategic Plan 2008-2013, Goal 3.1, was “To integrate budget, planning, and decision-making.” Ongoing dialogue in the College Council on how the Program Review Committee, Budget Committee, and institutional planning all contribute to planning has taken place. Program review provides a prioritized list of needs to the Academic Senate, College Council, and the president. In 2007, the SBVC Planning Model was developed and reviewed across campus. The model illustrates how various planning agents interact with each other and clearly shows that SBVC mission is the foundation for all campus planning.

Integrated planning.

- The SBVC Strategic Plan, initiatives, goals, and benchmarks are intended to knit planning, implementation, evaluation, and reevaluation into a seamless process.
- Planning is not static and often must respond to data and trends that are dynamic. The Office of Research, Planning and Institutional Effectiveness presents its findings by using a systematic schedule of surveys and analysis (2.45).
- Division updates, which include activities and goals related to the strategic initiatives, are distributed in both electronic and hard copy formats. Divisions may review annual goals each year and assess achievement. Division updates help new managers and employees review their areas.
- Separate planning documents such as the Campus Technology Strategic Plan (2.2), SSSP Plan (2.3), and the SBVC enrollment management (2.46) are expected to integrate with and support the overall SBVC Strategic Plan.
- Program efficacy forms address planning and require responses on how a program supports the campus mission and meets the six strategic initiatives (2.48).
- Examples of integrated planning can be observed in the implementation of the Learning Compass Plan, which brings together tutoring, professional development, learning communities, accelerated classes, and coordination of counseling and library services to increase student persistence and success (2.47).
- SBVC Planning is integrated and aligned with District and state planning goals. The SBVC Strategic Plan is aligned with the SBCCD Strategic Plan, The SBCCD Board Imperatives and the CCCCCO Strategic Plan (2.1). The SBVC Technology Strategic Plan is integrated and aligned with the SBCCD Technology Strategic Plan. Membership in key SBCCD planning committees such as District Assembly, DBC, and Distributed Education and Technology Services includes representation from SBVC.

The mission, Strategic Plan, and EMP guide program review and committee plans and integrate campus planning. These efforts are intended to involve the entire college community to make planning transparent and collegial.

The SBVC Program Review Committee is authorized by the Academic Senate to develop and monitor the College program review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the SBVC president, identify the need for faculty, staff, budget augmentation, and instructional equipment. The Program Review Committee interfaces with other SBVC committees to ensure that institutional priorities are met. Faculty members from each division are assigned to serve on the

committee. Committee membership also includes administration, classified staff, and students. Program review has evolved into a two-step approach: program efficacy in which departments perform a comprehensive self-analysis and create a planning agenda and needs assessment, which prioritizes and recommends growth positions for faculty and staff as well as budget augmentation and instructional equipment purchases.

Program efficacy is a thorough evaluation of a program based on the strategic initiatives. The Program Review Committee reviews questions and rubrics annually and revises them as necessary. Different forms and rubrics are developed for Instruction, Student Services, and Administrative Services. Programs receive data for analysis on program demographics, program efficiency, and student success. Additionally, programs must demonstrate that they are current in their curriculum and SLO cycles, address partnerships, planning processes, challenges, and opportunities, and how the program contributes to the campus climate. Programs can receive a program efficacy recommendation of continuation, conditional, or probation. If a program fails to submit needed information, it can receive the status of probation or contraction (2.49). The Program Review Committee does not make any recommendation on discontinuation. An ad hoc discontinuance committee is formed by the Academic Senate to handle these programs should a need arise (2.50). Program efficacy results are reported to the Academic Senate and College Council. The President's Cabinet, College Council, and the Budget Committee reference program efficacy documents when allocating new or continuing funds.

Needs assessment requests for resources, faculty, staff, budget augmentation, equipment, technology or facilities, occur each year in the fall (except fall 2009, where a needs assessment was not conducted due to budget constraints). Any department with an efficacy status of continuation or conditional may submit a needs assessment request. Requests are ranked at the division level, and then forwarded to the Program Review Committee. The committee assigns members to review each request based on a rubric developed by the committee. Technology and facilities requests are forwarded to the appropriate committee to create their own rankings. All approved requests are then ranked by the entire Program Review Committee. Needs assessment rankings are reported to the Academic Senate and College Council. The President's Cabinet, College Council, and Budget Committee reference program review documents when allocating resources.

The Program Review Committee continually assesses its committee goals and makes modifications to ensure that progress is being made. The committee has improved its decision making and institutional effectiveness using a comprehensive cycle of evaluation and integrated planning, allowing appropriate resource allocation, implementation, and reevaluation of its processes. For example, in 2009-2010, concerned by number of academic/CTE programs placed on probation, the Program Review Committee conducted an internal evaluation of the efficacy process. The committee believed that a number of the probationary ratings were due to the quality of the efficacy documents being submitted. Often the academic/CTE program faculty submitting the document either did not understand the questions or replied to questions without sufficient explanation. In spring 2010, the Program Review Committee piloted a new program efficacy format where Program Review Committee members and academic/CTE program members were encouraged to interact with

each other when developing the efficacy document. Academic/CTE programs were encouraged, but not required, to submit a draft efficacy document to the Program Review Committee members. The Program Review Committee established draft review meetings where committee members and department faculty reviewed the draft document together. Feedback from the pilot was positive; therefore, collaboration and draft reviews are now an integral part of the efficacy process.

Budget development and resource allocation processes include the following:

- Each spring, managers receive copies of their developmental budget from the VPAS. Managers obtain feedback from their departments. The developmental area budgets are submitted to the respective vice presidents for review and recommendations and then forwarded to the VPAS, who prepares the final budget recommendation for the president.
- Program review needs assessments in 2013 included responses to the strategic initiatives, while at the same time asking for the analyzing of department/division needs. Lists are prioritized for faculty, classified staff, budget augmentation, and equipment. Technology needs are referred to the Technology Committee and renovation to the FSC.
- The Budget Committee revised its charge in 2013-2014 and became a collegial consultation committee. The committee works to identify available fund sources for needs assessment results and emerging and emergency needs.
- The president receives the prioritization lists from program review and collegially consults with the vice presidents and College Council as to what can be funded. Previous presidents have also used program review information for hiring faculty as well as for the distribution of block grant money.
- The program review prioritization lists for 2013 were distributed to the campus via e-mail, with copies to the Academic Senate (2.49). In May 2014, managers and faculty chairs received information on their respective programs' ratings in program efficacy.

DE programs at SBVC are aligned with Standard I.B. The Online Program Committee website provides a comprehensive view of how SBVC meets ACCJC Standards.

Self-Evaluation

The institution meets the standard. The Office of Research, Planning and Institutional Effectiveness utilizes quantitative and qualitative data for evaluation. SNAP software is used for the collection of quantitative and qualitative survey data. Quantitative data from surveys are used to analyze and track trends in opinions and attitudes; quantitative data in the form of student grades and enrollment are used to analyze trends in student success. Nvivo software is used to analyze the qualitative responses from open-ended survey questions and transcribed text from interviews and focus groups.

The evaluation of student success data focuses largely on grades stored in Datatel. Data for all courses are analyzed and summarized using MS-Excel and the SPSS to assess student

performance trends. These findings are made available in reports for dissemination to all appropriate constituencies.

Data and analyses are widely distributed and used throughout SBVC. The institutional researcher communicates regularly on campus through a variety of committees and meetings. In addition, all surveys and reports are available on the Office of Research, Planning and Institutional Effectiveness webpage on the SBVC website. The dean of research, planning, and institutional effectiveness is a member of many SBCCD committees, such as the Chancellor's Collegiate Cabinet, District Computing Services (DCS), District Strategic Planning, and so forth. He regularly meets with researchers from other institutions connected to the California Partnership for Achieving Student Success (Cal-Pass). He is a member of the RP Group and attends seminars and conferences to remain current on quantitative and qualitative data analysis trends in higher education.

SBVC has established institution-set standards and uses the same raw data that are used to complete the ACCJC Annual Report. Based on the ACCJC Annual Report in 2012-2013, the campus met institution-set standards for course completion, degrees awarded, and student transfers. This result was reported to College Council, Academic Senate, and the SBCCD Board of Trustees. It should be noted that degrees awarded increased by 52 percent and student transfers increased by 35 percent, but certificate awards decreased by 12 percent. The campus did not meet the institution-set standard for certificates awarded. This is a cause for concern. The Office of Research, Planning and Institutional Effectiveness is reviewing data to see if the data reveal a decrease of student enrollment in certificate programs or reveal other trends that could account for the decrease in certificates awarded. The results of data analysis will be discussed in collegial consultation groups for further action (2.51).

Actionable Improvement Plan

1. SBVC will determine appropriate course of action regarding institution-set standard for certificates awarded.

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

The SBVC Planning Model was developed in 2007 (Figure 27). The model visually demonstrates how the campus committees, campus processes and plans, and collegial consultation groups work together to create blueprints for SBVC's future and to identify resources. The foundation of the SBVC Planning Model is the SBVC mission and Strategic Plan. Learning outcomes, curriculum, and program review are fully integrated into campus planning. In May 2014, the College Council recommended that the SBVC Planning Model be reviewed and revised during the 2014-2015 academic year (2.44).

Campus constituencies participate in planning through their committee work, yet participation in planning is not limited to committee membership. Committee meetings are

open to the entire campus. The development of planning documents such as the EMP (2.5) and Strategic Plan (2.1) involves the participation of several collegial consultation committees and campuswide activities. Drafts of plans are distributed to the entire campus for feedback.

SBVC is a college that embraces the intent of collegial consultation. SBVC is a learner-centered campus that appreciates input from its students. The Office of Student Life has encouraged students to become involved at the College. All constituents have been encouraged to actively engage in the development of planning on campus. Committee membership comprises students, faculty, staff, and managers.

Faculty participation in collegial consultation and committee work is ensured by the District/CTA contract (2.11). Currently, faculty are assigned to serve on one committee for a two-year duration. Division faculty work collegially to assure that their division is adequately represented on committees. Although faculty are assigned to only one committee as a CTA contract obligation, often many participate in other ad hoc or collegial consultation committees.

The management team determines which managers will serve on each committee.

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. Managers are encouraged to support committee attendance by classified staff (2.13).

The director of student life and the president of the ASG work together to identify students willing to serve on various committees on campus. A committee survey developed in fall 2013, to be implemented at the end of spring 2014, includes a question on student involvement in committees (2.14).

Given the limited college and state budget for growth, resource allocation becomes problematic. In fact, during the California state budget crisis in 2012-2013, SBVC faced a potential \$2-6 million budget cut, depending on the passage of Proposition 30 in the November 2012 election. The campus was faced not with allocating resources to fulfill its plan, but with creating a plan based on resources available for allocation.

During the 2012-2013 budget crisis, the College Council believed it was better to be proactive and plan for reductions prior to the anticipated budget crisis. The College Council thought that any reductions should be guided by the SBVC mission and planning documents in a forward-thinking model, rather than 11th-hour decision making as a result of a budget crisis that could have been anticipated. An ad hoc Program Viability Committee composed of faculty, managers, staff, and students was convened and charged with developing principles that could guide reduction of programs if downsizing became necessary. The formation of the Program Viability Committee raised some concerns across campus that the committee would target programs that were not self-sustaining (e.g., programs without full-time faculty, programs with low FTES, productivity WSCH/FTEF, or programs with high

annual equipment and supplies costs) or supersede existing campus processes, such as program discontinuance or the CTA contract, instead of its intended purpose—to proactively address potential budget shortfalls (2.52). Overcoming these misconceptions on campus made the committee’s work more difficult, but the committee gathered constructive feedback from all collegial groups and produced a list of principles (2.53) to guide program reduction in the event it became necessary. The list did not specifically name any program or service on campus but did specifically state the campus processes and that the CTA contract must be adhered to in the event of a reduction. Fortunately, the passage of Proposition 30 made program reduction unnecessary.

Despite the challenges, resources have been allocated consistently each year based on recommendations from the Program Review Committee and the College Council. The passage of Proposition 30 allowed the campus to fund a number of items and positions in spring 2013 that addressed the priorities in the SBVC strategic initiatives including a call attendant system, information booths, debit cards for financial aid disbursement, five replacement faculty, another five faculty growth positions, and two classified staff (2.54).

In spring 2014, on the recommendation of the Budget Committee, the College Council allocated up to \$250,000 made available throughout the entire campus to ease the hardships imposed by the budget crisis. Allocations for instructional departments were based on FTEs. Noninstructional departments and offices were allocated \$2,000 each. Departments are defined as those who have submitted or will submit an independent program efficacy document based on the program review four-year program efficacy rotation. To align purchases with campus planning, departments submitted a brief request and linked their purchases with the Strategic Plan (2.55).

Goal 1.1.2 of the 2007-2013 strategic initiatives is “Access to basic skills courses.” The Mathematics Department piloted a fast track math course to enable students to move from lowest basic skills math (Math 942) to one level below degree-applicable math (Math 095) in one year instead of two. Examinations of data showed that students in the pilot study were successful. The Reading Department developed a new course, which allowed for students who assess at the top range of SBVC’s lowest reading course to complete the course content for that course and the next in one semester (Read 951). Again, preliminary data are positive. SBVC is funding further growth of fast track math and adding additional sections of the accelerated Read 951. Conversations have taken place in all basic skills areas to develop accelerated programming where there would be benefit to students. Accelerated programs are in place for fall 2014 in Math, English, ESL, and Reading through funding from the new Learning Compass Plan (2.18, 2.47).

In order to increase campus resources and foster new programs that improve institutional effectiveness, SBVC employs a full-time director of grant development and management who successfully seeks out grants to support the mission of SBVC, and manages the grants once they are awarded. This position was established through a Title V grant awarded in 2005, and was institutionalized and supported by the general fund in 2011. The director of grant development and management aligns the purpose of each proposed project with SBVC’s Strategic Plan and strategic initiatives.

The largest grant ever awarded to SBVC was the USDE HSI STEM (2.57) and articulation project titled PASS GO (2.58), in which SBVC is the lead institution, with partner CSUSB. This five-year, \$5.5 million grant initiated a number of student success strategies including expanded tutoring, STEM counseling, and learning communities on the campus. As with the HACU-funded project, the PASS GO project started a wave of interest in SI as well as the resources to support it. This practice has also expanded to disciplines beyond those funded by the initial award. The project partner, CSUSB, extends services to SBVC transfer students in STEM fields, including workshops, service learning, and internship opportunities. This grant continues through 2016, with the possibility of a no-cost extension through 2017.

Another STEM grant from the USDE, the MSEIP, funded additional SI training in science, as well as supported partnerships in STEM teacher training with CSUSB and with the UC Riverside, for research opportunities for STEM students. This project is funded through 2015.

SBVC was awarded its first ever National Science Foundation award in the form of an Advanced Technological Education grant for its growing Water Supply Technology program (2.59). This provided needed funding for course development in water conservation and water resource management as well as established paid student internships at regional agencies. Several state grants supported programs; although they had been able to provide services on a limited basis, the grants allowed them to expand significantly. These include the Chancellor's Office Career and Technical Education grants (CTE Transitions), awarded beginning in 2011 for \$50,000 each year. Another award from the Chancellor's Office supported MCHS (2.60) and allowed for college-level counseling services to be dedicated to the project, along with professional development training for MCHS staff. The Chancellor's Office and the Foundation for Community Colleges co-funded the Student Mental Health Program (2.63). This initiative has offered training to faculty and staff to recognize students at risk of mental health and education in strategies for intervention and referral. It also offered Stress Solutions Oasis sessions for faculty and staff, and Strengths Training to faculty, staff, and student leadership groups. These activities strengthened awareness of the existing resources on the SBVC campus as well as of the stigma attached to suicide and depression, allowing dialogue in faculty, staff, and student groups about these critical topics. The Student Mental Health Program grant has been renewed for 2014-2015.

The Department of Grant Development and Management has the dual role of developing new projects and proposals for submission to granting agencies and of managing those projects responsibly once they are awarded. As with the proposal development process, which requires dialogue with the Office of Research, Planning and Institutional Effectiveness to align the projects with the strategic plan, the post-award process requires aligning with SBVC and SBCCD's human resources and fiscal functions. Now that SBVC is managing \$7 million in awarded projects, new projects need to be developed with attention to their long-term impacts on existing programs, desired programs, and capacity building for both the project areas of each grant, and cognizance of grant office activities and support that can be offered to the campus both pre- and post-award in order to incorporate programs in to long-term planning and budgeting. In 2013, a joint presentation on strategic planning and grants was prepared for the college and community by the Offices of Research, Planning and

Institutional Effectiveness and the Department of Grant Development and Management. Further, the Department of Grant Development and Management offered grant development workshops as part of professional development activities in early 2014, and as a follow-up activity in 2013 to a regional strategizing forum presented through the Student Mental Health Program. The Department of Grant Development and Management has developed handbooks for both the pre-award (Grant Proposal Development) and post-award (Project Director Handbook) sides of the process (2.61). The Department of Grant Development and Management will be refining and updating these handbooks regularly, aligning them with the most current SBVC processes and plans, as well as to keep the content current with changes in federal and state regulations.

Self-Evaluation

The institution meets the standard. As a result of the current state budget, the College has identified the difference between its needs and wants. In the future, for example, the total cost of ownership for new hires, such as desks, air conditioning, computers, and an office budget, needs to be a larger consideration than it has been in the past. The fact that no staff have been laid off with the current budget crisis is a testament to the financial stability of SBVC and SBCCD. Without a degree of predictability in stable funding at the state level and with limited resources, SBVC addresses those issues most important to its survival. The College is committed to use planning for consistent and continuous improvement of student learning regardless of the upward or downward trends of the state's financial condition.

Planning and evaluation processes on campus yield results. For example, the Program Discontinuance Plan, developed by the Academic Senate in 2009, was used in 2010 to evaluate four programs: Paralegal, Real Estate, Warehousing, and Machine Trades. One of these programs, Paralegal, was discontinued based on limited enrollment and lack of program accreditation by the Paralegal Association, while another program, Real Estate, was reaffirmed. Two programs, Warehousing and Machine Trades were placed on hiatus, a two-year period for further evaluation and revitalization of the programs. In the meantime, the dean of applied technology, transportation and culinary arts worked with the Machine Trades faculty, the Machine Trades Advisory Committee, and area employers to renovate the program and update curriculum. Since its hiatus status, the Machine Trades program is now called Machinist Technology, where it is showing FTES growth.

An example of grant planning to implement change can be seen in the first award, which came through a combined effort of the Walmart Foundation and HACU. That Student Success Initiative paired SBVC with the Community College of Denver in a program designed to have mentor institutions share successful instructional and student services models. The HACU/Walmart grant was initially awarded in July 2011 for a two-year period, and extended for another phase through June of 2013. The model included introducing paired courses as learning communities where both faculty and students could gain through connecting coursework; students experienced contextual learning, and faculty were able to develop their coursework in partnership with other faculty, infusing both groups with new energy. As a result of the grant, the learning communities' model has been adopted by the

Basic Skills Committee and is being incorporated into other programs to be expanded and sustained throughout the college.

Actionable Improvement Plan

1. SBVC will compile, analyze, and distribute the results of the Committee Self-Evaluation survey in fall 2014.

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

Descriptive Summary

At SBVC, a strong link exists between assessment and improvement. SBVC makes public its data and analyses both internally and externally. The Office of Research, Planning and Institutional Effectiveness conducts assessments of a variety of needs throughout the year. Each year since 2001 there has been a campus climate survey for students as well as frequent satisfaction surveys of faculty and staff. The results are discussed in the College Council as well as in other venues. This information is used by divisions in writing their program review documents.

Survey results contribute to the improvement in programs and services. The Professional Development Survey is used annually to assess current training. The results are reviewed by the Professional Development Committee during its annual retreat to support planning efforts for future workshops and training needs (2.24). Administrative Services' satisfaction survey is used to identify areas that need attention on the campus. This survey led to the elimination of faculty/staff-only parking lots in some areas. Surveys in CalWORKS led to refinement in the delivery of services. An external survey to determine whether or not to offer satellite courses at Chavez Middle School site was conducted. The Chavez survey is another example of using data to help in decision making (2.62).

The Office of Research, Planning and Institutional Effectiveness has an extensive website (2.10) that contains reports and data links to assist in the dissemination of information. Data reports are continually added to SBVC's website. The dean of research, planning, and institutional effectiveness addresses assessment information frequently in committees. The office creates brochures and pamphlets containing data, such as student performance, graduation rates, and enrollment patterns from feeder high schools. The dean of research, planning, and institutional effectiveness maintains a systematic schedule of presentations before the College Council, which includes assessment information, so that the results of the most recent survey may be discussed (2.45)

The following are examples of evaluation studies conducted with collected data:

Program review data. Over the years, the Office of Research, Planning and Institutional Effectiveness has provided retention, success, efficiency, and demographic data for program review (2.48).

STAR/CalWORKS. The STAR program and CalWORKS have provided both formative and summative data. This helped to refine procedures for establishing group study sessions. In the case of STAR, the data also support the evaluation reports required for the granting agency (U.S. Government, Title III). Studies include transfer patterns, prerequisite studies, cut score and placement evaluation, and high school course patterns versus SBVC placement tests, student equity studies, gainful employment studies, SWOT studies with local high schools, and focus group studies with campus advisory groups (2.64).

SBVC works toward the goals of the strategic initiatives throughout the year. The Office of Research, Planning and Institutional Effectiveness reports on progress made on the strategic initiatives to the campus, College Council, and Academic Senate on a regular basis (2.65). The Strategic Plans, strategic initiatives, and benchmark reports can be viewed on the Office of the President's website (2.66) and on the Office of Research, Planning and Institutional Effectiveness website (2.10).

Institution-set standards are communicated through the Strategic Plan. Institution-set standards were reported to the Academic Senate, College Council, and at the department chairs meetings. Campus performance on institution-set standards can also be viewed on the ACCJC Annual Reports (2.42).

Each course and program proposed for DE delivery has already been approved for traditional, on-campus delivery. There are no alterations in GE requirements, major requirements, or certificate requirements for courses and programs offered via DE. The Course Outline of Record, the official record of intent of instruction for each class offered by the college, is the same no matter what the instructional delivery mode. And there is no differentiation of delivery mode on a student's transcript. Furthermore, the SLOs for each course are the same, regardless of delivery mode. There is additional review of all courses submitted for DE by the Online Program Committee, which verifies regular substantive interaction as well as effective online methodologies.

SBVC's program review process addresses DE concerns through the levels of the divisions and departments, and the SBVC EMP (2010) includes data on retention and success for each department and program, while the Online Program Committee has furthered its evaluation on developing a process to track the success and retention of DE sections. That process began in earnest with the Substantive Change Proposal written during the 2011-2012 academic year. In 2012, the Online Program Committee set measurable goals for those markers of effectiveness and has tracked the data for those goals for two years. Those data are made public on the SBVC Online Program Committee website.

Self-Evaluation

The institution meets the standard. The SBVC Office of Research, Planning and Institutional Effectiveness has made numerous presentations to the SBCCD Board of Trustees, most recently concerning Scorecard data and strategic planning. Just as Accountability Reporting for the Community College (ARCC) data were previously presented to SBVC and the board, its replacement, Scorecard, is given the same amount of attention. Information from Scorecard is used for planning at both SBCCD and SBVC (2.67).

The campus uses a variety of methodologies to assess the public perception of campus programs, quality of education, campus safety, and campus resources and accessibility. Campus data and analyses are distributed via e-mail in the President's Newsletter, *Chancellor's Chat*, Student Services Report, and other periodic updates. SBVC's homepage shares news about the campus including statistical data analyses. Printed copies of studies and reports are housed in the appropriate office and/or the Library. For instance, the SLO executive summaries are available through the VPI's office and in the library reference collection (2.68).

Although the campus has hosted town hall meetings and education summits, the campus has not done enough in recent years to determine the needs and perceptions of the community in SBVC's service area. During the 2011-2012 academic year, plans were made to update the 2006 Golden and Associates telephone survey of the local community. The survey was updated and student workers hired to conduct the interview in the evening hours. The plans to update the survey were cancelled after the departure of President Dr. Debra Daniels in February 2012.

The 2006 Golden and Associates telephone survey will be updated in summer 2014. Work will be done by hiring work study or veteran students to conduct them. One student will be proficient in Spanish (2.69).

Actionable Improvement Plan

1. SBVC will compile, analyze, and distribute the results of the Committee Self-Evaluation survey in fall 2014.

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

Descriptive Summary

SBVC's Strategic Plan (2.1) is a living document that can be modified as appropriate and is intended to establish goals and initiatives, develop measures of those goals and initiatives, develop activities to meet the goals and initiatives, and assign responsibility for implementation and assessment. The strategic initiatives include institution-set standards for

course completion, certificates awarded, degrees awarded, number of students transferred, and student success in DE courses. These standards were mutually agreed upon by the College Council and the Academic Senate (2.51). As data regarding SBVC's progress at meeting the goals set forth is made available, dialogue will occur within the collegial consultation groups.

The EMP 2009-2014 (2.5) was developed to provide an outline for the direction of SBVC. Reviewed annually, the plan is a living document and is used as a plan that can better prepare for the future of the College. The plan is based on SBVC and economic data and includes one-page summaries for each department. The plan encompasses many campus themes that were developed at the January 8, 2010, in-service event including basic skills, innovation, online partnerships, services, technology, talent, and training. The 2014-2019 EMP is currently being developed.

Progress, relevance, and currency of campus planning documents are reviewed regularly in the College Council or within the appropriate committees. The College Council serves essentially as the "committee of collegial consultation committees." It has numerous roles, such as reviewing assessment information and using its representatives to communicate matters of quality assurance to other committees on campus. The institutional researcher schedules presentations before the College Council concerning the results of all major surveys (2.45). Discussions, based on the results of surveys, often have a ripple effect on other collegial consultation committees.

The campus climate surveys (distribution began in 2001) are another vehicle for assessing campus processes and planning at the institutional level. Questions in the surveys address program review, planning, and resource allocation. A new committee member survey was developed in 2013-2014 to gain further insight into the effectiveness of committee plans and processes. The survey will be administered in spring 2014 (2.14).

Further evaluation and oversight prevention takes place at the College Council and Academic Senate. The Curriculum, Program Review, and SSSP (formerly known as Matriculation) Committees all operate under the authority of the Academic Senate, and each of these committees submits a formal report to the Academic Senate. Committee plans and processes involving academic and professional matters are reviewed by the Academic Senate prior to implementation. The ASLO Committee's processes and plans are reviewed and approved by both College Council and the Academic Senate prior to implementation (2.70).

Committees also evaluate themselves. For instance, the Program Review Committee conducts a survey with departments after they undergo program efficacy in order to evaluate the efficacy experience. As a result of these surveys, the committee, once viewed as unyielding and punitive, has undergone many changes. The Strategic Plan Committee evaluated campus satisfaction with program review in Strategic Initiative 2.2.2, which stated, "By Fall 2009, processes related to Program Review, and Curriculum will be streamlined. Surveys of committee members will indicate a 60% satisfaction rate by 2012." Survey results showed an increase in satisfaction from 32 percent in 2007 to 64 percent in 2012 (2.41).

Self-Evaluation

The institution meets the standard. SBVC's planning process is successful in developing plans and processes that improve the campus efficacy. The campus also evaluates the methodology of these plans and processes.

For example, upon the ratification of the District/CTA MOU on SLOs in spring 2013, the ASLO Committee undertook a massive evaluation of the campus SLO achievement processes. The existing process for the assessment cycle and plan for the completion of SLOs and CCs was adopted in 2008 after consultation with instructional deans and faculty chairs. Department faculty developed a three-year cycle for assessing all course SLOs in their departments. eLumen software was purchased to track SLO reporting, evaluate results, and run statistical reports on student success and learning outcomes. eLumen was piloted in 2007-2008. Even with ample training provided by professional development and eLumen personnel, the implementation of eLumen was unsuccessful. eLumen is not an intuitive software, and without an SLO coordinator to configure the system for faculty, individual faculty with varying computer expertise were independently creating logins, assigning rights, and creating conflicting rubrics and SLOs, which resulted in unclear data. eLumen was not actively used between 2008 and 2014. Instead, the campus used paper processes to record SLO assessment results. SLO documentation is available on the VPI's website (2.68)

Since spring 2013, a number of activities have occurred to improve SLO processes, assessment, and accountability:

- Reassigned time was given to the faculty co-chair of the ASLO Committee to facilitate the SLO process.
- Reporting forms for courses and programs have been standardized (2.71).
- In response to concerns from faculty and deans, the due dates for SLO evaluations have been extended (2.72).
- The ASLO Committee reviewed six different SLO software products. Three of the vendors were invited to present a webinar to interested faculty (2.73).
- eLumen will be piloted in 2014-2015 with clean course data and SLOs and PLOs already loaded.
- A cumulative spreadsheet of all SLO assessment data from the SLO executive summary documents was created (2.74). Data were used as baseline measures for CCs based on course to CC mapping (2.19).
- An aggressive Learning Outcomes Assessment Plan was developed to bring all campus services, courses, and programs firmly into the proficiency level of the ACCJC Learning Outcome Rubric and more services, courses, and programs into continuous quality improvement level (2.7).
- Dr. David Marshall from CSUSB, a nationally noted speaker on SLOs, led a series of three workshops during spring 2014. Workshops focused on writing SLOs, creating a program curriculum map, and discovering what can be learned about a program from the program map. Dr. Marshall has committed to continue working with the campus in 2014-2015 (2.75).

The effectiveness of college planning is documented in the *Strategic Initiatives and Benchmark Report* (2.41), which details SBVC’s progress on campus planning goals from 2007-2013 (see Table 18). Strategic Initiative 6.2.2 demonstrates how campus planning fostered improvement for student, staff, and faculty access to technology.

Table 18. *SBVC Campus Planning Goals, 2007-2013*

| Benchmark – a standard by which something can be measured | Baseline 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | Activities |
|--|----------------|----------------------------|-------|--|--|--|
| 6.1.1. By fall 2012, SBVC faculty will use classroom technological advancements in the learning environment. | * | 70% of classes have access | 90% | 95% of classes have access to classroom technology | <ul style="list-style-type: none"> • New faculty training • Regular faculty training • List of classroom technology needs prioritized for funding • Establish minimum technical aspect for each core competency in the classroom for use of technology | <ul style="list-style-type: none"> • New buildings coming online with state-of-the-art technology • All new classrooms should be smart • Training needs to continue, maintain consistency of tech in classrooms. The % of access, does it measure use of classroom tech? (Are we measuring what we are asking?) |

SBVC systematically evaluates programs and processes. All managers, classified staff, and faculty are aware of the evaluation cycles. Adhering to cycles of evaluation reinforces a sense of predictability and fairness. The Office of, Research, Planning and Institutional Effectiveness maintains a cycle of surveys and reports. The Curriculum Committee conducts content review for instructional programs every six years with the exception of CTE courses, which undergo content review every two years. Program efficacy is on a four-year cycle, which occurs with CTE programs also completing a two-year mini-efficacy. Program review needs assessment is conducted annually. The EMP is updated every five years. Programs update their EMP one-sheets annually. The Strategic Plan is updated every six years. The strategic initiatives in the plan are updated and evaluated annually. The annual report published by the Marketing Department summarizes campus events and accomplishments throughout the year (2.79).

Actionable Improvement Plan

None.

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

Descriptive Summary

SBVC uses the following evaluative mechanisms to gather evidence about the effectiveness of programs, evaluate programs, and implement changes for improvement. The resulting benefit or drawback is an indication of how successful the evaluation mechanism is.

- Pilot projects
- EMP
- Peer program evaluations
- Development of rubrics for evaluation
- Point-of-contact surveys within programs' focus groups
- Review of surveys by various collegial consultation committees
- Requests for research form
- Purchase of new software to support evidence gathering

Program review. One of the planning and evaluation processes at SBVC is its program review process. Program review has always formally or informally evaluated itself in a variety of ways including a debriefing of the process, which occurs at the last meeting of each semester; or by focus groups and surveys. The Program Review Committee continually adapts its review processes to reflect relevant issues, such as SLOs. As a result of committee assessment, in recent years the committee has focused on incorporating existing reports, eliminating repetition of work and developing an interactive culture with the academic/CTE programs undergoing program efficacy. Strategic Initiative 2.2.2 documents SBVC's increased satisfaction with program review processes, thereby validating the success of the committee self-evaluation process.

Development of rubrics. Program review evaluates and revises rubrics for needs assessment and program efficacy annually.

Point of contact surveys. Surveys at the point of service can be found in locations such as the library, cafeteria, counseling, or financial aid, which reflect student satisfaction. The surveys are reviewed by managers and staff in an effort to improve services to students. For example, the results of the Library Snapshot Day survey in 2010 indicated that many students thought there was too much noise throughout the library. In an effort to define quiet spaces, the library began allowing use of cell phones on the first floor of the library, but strictly enforced quiet zones on the second floor.

Focus groups. SBVC conducted numerous focus groups and campuswide meetings over the last two years. Many of them were small groups with three to 12 people attending. Others were large town-hall-style meetings with campus and community members present. These meetings were used to collect feedback about the mission, vision, and goals of the campus. For example, the strategic initiatives and benchmarks (2.41) were used to evaluate the 2007-

2013 Strategic Plan. The focus groups on strategic planning that met in 2013 engaged in discussions that evaluated both the 2007-2013 Strategic Plan and the strategic initiatives and benchmarks. Feedback from these discussions was used to develop the draft 2014-2019 Strategic Plan (2.76).

Research request form. SBVC uses a variety of mechanisms to gather evidence of the effectiveness of programs and services. The Office of Research, Planning and Institutional Effectiveness often accommodates requests from various departments across campus for its research needs. A form to request research is available online (2.78), while the prioritization of the research request is done by the dean and the researcher in the Office of Research, Planning and Institutional Effectiveness. The researcher may work with a committee or an individual to develop the survey.

Software. SNAP software was purchased to support assessment. SNAP improves the distribution of management evaluations. SNAP allows SBVC to store data on its own server and provides greater security. SNAP affords scanning capabilities so paper surveys can be more easily tallied.

Focus group or qualitative information is very helpful as a specific assessment vehicle. However, its use can be limited by the amount of time it takes to transcribe and analyze the information. As a result of this evaluation of focus group data, Nvivo, a text analysis program, was purchased because it allows a more objective analysis of qualitative and textual data.

New software is available not only for employees but for students as well. A performance-based response system for the classroom, eInstruction, was selected after reviewing offerings by many vendors. The Technology Committee sought information from the possible users (2.77). As a result of this feedback, the eInstruction devices (commonly referred to as “clickers”) were selected for the campus and are housed in CTS. The reason one provider was selected was to eliminate the necessity for students to purchase multiple clickers for a variety of courses. These clickers can be used in classrooms for quick responses to questions from the instructor.

The Committee Self-Evaluation survey (2.14) developed and distributed in spring 2014 is a good example of an evaluative mechanism that can be used to evaluate existing assessment procedures. Committees, such as Curriculum and Program Review, do an internal debriefing to assess their processes. The debriefing is based on qualitative data, usually in the form of verbal feedback. Individual committee members’ anonymous responses in the Committee Self-Evaluation survey to the section, “Please indicate how often the committee’s processes, interactions, and outcomes during the year reflected each of the following characteristics” and “Please provide an overall rating for the year on the following aspects of the committee’s work,” may reveal different results than a committee’s internal assessment of its processes, communication, and outcomes. The College Council will review the results of the Committee Self-Evaluation survey, when available, in order to evaluate the survey instrument.

A further example of an evaluation of assessment measures is currently in progress. The dean of research, planning and institutional effectiveness has been using course fill rates as a measure for access in the Strategic Plan. Upon presenting the Strategic Plan to campus groups, the dean received verbal feedback that the fill rate was not a good measure of access. The dean plans to conduct a validity check on all evaluative measures of the Strategic Plan. The validity check is scheduled to take place in spring 2015.

Self-Evaluation

The institution meets the standard. Campuswide surveys are conducted annually, alternating between campus climate surveys that focus more on issues of campus culture and self-study surveys that focus more on issues linked to Accreditation Standards. Survey results from the campus climate survey and self-study surveys covering a five-year period are available on the Research and Planning websites. Analysis of campus climate survey results have led to changes such as the development of the SBVC communication flowchart (Figure 26).

SBVC has supported data analysis by purchasing evaluative software, such as SNAP for surveys and employee evaluations, eLumen to support SLO assessment information, Nvivo to streamline the capture of qualitative trends, and eInstruction to help users obtain immediate responses within their classes. SBVC recognizes the importance of evaluating all tools and instruments in a systematic manner and communicating results campuswide. For instance, the initial deployment of eLumen was unsuccessful and campus feedback on the use of the software was primarily negative. Based on this feedback, the ASLO Committee undertook an evaluation of a number of SLO management software products and sought feedback from the campus. SBVC decided to continue using eLumen for SLO management and will implement the software in gradual stages (2.73).

The SLO evaluation cycle has yielded a variety of ideas and methodologies for departmental improvement and increasing student achievement on SLOs. Departments have

- identified the need to establish course prerequisites,
- identified the need to establish a common assessment instrument,
- rewritten SLOs,
- modified assessment instruments to improve assessment and analysis of SLOs, and
- implemented more hands-on activities (2.82).

The campus needs assessment process is an effective evaluation process that leads to improvement in programs and services. In spring 2014, the Budget Committee approved funding up to \$1 million of program review needs assessment requests for one-time funding. Funded items include funding for adjunct counselors, replacement of the sound system in LA 100 and the Greek Theatre, additional funding for library materials, microscopes, Diesel lab renovations and development of a mobile app for the campus. Programs should discuss and evaluate the impact of funded items in their next program efficacy.

Actionable Improvement Plan

1. SBVC will compile, analyze, and distribute the results of the Committee Self-Evaluation survey in fall 2014.
2. SBVC will prepare and conduct a validity check of the evaluative measures for the Strategic Plan.



Evidence—Institutional Effectiveness

- 2.1 Strategic Plans
- 2.2 Campus Technology Strategic Plan
- 2.3 Student Success and Support Program Plan
- 2.4 Program Review Website
- 2.5 Educational Master Plan
- 2.6 Curriculum Handbook
- 2.7 Outcomes Processes
- 2.8 AP2225
- 2.9 Campus Website
- 2.10 Research, Planning and Institutional Effectiveness Website
- 2.11 California Teachers Association Contract
- 2.12 Academic Senate Committee Restructuring (Minutes)
- 2.13 Classified Senate Delineation of Duties
- 2.14 Committee Self-Evaluation Survey
- 2.15 College Status Report on Student Learning Outcomes Implementation
- 2.16 Minutes—College Status Report
- 2.17 Advisory Committee Minutes
- 2.18 Basic Skills Report
- 2.19 Representative Samples—PPTs
- 2.20 Representative Samples Regarding Campus Dialogue
- 2.21 Draft SBVC Governance Handbook
- 2.22 Representative Samples—First-Year Faculty Training
- 2.23 Professional Development Webpage
- 2.24 Representative Samples—Professional Development Committee
- 2.25 Professional Development Webpage
- 2.26 Student Success Summit spring 2014
- 2.27 Basic Skills/Library Partnership
- 2.28 Representative Samples—Use of Mission Statement
- 2.29 SBVC Facilities Master Plan
- 2.30 District Imperatives
- 2.31 Representative Samples
- 2.32 Strategic Plan Brochure
- 2.33 Minutes—Development of 2014-2019 Strategic Plan
- 2.34 Logic Model for 2014-2019 Strategic Plan
- 2.35 Minutes and PPTs—Institution-Set Standards
- 2.36 Minutes—Online Program Committee, February 21, 2014; Academic Senate, April 30, 2014
- 2.37 Academic Senate Constitution
- 2.38 Academic Senate Bylaws
- 2.39 Academic Senate Resolution
- 2.40 Minutes—SBVC Planning Model 2012 Revisions
- 2.41 Strategic Initiatives and Benchmarks
- 2.42 ACCJC Annual Report
- 2.43 Academic Senate Minutes—Prerequisite Data
- 2.44 College Council Minutes—SBVC Planning Model 2014 Review

- 2.45 Schedule of Surveys and Presentations
- 2.46 Enrollment Management Plan
- 2.47 Learning Compass/ASSETS
- 2.48 Program Efficacy Documents
- 2.49 Program Recommendations
- 2.50 Program Discontinuance Policy
- 2.51 Representative Samples—PPTs/Academic Senate Minutes
- 2.52 Minutes from Senate/CC/PV
- 2.53 Program Viability Report
- 2.54 Opening Day PPT fall 2013
- 2.55 Special Funding Request Form
- 2.56 Division Progress on Goals
- 2.57 Science, Technology, Engineering and Mathematics
- 2.58 PASS GO
- 2.59 Advanced Technological Education Grant/Water Supply Technology
- 2.60 Middle College High School Grant
- 2.61 Grants Handbooks
- 2.62 Chavez Survey
- 2.63 Student Mental Health Grant
- 2.64 Representative Samples—Studies
- 2.65 Minutes—Report on Strategic Plan Progress
- 2.66 President’s Webpage College Planning Documents
- 2.67 Board Minutes—Accountability Reporting for the Community College/Scorecard
Data Reports
- 2.68 SLO/SLO Executive Summaries Link
- 2.69 College Council Minutes—Approval of Community Survey
- 2.70 Outcomes Processes Approvals (Minutes)
- 2.71 SLO Standardized Forms
- 2.72 SLO Reporting Dates
- 2.73 SLO Software Evaluation
- 2.74 Archive Data Spreadsheets
- 2.75 Dr. Marshall Workshops
- 2.76 Representative Samples—Research for 2014-2019 Strategic Plan
- 2.77 Representative Samples—Technology Committee Feedback
- 2.78 Online Research Requests
- 2.79 Representative Samples—Annual Reports
- 2.80 California Strategic Plan for Community Colleges
- 2.81 Representative Samples—Educational Master Plan One-Sheets
- 2.82 Representative Samples—SLO Evaluation