



## STANDARD IV

### Leadership and Governance

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

## Standard IV.A. Decision-Making Process

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

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### Summary

SBVC established the College Council as the united voice of campus constituencies in 2003 as a part of the recognition of collegial consultation stated in California Education Code Title 5. The SBCCD's BP2225 and AP2225 (also known as Collegial Consultation) describe the details of these functions. The composition of the Council includes leaders from the different standing committees; the college president; VPI, VPSS, VPAS; the director of research, planning, and institutional effectiveness; the Academic Senate president; the Classified Senate president; the ASG president/designee; and the CSEA president. The specific campus constituencies/collegial consultation committees represented by the College Council include the ASLO Committee, Curriculum Committee, Enrollment Management and Student Equity Committee, FSC, SSSP Committee (formerly Matriculation), Program Review Committee, Professional Development Committee, and the Technology Committee (10.1).

The main functions of the College Council include participation in the development and approval of SBVC's Strategic Plan, which provides a common communication venue for all college entities and a centralized location for issues or project allocation. The meeting details, such as agenda, dates, and times of the College Council, can be found on SBVC's website under "Campus Committees" (10.2), providing transparent access for all. SBVC continuously collects quantitative and qualitative data including gathering committee feedback and using campuswide surveys. This allows all constituents of the campus community an opportunity to contribute to the development and evaluation of campus resources. The primary function of the data collected is to establish a system for continual improvement of service delivery, facilities management, and customer service that aligns with the campus mission and values. The Academic Senate organizes a two-year cycle for its faculty to serve on a standing committee. Information about committees is provided to all new faculty during new employee orientation through Professional and Organizational Development Program activities. Classified staff can request committee service through the CSEA president and Classified Senate president, the designated committee chair, or through their supervisors, according to the Classified Senate Delineation of Duties statement (10.3). There is a select group of classified employees whose job responsibilities include committee assignments pertaining to their job duties, and they do not serve on additional committees. Managers may request service on particular committees, but in some cases their job duties specify the committees upon which they will serve, in accordance with AP2225. Committee lists are available on the campus website under "Campus Committees" (10.4).

Decision making is intended to be a collective process where ideas and information are funneled from different campus committees to the College Council, the chancellor, and the board for discussion and final approval. Managers frequently attend Academic Senate meetings to listen to ideas and concerns voiced by faculty. AB1725 (10.5) requires the BOG

to develop policies and procedures concerning the Academic Senate, and standards regarding the role of students in governance. These policies and procedures are found in BP2225 (10.6) and AP2225 (10.1)

As of 2012, the membership of the SBCCD Board of Trustees changed. SBCCD welcomed four newly elected and appointed members, and SBVC continues to seek collegial consultation opportunities with the Board of Trustees (10.7).

The mission statement of the college is, “San Bernardino Valley College provides quality education and services that support a diverse community of learners.” This statement was formally adopted in 2007. SBVC’s tenets describe its philosophy and values including, but not limited to, the promotion of self-expression, creativity, critical thinking, and communication skills; commitment to lifelong learning practices; data-driven decision-making processes with the best interests of the students and community in mind; college organization that must openly engage in sharing ideas and suggestions to develop innovative ways to improve its programs and services; provide relevant and challenging curriculum to its students; and hold itself and its students to the highest ethical and intellectual standards. The mission statement, the vision statement, and SBVC’s educational philosophy statements are published in the College Catalog and on the website under “Mission and Values” (10.8).

The EMP, developed by a team of faculty, classified staff, managers and a student representative, was designed to “incorporate emerging educational trends and the evolving needs of the students and communities we serve” (10.11)

Each year, faculty and staff are updated with demographic and student success data, which become part of the College’s five-year EMP (10.12). The nature of an EMP is to provide an outline or direction for SBVC, but it is not designed to be a rigid script with little deviation. Rather, the reviews and updates each year will incorporate input from faculty and staff based on economic realities, preparedness of students, and assessment of academic progress (10.11).

SBVC Strategic Plan 2008-2013 and the draft SBVC Strategic Plan 2014-2019 (10.13) strategic initiatives (10.14) contain target goals, specific activities to measure and achieve goals, and assigned responsibility areas.

The EMP (10.11) and the Strategic Plans (10.13) are available on the president’s website under “Campus Planning Documents” and on the Office of Research, Planning and Institutional Effectiveness website. These plans were developed collegially. The EMP is updated annually to incorporate input from faculty and staff based on economic realities, preparedness of students, and assessment of progress on planning goals. Progress on the Strategic Plan was regularly reviewed to evaluate progress on the strategic initiatives (10.14). During the development process, drafts of the plans were sent to all campus constituents. The EMP and the Strategic Plan are reviewed in the College Council and other collegial consultation groups. Progress reports on planning goals are compiled every year, posted on the websites, and distributed throughout the campus.

Scorecard performance data can be accessed from the SBVC website. Scorecard reports, and Scorecard predecessor (the ARCC report), are developed collegially between Academic Senate and the Office of Research, Planning and Institutional Effectiveness. Student success data are contained in the EMP and used during program review processes. College-specific data are readily available on the Office of Research, Planning and Institutional Effectiveness website (10.15).

For regular programmatic assessment on campus, the Program Review Committee, under the authority of the Academic Senate, examines and evaluates the resource needs and effectiveness of all instructional and service areas on a four-year cycle (10.16). The program review process is conducted by authorization of the SBVC Academic Senate, and according to the guidelines from the SBCCD administrative procedures (10.1). Through the needs assessment process, programs can demonstrate their basis for planning, request funding or further financial assistance, consolidate resources, and allow the institution to reexamine programmatic needs based on data collected. The Program Review Committee membership comprises the VPI, VPSS, VPAS, or their designees, six managers, 17 faculty members, eight classified staff members, and two students.

Program efficacy self-studies are available on the “Program Review” webpage of the SBVC website (10.16).

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

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### **Descriptive Summary**

SBVC has a long history of empowering faculty and staff to be actively involved in making recommendations to senior administration and participating in shared decision making. Regardless of the changes in leadership, open lines of communication have been maintained between the leadership of Academic and Classified Senates and the president’s office.

The SBVC communication flowchart (10.24) is a visual representation of a campus that fosters an environment of collegial dialogue initiated by any constituency, which leads to evaluation and improvement of campus practices, programs, and services.

Innovative ideas are brought forward through the collegial processes to the vice presidents and president who support development of these projects when they are aligned with the campus mission and plans, supported by research and resources. The senior management team helps to troubleshoot, problem solve, and assist faculty and staff in implementing creative and innovative strategies.

The College Council serves as an integral part of collegial consultation; bimonthly meetings are held. The College Council is responsible for directing the flow of information from the committees to the offices of the president or vice presidents to ensure that information is disseminated throughout the campus. The members of the College Council are charged with the responsibility of recommending and providing feedback concerning the president's decisions on SBVC activities. Membership consists of the chairs of various committees, presidents of Senates, CSEA, CTA, and President's Cabinet constituencies. The main charge of the College Council is to plan, manage issues, and provide communications (10.2). In terms of planning, the EMP (10.11) is integrated with the Strategic Plans (10.13), and is based on information funneled from the annual program review needs assessment prioritization (10.17), the Technology Strategic Plan (10.18), the Five-Year Construction and Facilities Plan (10.19), the Enrollment Management Plan (10.20), Basic Skills (10.21), and the Professional Development Plan (10.22). When issues arise within various functions of SBVC, these issues are taken to the College Council and referred to the appropriate SBVC committee for consideration, review, and possible solutions brought back as recommendations or resolutions for the president. For example, every five years during the strategic planning cycle, Classified Senate and Academic Senate are asked to discuss and review the College's mission and values statements (10.23).

The Academic Senate routinely examines new or revised board policies pertaining to any academic and professional matters. It is customary for the legislative policy subcommittee of the Academic Senate to study the impact of these policies and compare them to other community colleges. If warranted, revisions and concerns are discussed by the entire body of the Academic Senate and recommendations thereby forwarded to the board. At the beginning of the 2013 academic year, SBVC's Academic Senate brought forth discussions among faculty members, College Council members, and District Assembly members about changes that need to be made on the details about some of the collegial consultation committees. These changes will be made in the BP/AP2225 as a result. For example, the charge and the compositions of members for the SBVC Budget committee were discussed (10.88).

Regular board policy reviews are also performed by the Classified Senate; the information on new or revised policy is disseminated to all of the classified staff, and discussions are held at the regular monthly meetings. If warranted, questions or concerns are brought to the appropriate governing body. For example, the SBCCD's proposal to increase campus parking fees was discussed; questions and concerns were then brought forth to District Assembly meeting (10.89).

During 2009-2010, committees were consolidated and their charges changed accordingly. AP2225 was opened in fall 2013 by the College Council and Academic Senate to establish Budget as a collegial consultation committee and update committee charges. The committee's responsibilities are outlined by the College Council through the collegial consultation process. Each standing committee meets as needed, varying its meeting frequencies from once or twice a week to once every month. Depending on the charge of the committee, for example, the Scholarship Committee may not need to meet during fall

semesters, but will convene during the spring semesters regularly. Information on the SBVC's standing committees can be found on the "Campus Committee" website (10.4).

Administration works collaboratively and closely with the Academic Senate and campuswide committees to reach agreement on decisions regarding academic policies and procedures. The 2013 Campus Climate Survey results show that 59 percent of faculty respondents agreed that they have been given the opportunity to participate in the planning process for their division based on responses from Question 1a, and 59 percent were satisfied with the role that the Academic Senate plays in the governance of SBVC based on responses from Question 1e (10.15). Seventy-six percent of managers responding to the 2013 Campus Climate Survey agreed that the faculty/staff exercise a substantial voice in matters related to planning and developing educational programs (10.15).

Regular board policy reviews are also performed by the Classified Senate; the information on new or revised policy is disseminated to all of the classified staff, and discussions are held at the regular monthly meetings. If warranted, questions or concerns are brought to the appropriate governing body. For example, the SBCCD's proposal to increase campus parking fees was discussed; questions and concerns were then brought forth to District Assembly meeting (10.89).

Examples of collegial dialogue that provide pathways for individuals or groups to move ideas forward include a number of regularly scheduled meetings where information and ideas are exchanged. These meetings include the President's Cabinet, college president meeting with the managerial staff of the college; the Vice President's Cabinet, division and department meetings, vice presidents' administrative assistants or vice presidents' office staff meetings, and the College Council meetings. The agenda items and other documentation are stored in the president's office's nonpublic share-drive. During the President's Cabinet meetings, campus operations and logistics are discussed on a weekly basis. On a bimonthly basis during the individual vice presidents' meetings, upcoming deadlines, previous and current issues, upcoming events, projects, and topics of interest are reviewed and discussed. Also held on a bimonthly basis are the managers' meetings, where SBVC managers, such as directors, deans, or vice presidents, would review and discuss items submitted to the College Council, receive trainings on human resources, safety, or energy conservation, or discuss general or specific topics. During the bimonthly direct report meetings, each direct report manager meets with the president to discuss relevant issues and provide updates for their area to the president as appropriate. For the monthly vice presidents' administrative assistants or vice presidents' office staff meetings, collaborations on various special projects can surface, such as website updates on the SBVC organizational chart and the standing committee list every fall and spring term, concerns or issues such as professional development training requests may be addressed, and procedures regarding miscellaneous issues, such as human resources, payroll, purchasing, printing, maintenance and safety, can be established. Attendance at these meetings includes administrative assistants or office staff from the offices of the vice presidents. Training sessions on payroll, contracts, or software used such as Financial 2000, can be included for part of these meetings (10.25).

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

In the instructional area, a weekly scheduled Deans' Cabinet meeting is held with the VPI to revise, review, and discuss planning upcoming events or deadlines, and current or past issues that apply to all instructional divisions. Each dean meets with the VPI on a monthly basis to discuss any issues pertaining to their job responsibilities, and topics of interest usually are reviewed and discussed with the expectation that the deans will follow up with the various issues. The VPI also meets with all faculty chairs on a monthly basis, where a variety of current campus information is distributed and disseminated. This information can include campus safety, SLOs, administrative or records updates, program review assessments, efficacy overviews, program discontinuance policy or process, or recent legislative updates. The VPI is the administrative co-chair of the Curriculum Committee, which meets on a weekly basis to review new or modified courses, certificates, and/or degrees that have been proposed by discipline faculty members through established processes. All relevant information is distributed through e-mail to division deans, faculty chairs, faculty members, administrative secretaries, and all interested parties; while records of minutes, Curriculum Committee calendar, resources, Curriculum board-related materials are stored in the Instruction Office as well as the SBVC Instruction Office Website (10.26). All information regarding COR, degrees, and certificates are stored and maintained at the SBVC CurricUNET website (10.27).

In the Student Services area, the Deans' Cabinet meetings are held on a monthly basis among division deans and the VPSS, where reviews and discussions on upcoming events or event deadlines, current or past issues are done. The VPSS meets with division deans individually on a monthly or biweekly basis to discuss and share important information regarding student services areas. All relevant items pertaining to these meetings, such as agendas and meeting minutes, are stored within the Student Services nonpublic share drive (10.28).

A joint Deans' Cabinet meeting is held on a monthly basis; members include instructional and student service divisions deans, the VPI and the VPSS to review and discuss relevant issues.

To provide a framework for student learning in SBVC, standing committees, such as the Curriculum Committee, meet weekly to confirm that the courses and programs offered at SBVC are consistent with the mission of the community colleges as established by the legislature in California Education Code Section 66010.4. Curriculum is an academic matter and, therefore, the Curriculum Committee is authorized by the Academic Senate to make recommendations about the curriculum of SBVC, including approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, review of degree and certificate requirements, approval of prerequisites and corequisites, and assessment of curriculum as needed (10.29). Innovative pedagogies are brought forward through the curriculum. For instance, Math 962 is a new course that combines Math 942 and Math 952 pre-algebra and Read 951 combines Reading I and II. These courses are designed to improve student success and reduce the number of semesters it takes for a student to advance to college-level classes. SBVC faculty have gone above and beyond the requirements for Transfer Model Curricula (TMC) degrees. Faculty have created TMCs for anthropology, communication studies, English, political science, psychology, and sociology that have been approved by the Curriculum Committee and are approved by the state (10.90).

In accordance with Title 5, Section 55003, prerequisites and corequisites are reviewed and/or established through SBVC's process of content review at least once every six years, except for CTE courses or programs, which must be reviewed every two years. The Curriculum Committee membership comprises the VPI and one other manager, a curriculum faculty chair appointed by the Academic Senate, the articulation officer, faculty members from each division as recommended by the Academic Senate, and two Instruction Office staff members appointed by the VPI (in collaboration with CSEA) to serve as resources to the committee. The Curriculum Committee works diligently together with discipline faculty, making it a collaborative effort to ensure that the courses and programs offered at SBVC support its campus mission, "providing quality education and services that support a diverse community of learners."

In general, feedback opportunities are provided and feedback comments are solicited before any institutional changes are acted upon per requirements of AB1725. Board policies and administrative procedures have been continuously undergoing rigorous reviews and revisions over the years to reach general consensus and to assign the appropriate responsibilities to the appropriate groups (10.6).

Professional development of SBVC offers faculty, staff, and administrators the opportunity to participate in improving student learning practices, programs, and services by attending trainings and workshops held at SBVC. The Professional Development Committee coordinator facilitates ongoing training that stems from a combination of requests and dialogue from administration, faculty, and staff; the coordinator is a member of College Council. Current educational trends and student needs in the community also contribute to bringing the most relevant topics to the entire campus community. The 2013 Campus Climate Survey indicates that 81 percent of faculty have attended seminars, workshops, or conferences for professional development in the past two years (10.15).



## Self-Evaluation

The institution meets the standard. The structure exists for constituents to engage in dialogue that results in institutional improvements. For example, the ASG representative to College Council brought forward a resolution from the students to improve the enforcement of smoking policy and reduce the number of designated smoking areas on campus. College Council worked with ASG and the FSC to revise the smoking policy and accompanying (BP/AP3570) and determine the best campus locations for designated smoking areas. Through this revision, a more appropriate location for designated smoking areas around campus were identified. The recommendation of College Council was taken to District Assembly and subsequently approved by District Assembly and the Board of Trustees (10.92).

Student performance measures, demographics, graduation data, and survey data are updated regularly and made available online via the Office of Research, Planning and Institutional Effectiveness website (10.31). Collegial consultation, committee structure, and policymaking bodies coexist in a collegial environment at SBVC; all stakeholders of the campus, including students, faculty, staff, and administrators, continue to work collectively and collaboratively on different campus issues. The College Council is an avenue by which collaborative decisions are made and put into action. For example, the dean of Research, Planning and Institutional Effectiveness proposed the possible need to combine the data sections of enrollment management and student equity plans to reduce data duplication. During this meeting, consensus was reached to analyze the data collected further, and any outstanding overlaps will be noted and addressed at independent meetings with the Enrollment Management and Student Equity Committee for further discussions (10.32).

The dean of research, planning and institutional effectiveness reviewed a model of the process of converting collected data from stakeholders (students, staff, faculty, and community members) into goals, objectives, and initiatives for the strategic planning document via the SWOT survey and focus groups (10.14). This plan will be written in a manner that will be incorporated into and coordinate with other campus planning documents; it will serve as the master plan for achieving the mission of SBVC. The document will also be a basis to identify weaknesses, address them, and continue to build on strengths. The College Council arrived at consensus that the data would be used to develop decisions about goals, objectives, and timetables, and converted into a coherent Strategic Plan (10.33).

The dean of research, planning and institutional effectiveness held a workshop during Flex Day in April of 2013 to update the Flex Day participants on the data collected from all constituencies regarding the character and image, strategic direction, and mission and values of the campus. He collected data from this group regarding their interpretation of the finding, and used the input to assist in the creation of a new Strategic Plan (10.34). The draft Strategic Plan 2014-2019 was created during fall 2013. The plan was reviewed and edited spring 2014 by all constituencies. The Strategic Plan is slated to be approved in early fall 2014.

Campus climate surveys are used to measure employees' perceptions of campus communication and their role in campus decision-making processes. Campus climate surveys are sent to students and faculty in spring and managers and classified staff in summer. The results are compiled and reported to the campus in fall. Thus, the 2011 Campus Climate Survey results represent how students, staff, faculty, and managers responded at the end of the 2010-2011 academic year (see Table 28).

Table 28. *Campus Climate Surveys* (10.15)

Percentage of employees who agreed with the following statements	2011	2012	2013
Regular information about major campus issues or events is communicated	92% Classified		80% Classified
Suggestions regarding improvement on institutional effectiveness were valued	32% Classified		26% Classified
Made a contribution to college policy making	21% Classified		35% Classified
Aware of their role in SBVC's planning process	61% Classified		53% Classified
District and the college established and utilized effective methods of communication	62% Classified		49% Classified
Receiving information from the district in a timely manner	71% Faculty		64% Faculty
Senior administrators encourage good communication among the administration, staff, faculty, and student populations	46% Faculty		53% Faculty
Senior administrators at the college provide effective leadership to define goals, develop plans, and establish priorities for the institution	38% Faculty		30% Faculty
Employees are encouraged to share knowledge and work collaboratively	67% Managers		
SBVC provides a positive climate for informal open discussion of issues <i>and</i> free to express divergent/differing views on topics of discussion	60% Managers		
College leaders encourage all members of the college communities to take initiative in improving institutional effectiveness		50% Managers	63% Managers
Faculty/staff exercise a substantial voice in matters related to the development of institutional policies		50% Managers	50% Managers
Agree that staff involvement on committees assures that they have a voice in college policymaking		57% Managers	63% Managers
Representatives from all employee groups are involved in the planning process	48% Classified		

The difference in campus climate survey results between 2011 and 2013 concerning the development of institutional policies and policymaking processes and effectiveness of communications and leadership may be related to the overall reduction in the number of

campus employees, the reduced number of campus administrators and the frequent turnover of managers since 2008 (see Table 29).

Table 29. *SBVC Employee Levels*

Reporting year	2008	2011	2013
Educational administrators	27	18	15
Tenured/tenure track faculty	170	151	150
Academic temporary	371	310	344
Classified administrators	6	19	12
Classified professional	7	16	16
Classified support	215	184	171
<b>Total</b>	<b>796</b>	<b>698</b>	<b>708</b>

Source. CCCCCO MIS Database.

These turnovers include positions such as college president, VPI, VPSS, and VPAS. In 2012-2013, five permanent managers were released from their contracts, and most of those positions were eliminated. New managerial positions were created at a lower responsibility level to oversee those areas. Those positions were remained vacant for the majority of 2013-2014. The campus is continuously working on filling the vacant management positions. Currently SBVC has had a permanent, a VPI and VPAS since fall 2013, and a VPSS since spring 2014.

SBCCD has experienced turnover in a number of positions including the chancellor, vice chancellor of human resources, vice chancellor of fiscal services, and director of human resources. A permanent chancellor has been in place since 2011; other positions are filled by interim appointees and consultants.

SBVC will continue to use self-study surveys, referred to as the campus climate surveys, to obtain longitudinal data. Campus climate data are compiled by the Office of Research, Planning and Institutional Development as disseminated across campus and to specific groups. The data gathered support campus planning and decision-making processes and SBVC mission, vision, and values statements. The College Council makes decisions by gathering recommendations from appropriate constituents on campus, followed by discussions regarding appropriate actions to be taken. SBVC will continue to operate in a collegial environment with the District office, and the administration, faculty, staff and student population in SBVC (10.35, 10.36).

### **Actionable Improvement Plan**

1. College Council will develop plans to improve trends in campus climate and Committee Self-Evaluation surveys.

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

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

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## **Descriptive Summary**

In accordance with District BP2225 (10.6), AP2225 (10.1), Assembly Bill (AB) 1725 (10.5), CCR Title 5; CTA (10.39), and CSEA (10.40) collective bargaining agreements, governance roles are designed to facilitate decisions that support student learning, existing programs and services, and continue to improve institutional effectiveness. While acknowledging the designated responsibilities of the governing board and the chief administrator under the SBCCD's board policy on Collegial Governance, SBVC also included its campus collegial governance philosophy within this document. In that section, SBVC identifies the importance of working collectively and collaboratively. Institutional policies are generally reviewed at both the district level, through District Assembly, and at various meetings such as the College Council and the Academic Senate. Generally, those entities impacted by a policy change provide input on the policy (10.41).

SBVC is organized into three areas: Office of Instruction, Office of Student Services, and Office of Administrative Services. These areas work closely with the District Office and Academic and Classified Senates to ensure that effective discussions, efficient planning, and proper implementation occur (10.42).

Compositions of SBVC's various offices include the following:

1. The Office of the President includes the president and two administrative assistants, Levels II & III. Three vice presidents (VPI, VPSS, and VPAS) report directly to the president, along with the dean of research, planning and institutional effectiveness, and the director of marketing and public relations; Community Relations, Resource Development/Foundation; Technology Services; and the Police Academy department, while the director of grant development and management reports directly to the dean of research, planning and institutional effectiveness.
2. The Office of Instruction includes the VPI, one administrative curriculum coordinator, one schedule/catalog data specialist, one Secretary II and one Secretary I. There are five academic deans covering the areas of arts and humanities; applied technology, transportation, and culinary arts; mathematics, business, and computer technology; science; and social sciences, human development, and physical education.

3. The Office of Student Services includes the VPSS; with directors in the areas of Admissions and Records, Financial Aid, Library and Learning Support Services, DSP&S, an interim director of EOP&S/CARE, director of student life, and dean of counseling and matriculation.
4. The Office of Administrative Services Includes the VPAS, an administrative coordinator, and an Administrative Assistant I. The director of the bookstore, M&O coordinator, switchboard operators, mail clerk, CBO account clerks, and the cafeteria and snack bar manager all report directly to the vice president.
5. Technology Services includes a director, four technology support specialists, a computer technician, and two multimedia specialists.
6. TESS includes a widely distributed group of personnel from the District Office as well as staff, administrators, and faculty from both colleges.

SBVC collegial consultation committee memberships are largely composed of students, faculty, administrators, and classified staff.

**Faculty.** Faculty are assigned or selected to attend standing committees through coordination with the Academic Senate and the faculty members' respective divisions. Committee attendance empowers faculty to be actively involved in campus business and participate in its decision-making processes. Faculty participation in committees is contractually required. Faculty are provided with ample opportunities to participate in professional development opportunities on- and off-campus. Faculty senate members are active and responsive, regularly attending and participating in Academic Senate meetings, College Council, flex day activities, District board meetings, and so forth. All faculty members are encouraged to attend state-level trainings, informational meetings held by the Academic Senate, or other faculty-based meetings. Academic Senate meetings are held as open meetings for all interested stakeholders; senators are responsible for relaying information back to their divisions. Issues related to academic and professional matters (in accordance with the Academic Senate for California Community Colleges [ASCCC]) are brought to the Academic Senate's executive team for initial discussion; appropriate items are placed on the Academic Senate's meeting agenda and are presented during the regularly scheduled meeting. As stated in the SBVC Academic Senate Bylaws (10.43), the meetings are open to the campus community; general comments are welcome, but the ultimate recommendations are based on the voting results of faculty senators.

**Staff.** The Classified Senate president and the CSEA representative attend relevant governance meetings and relay information back to the Senate or CSEA for staff input and direction. If questions or concerns should surface from classified staff members, the comments are brought back to the appropriate body through these leaders. Another means to distribute information to employees is through the Classified Senate website (10.44). Managers are encouraged to support the classified staff in their interest to serve on committees. In addition, CSEA and the Classified Senate president nominate classified staff members for districtwide committees and report back.

**Students.** The Office of Student Life (10.45) supports the work of the AS (10.46), the ICC, and individual clubs by facilitating workshops related to leadership development, activities planning, the purchasing process, supervising budgets, and approving the use of facilities and the posting of announcements. The office also produces and/or supports various campus events including Week of Welcome (WOW), Handle Your Business day and commencement (New unnumbered evidence: Representative sample of events). The Office of Student Life is also responsible for the production of student identification cards and the distribution of AS discount stickers. In addition, Student Life manages the vendor permit process, through which off-campus organizations are permitted to use SBVC facilities.



The Office of Student Life assumes a leadership role in creating a campus environment that integrates life experiences and the academic curriculum. Programs and services are provided to enhance students' abilities to learn and develop the life skills necessary to become productive and caring members of the global society. Student participation in the design and implementation of campuswide programs provides opportunities to develop and improve leadership, interpersonal skills, and personal growth. The office provides structured activities, programs, services, resources, and facilities to accomplish this mission. To best represent the students in collegial consultation committees, students can be selected by the ASG president and the ASG advisor to serve on the various campus and District collegial consultation committees (10.47). The Student Senate constitution is available online at SBVC Associated Student Government Constitution (10.93).

The Preamble to the Student Constitution states,

We, the students of San Bernardino Valley College, in order to establish an effective student government to represent students' interests, practice the democratic process, promote personal and civic growth, and to recognize the inherent rights and responsibilities of self-government, do hereby establish this Constitution of the Associated Students of San Bernardino Valley College as provided for by the State Legislature through the California Education Code and Title 5 of California's State Code, and as delegated by the Board of Trustees of the San Bernardino Community College District (Effective June 1st, 2008). (10.48)

During fall 2009, SBVC's Academic Senate began discussions about the campus committee structures and the possibility of consolidating and dissolving some of the committees. The reason for this review was to streamline the number of campus collegial consultation committees, alleviate the lack of personnel to serve on the plethora of committees, and to minimize the number of faculty committee assignments in order to increase efficiency of the committees. During this review, the Academic Senate determined that the SBVC Budget Committee duplicated some of the efforts of program review and was redundant.

After several years of operating without a local budget committee, SBVC experienced some difficulties with the SBCCD's budgetary decisions for SBVC that were made without campus input. In January 2013, the then-SBVC interim president proposed the reestablishment of a local Budget Committee to serve as an advisory group to the College Council. The proposal was implemented; the Budget Committee is currently composed of eight representatives from different constituent groups on campus, including three faculty, two administrators, two classified staff, and one student. The committee is responsible for reviewing the campus budget allotment to properly maintain the College's fiscal well-being, develop campus budgetary spending according to limitations and financial constraints, provide additional insights on the campus budget, and forward the necessary budgetary recommendations to the College Council (10.49).

The development of the Strategic Plan involves the collection of input from all campus constituencies through focus groups, workshops, campus climate, and SWOT surveys. Data are gathered and analyzed by the dean of research, planning and institutional effectiveness and used to create reports that are presented to the College Council for discussions; decisions are made based on the information provided in College Council meetings. Recommendations from College Council are presented to the president (10.50).

All programs and services on campus, including student services or administrative services, undergo the campus program review process through a four-year cycle. CTE programs have an additional minireview every two years. Needs assessment of programs and services is done on a yearly basis for faculty, staff, equipment, budget augmentation, technology, and facilities. Requests for faculty, staff equipment, and budget are evaluated and prioritized by the Program Review Committee. Technology and facilities requests are forwarded to the appropriate committee for evaluation and prioritization. Reports of the past program review needs assessment and efficacy are available online (10.16). Needs assessment results are

advisory to the president, once the prioritized list is generated by the Program Review Committee, it is provided to the president. The president, vice-presidents, College Council, and Budget Committee all work together to identify available funding. The College Council makes a final recommendation to the president regarding the number of prioritized items that can be funded.

### **Self-Evaluation**

The institution meets the standard. The collegial consultation document (10.1, 10.6) began undergoing revision in 2013-2014 to update and modify the documents to reflect SBVC's and SBCCD's current practices. In order to establish the baseline for communications, the administration is working closely with the Academic Senate, Classified Senate, and various campus committees. SBVC faculty, classified staff, and administrators are now fully invested in the culture of collegial consultation; ideas or suggestions are shared among defined and appropriate constituents before recommendations are forwarded. Feedback on collegial consultation is regularly solicited through campus climate surveys; see various Campus Climate Survey results (10.15).

SBVC continues to offer professional development activities for faculty, staff, and administrators. Activities for 2013-2014 include presentations on strategic planning, grants and strategic visioning; assessment techniques for SLOs; program mapping; focus on student success; student success counseling; service learning, and so forth. Workshops offered include training sessions on how to deal with irate people, customer service, Sitecore (website) maintenance, and so forth. Professional development geared specifically to faculty includes new faculty orientation and the Great Teachers Retreat. The goals of each of the trainings or workshops enumerated above are to promote quality instruction and services and to better prepare, promote, and encourage faculty, staff, and administrators to invest in the culture of collegial consultation (10.52).

The SBVC president and various administrators regularly attend Academic Senate and Classified Senate meetings to further demonstrate the value of collegial consultation on the SBVC campus. This type of attendance creates and allows for the maintenance of open communications between the president's office, faculty, and classified staff. Although some communication concerns remain regarding policy changes or processes, there are also positive initiatives taking place on campus and at the District level. One successful process change occurred in Purchasing; in early December of 2011, SBCCD conducted a business process analysis of fiscal services and human resources. The group conducting the analysis included representatives from each area of SBCCD including CHC, SBVC, and Central Services. A workshop was held over a two-day period, and involved a systematic step-by-step analysis of the entire purchasing process from start to finish. Problems and bottlenecks within the process were analyzed and the committee was able to provide input and suggestions for improvement (10.53). SBVC and SBCCD evaluate purchasing processes using the campus climate survey, district satisfaction survey, and District program review processes. The CBT report on the budget allocation model also provided evaluative information on district financial software (10.94). The DBC responses to the CBT Budget recommendations included pursuing new accounting software (10.95).



Although the decision-making process can be cumbersome and lengthy, participation is still encouraged and constituents are generally represented. While individual committees focus on addressing pertinent and applicable issues, the attempt to address innovation or changes proactively is sluggish. Over the past two years, the College has had four presidents, three serving as interims. During fall 2012 and spring 2013, there were two unsuccessful presidential searches, but the chosen candidates withdrew from consideration. Campus confidence in administration is low (10.96) and campus morale is low (10.97). In spite of these circumstances, campus members continue to persevere in fulfilling the mission of the college by collectively engaging in collegial consultation and decision-making processes.

Previous concerns regarding the inability of faculty stakeholders to participate in decisions regarding policy changes have been addressed by the collegial consultation structure of the college, where faculty are included in discussions and/or the decision-making process on all professional and academic matters in accordance with to AP2045, which was adopted in 2011 (10.98). AP2045 is currently being reviewed in District Assembly, College Council, and Classified and Academic Senates. Information on meeting agenda and minutes of various committees is regularly made available online, which allows an evidence-based and transparent environment for decision making. While the Academic Senate president's presence at the College Council allows a collective faculty voice to be heard during these decision-making processes, faculty representatives are also proportionately distributed among all collegial consultation committees throughout the campus to best represent faculty as a whole.

Because classified staff continue to have difficulties in satisfactorily fulfilling equal governance roles in campuswide committees, the Classified Senate, established in 2004 (10.55) to increase collegial consultation among classified staff, has steadily encouraged staff participation in SBVC committees and focus groups. Today, regular attendance of staff at college committee meetings can be seen, and representations of staff can be found among most collegial consultation committees; however, only 53 percent of classified staff survey respondents are aware of the staff's role in planning at the college (10.15), and Classified Senate meeting attendance only averaged ten persons in 2013 (10.99). Additionally, some members of the classified staff, such as in the areas of the Child Development Center, cafeteria, and the police department, encounter difficulty in attending the meetings and are underrepresented because of this.

While constituents from both colleges are represented in District Assembly, other news and information concerning the SBCCD are made available for viewing through the SBCCD website. District Assembly, Board of Trustees, District Marketing and Outreach, District Strategic Planning, Economic and Workforce Development Coordinating, Resource Allocation, TESS, Parking Fee ad hoc committee, Sustainability Plan, and DBC meetings information can be found at the San Bernardino Community College District website (10.100).

Additional information, such as the *Chancellor's Chat* and *What Happened at the Board Meeting*, are distributed to all employees through e-mail (10.56). Some exceptions occur; where certain groups of classified staff will not automatically have e-mail access based on

their job description, these individuals can request e-mail access or rely on the direct dissemination of information from their supervisors.

SBVC will continue to provide professional development activities in the future; for example, in 2014 these activities will include workshops on Turnitin (10.101). The Academic Senate continues to discuss better ways to communicate between SBCCD and SBVC regarding planning and budget development. Representatives from SBVC will continue to be involved in budget, planning, and other decision-making process with the DBC, the District Strategic Planning Committee, and the like.

### **Actionable Improvement Plan**

None.

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

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### **Descriptive Summary**

Board policies and administrative procedures delineate to the faculty in Chapter 4 (10.57): “Academic Affairs the responsibility and authority over curricular and other education matters including, but not limited to: Program and Curriculum Development, Articulation, Graduation Requirements, Distance Education, Probation, Dismissal and Remittance, and Prerequisites and Corequisites.” BP/AP2225 (10.1, 10.6) further define the roles and membership of campus committees responsible for creating and maintaining processes and plans to support curricular and other educational matters. Plans and processes under the purview of the Academic Senate include, but are not limited to, Curriculum Plan (10.29), program review process (10.16), SLOs (10.58), and SSSP Plan (10.59).

The SBVC Academic Senate is responsible for advising and assisting the administration and the Board of Trustees in developing policies that reflect on areas under the academic and professional matters of the College. The Academic Senate includes faculty representatives from each division of SBVC according to its bylaws (10.43). They lead discussions concerning instructional policy and are responsible for changes in instructional and student services programs. Meetings are held the first, third, and/or fifth Wednesday(s) of every month along with Executive Senate Committee meetings on alternate Wednesdays. Besides the Executive Committee’s guidance, there are eight standing committees within the Senate responsible for specific areas under the purview of the Academic Senate.

These standing committees include the educational policy, student services, personnel policy, career and technical (vocational) education, financial policy, equity/diversity, legislative policy, and elections. The faculty co-chairs of curriculum, ASLOs, and program review make reports to the Academic Senate and have a standing place on the agenda, as does professional development. Academic Senate meetings are open meetings where

administrators, staff, and student government representatives can freely attend. More importantly, the attendance of a diverse group of constituents suggests that faculty, administrators, classified staff, and students continue to support SBVC's governance culture and are persistent in staying informed about policy changes in Instruction and Student Services.

Collegial committee composition revisions or changes will also be made through the Academic Senate. For instance prior to 2011, Basic Skills was an ad-hoc committee of the Academic Senate; during the Academic Senate revisions of the campus committee structure in 2011, Basic Skills was established as a permanent campus committee independent of the Academic Senate (10.60). Following the Basic Skills Initiative through the ASCCC, a broader group of faculty, classified staff, and managers participate within this committee (10.21).

The Program Review Committee (10.16), under the purview of the Academic Senate, reviews most instructional, administrative, and student services program efficacy in a four-year cycle; CTE programs are reviewed on a two-year cycle. The program efficacy report should address how the specific program's course offerings or SLOs align with the campus mission and Strategic Plan. The Program Review Committee reviews and grants its recommendations for the program according to the committee's criteria, based on whether the program is deficient (probation), conditional (efficient, but will require update on improvement or progress), or continuation (sufficiently meets program efficacy criteria). The annual efficacy reports can also be found on the Program Review Committee website sorted by disciplines/programs.

Under the college's Program Discontinuance Policy (10.61) an ad hoc committee known as the Program Discontinuance Committee, can be formed by the Academic Senate. A Program Discontinuance Committee reviews a program's final deficient status and makes recommendations accordingly. Both of the aforementioned ad hoc committees' membership include faculty, administrators, staff, and students. The program review, program continuance, and program viability processes are designed to have decisions generated from a bottom-up approach, where programs and services will be carefully evaluated and examined before actions are taken.

The CTA agreement (10.39) describes the confines of faculty workload in the Agreement's Article 13, Part A, full-time instructional faculty, full-time noninstructional faculty; adjunct faculty's workload for each academic year was clearly defined and described. Included in Article 13, Part B, the number of hours per work week for full-time faculty shall be 40 hours per week, and these hours include all student contact hours, office hours, consultation hours, committee assignment, record keeping, preparations for reports, as well as attendance on in-service days and commencement ceremony. The clear distinction of the responsibilities of faculty identifies the important role the faculty members have regarding course, program, and curriculum matters. Faculty generally have discipline-specific tasks, while the available job description of academic employees can be found on the SBCCD Human Resources website. The job agreement is described in the CTA bargaining agreement (10.39). General

information about the responsibilities of the faculty can also be found in the *Faculty Handbook* (10.63).

Faculty play an important role in both the hiring process of new faculty as well as the vitality of the faculty body as a whole in faculty evaluation. An Academic Senate representative is assigned to each faculty hiring/selection committee, in addition to the discipline-specific faculty members, according to BP7210 (10.10). Faculty contribution to departmental program reviews and curriculum are necessary and crucial to the diverse programs and services that SBVC has to offer. In the 2013 edition of the *Faculty Handbook* (10.63), Sections 2 (general information), 5 (academic freedom), 7 (policies), 9 (getting ready for the semester), 10 (first week of classes), 11 (attendance accounting), 12 (classroom environment), and 13 (instructional support services) are clearly identified and described as official faculty responsibilities.

The tenure track faculty evaluation philosophy is provided for all faculty in the 2013 *Faculty Handbook* (10.63); these guidelines examine four areas of professional growth and development of faculty. These areas include expertise in subject matter, techniques of instruction, effectiveness of communication, and acceptance of responsibilities and performance outside the classroom. These guidelines provide a framework for faculty to effective self-reflection, peer assessment, and management recommendations, which are meant to improve instruction. Annual evaluation is held during the first four years of new faculty members' employment, after which evaluation of tenured faculty is held at least once every three years.

Faculty are also the driving force behind course and program curriculum development, updates, and modifications. The *Curriculum Handbook* (10.64) provides instructions on CurricUNET as well as guidelines on course content review, course modifications, new course compositions, prerequisites, corequisites, advisories, distributed education, and honor courses.

One example of a student success program that has flourished over the past 5 years is the VBC, awarded the 2010 Chancellor's Student Success Award (10.65):

The Valley-Bound Commitment is a student success program at San Bernardino Valley College that is increasing the college-going rate within the Inland Empire one family at a time. By covering all enrollment fees and textbook costs for their first year of college, the Valley-Bound Commitment effectively eliminates all economic barriers for graduating high school seniors to pursue their educational dreams. Valley-Bound Commitment students are performing at a higher level of success, more rapidly reaching their goals of transfer and graduation and helping improve their community thereby creating a new trajectory for their future and the economic future of the region as a whole.

When introduced to the campus in 2008 by SBVC President Dr. Debra Daniels, it became very clear that this initiative would be a top priority for administrators, faculty, and staff. Determined to increase the college-going rate for the benefit of the individual and community groups alike, Dr. Daniels and her Student

Services team found a way to accommodate the program and integrate it into the fabric of the campus within a relatively short time period.

The success of the Valley Bound Committee program (10.91) can be attributed to a variety of factors such as: mandatory student development courses each semester, workshops and seminars on college and personal success as part of the EOP&S Program, accessibility and availability of counselors to ensure student success in and out of the classroom, and their integration to the campus via the exposure to programs and services as a result of their hours of community service. (10.66, 10.65)

### **Self-Evaluation**

The institution meets the standard. Faculty play a central role in decision making, hiring, and governance at SBVC. The 2011 Campus Climate Survey statement, “I am satisfied with the role that the faculty plays in the development and review of institutional policies for governance and decision-making,” shows that 48 percent were in agreement and 28 percent in disagreement with this statement. The 2013 Campus Climate Survey shows that 59 percent of faculty respondents agreed that they have been given the opportunity to participate in the planning process for their division (10.15).

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

### **Actionable Improvement Plan**

None.

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*IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.*

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### **Descriptive Summary**

SBCCD created the District Assembly (10.67) to serve as a vehicle for effective communications with the constituent groups of the colleges and the District. District Assembly gives voice to all recognized constituent groups, including faculty, classified staff, and management staff. Each constituent group elects representatives to attend and participate in assembly business. Representatives may be elected from the Academic Senates, CTA, CSEA, Classified Senate, the ASGs, Black Faculty and Staff Association, Latino Faculty and Staff Association, and managers. The District Assembly serves as an advisory group to the

chancellor. While the chancellor is an exofficio member of the assembly, the District Assembly elects its officers (10.68). The Executive Committee of District Assembly determines the agenda items, and in most cases, this group initiates discussions on issues regarding policies where the District Assembly acts on recommendations through committee reports. When encountering policies and administrative regulations related to academic and professional matters, recommendations are provided by the Academic Senate. An ASG (referred to as ASB in the District Assembly Constitution) representative and an alternate attend and participate in District Assembly and take related information back to the student senate and student government for discussion. Once policy discussions are completed, proposals go back to the constituent groups to develop appropriate actions for the specific task.

The College Council was created as a venue for effective communications among all constituents of the College. It is the body responsible for functions such as planning, issue management, and communication. The membership comprises the president, vice presidents, Academic Senate presidents, Classified Senate presidents, CSEA president, ASG representative or designees, dean of research, and the committee chairs of the College collegial consultation committees (10.1).

The collegial consultation committees engage all constituent groups in discussion and bring forward ideas to benefit SBVC. The District Assembly or other constituent groups may initiate discussion, review progress, or initiate a subcommittee to discuss needed policies or administrative regulations for specific areas of interest. The constituent groups from SBVC or SBCCD review the proposals of changes and are responsible to form and endorse their recommendations to the District Assembly. Upon reaching consensus, District Assembly directs the chancellor to deliver the endorsement to the Board of Trustees.

SBVC's mission and vision statements are identified in the SBCCD AP2225 (10.1). The mission statement indicates, "San Bernardino Valley College provides quality education and services that support a diverse community of learners," clearly describing the College's direction. In addition, the SBVC vision statement (10.8) identifies the goals and objectives of the college and is as follows:

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

Through these statements, which identify and express the general goals and objectives of the college, college constituents are well informed and encouraged to be engaged in continuous quality improvement.

Commitment to a high-quality DE program is evidenced at the District level through relevant board policies and administrative procedures. The term "Distributed Education" is used to

describe what ACCJC and the state of California designate as “Distance Education.” Following the model from CSUSB, the DE programs at the SBCCD were labeled “Distributed Education,” recognizing that technology was being used to distribute learning opportunities across time and space. The Substantive Change Proposals of 2012 and 2014 (10.69, 10.70) have been clear in indicating that “Distributed Education” and DE are equivalent. In the fall of 2013, however, the vice chancellor for Technology Services initiated a review of those administrative procedures, in part to address accreditation issues at the district level. The results of that review created new administrative procedures (10.71) for SBCCD (10.72) that are pending board approval.

In addition, the board policy (10.73) on intellectual property clearly identifies and protects the rights of faculty, staff, and students. The policies and administrative procedures were written specifically with faculty input to specify the intellectual property rights for students and faculty who contribute material to learning management systems used for online classes.

Periodically, the Board of Trustees requests “study sessions” on various topics, such as the budget, personnel issues, or the feasibility of floating bonds. In January of 2013, the board requested an hour-long study session on online learning. Representatives from both SBVC and CHC participated in that study session. This demonstrates that the Board of Trustees is concerned enough about DE to request information from both SBVC and CHC about the programs, including the success and efficacy of online classes. In May of 2013, the Board of Trustees was presented information about online educational programs (10.74).

The SBVC website provides information about the DE offerings at SBVC. Included on the DE website is the *Handbook for Online Students* (10.75) as well as information about the role of DE, intellectual property rights, academic integrity, and the roles and responsibilities of students taking DE classes.

There are several interconnected entities responsible for making decisions regarding DE delivery. The Curriculum Committee approves courses for online delivery through content review. The Online Program Committee is a standing committee of the Academic Senate. Its charge is to advise the VPI regarding all issues related to online learning at SBVC. This committee is composed of faculty, staff, and administrators. The committee seeks student representation as well. The Online Program Committee is not a part of College Council. So, the concerns of the committee are reported through the VPI and other committees. Information concerning the Online Program Committee can be found at the Online Program Committee Website (10.76).

The SBVC Technology Committee is a part of the College Council, and the Online Program Committee is represented on the Technology Committee. Thus, the concerns are reported through the Technology Committee to the College Council. The Online Program Committee has developed an Online Learning Plan (10.77). This plan is aligned with the appropriate section of SBVC’s Technology Plan. The elements of the Online Learning Plan clearly show that the various elements of DE policies are reviewed regularly and systematically, focusing on effectiveness and continuous quality improvement.

SBVC's first formally titled Strategic Plan was developed in 2004. It defined a set of strategic goals and objectives with less-specific measures and more theoretical ideas; goals were ambitious and not designed for measurement. In 2008, the next edition was written and at that point included input from a wider range of stakeholders; a defined set of strategic initiatives with clearly defined, measurable objectives; established benchmarks tied to each objective; and required the use of data from a large variety of sources including surveys, campuswide data, and statewide data. This document will be updated every five years, the draft Strategic Plan 2014-2019 will be approved in fall 2014. In the 2013 Campus Climate Survey for managers, 100 percent of respondents agreed that the college embeds its strategic initiatives in its planning processes (10.15).

Information concerning the SBVC campus or the SBCCD office is disseminated primarily by e-mail; for some classified staff who do not automatically have access to e-mail, supervisors are responsible for distributing information to their staff through paper format. In May 2011, SBVC's website was revamped, and through this upgrade, many programs, departments, service areas, and administrative areas of SBVC now have their own designated online location to distribute information to everyone.

Information regarding board decisions is available soon after each board meeting either through e-mail or as a newsletter directed from the Chancellor's Office. The chancellor communicates to members of the District regularly through e-mails and the *Chancellor's Chat*. The SBCCD website is another resource for information regarding recent District activities.

### **Self-Evaluation**

The institution meets the standard. A collegial consultation model is in place on campus that allows participation for all constituencies; however, as suggested in survey findings, more inclusion and effective communication is still needed (see Table 30).

In addition to the high turnover of management positions (see Table 29: SBVC Employee Levels), the campus has seen a 44 percent reduction in the number of educational administrators since 2008. Initially the number of classified administrators was increased to cover the gaps in leadership, but there has been a 36 percent reduction in classified administrators since 2011. The recurring turnover in management positions may impact these survey results. New managers may not be aware of the effects these transitions have left on the campus morale.

The reduction in number of campus employees and subsequent increase in workload coincides with the decreasing satisfaction with participation in campus governance processes and policymaking. The 2008 Campus Climate Survey (10.78) indicated that 71 percent of classified staff felt that their opinions were respected and 74 percent of classified staff felt that supervisors sought out and valued the opinion and ideas of faculty and staff. However only 50 percent of classified staff felt the SBVC campus and SBCCD utilized effective communication in 2008, indicating that by 2010, classified staff communication had improved and satisfaction has since decreased.



Table 30. IV.A.3. Selected Campus Climate Survey Results

Percentage of employees who agreed with the following statements	2010	2011	2012	2013
Faculty/staff exercise a substantial voice in matters related to the development of institutional policies			63% Faculty 50% Managers	50% Managers
Satisfied with the role that the faculty plays in the development and review of institutional policies for governance and decision making				37% Faculty
I make a contribution to SBVC's policymaking/staff involvement on committees assures that they have a voice in college policymaking.		21% Classified staff		54% Classified staff
Agree that the college establishes governance structures, processes, and practices to facilitate <i>effective communication</i> among the institution's constituencies	60% Classified staff 63% Faculty	41% Classified staff 60% Faculty		76% Managers 39% Classified staff
The district and the college have established and utilized effective methods of communication with classified staff.	66% Classified staff	62% Classified staff		49% Classified staff
There is adequate coordination between the campus and the district.		23% Managers		
The decision-making structures and processes are regularly evaluated, and the results are widely communicated to all members of the college community.				63% Managers
Senior administrators encourage good communication among the administration, staff, faculty, and students		46% Faculty		53% Faculty

### Actionable Improvement Plan

1. College Council will develop plans to improve trends in campus climate and Committee Self-Evaluation surveys.

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*IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

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## **Descriptive Summary**

SBVC has numerous relationships with outside agencies, including nonprofits, such as the Boys and Girls Club, as well as with school districts. For example, SBVC is partners with the San Bernardino Unified School District (SBUSD) and Rialto Unified School District. One of the SBUSD partnerships is MCHS, one of the most successful programs of its kind in the state, providing high school students the opportunity to complete their diplomas and associate degree concurrently (SBUSD\_MCHS). MCHS received a designation as a “Distinguished School” in the California School Recognition Program (CDE\_2007). MCHS has also had 100 percent pass rates on the CAHSEE test over the past six years (10.79).

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

Another successful program, Psychiatric Technology, had 100 percent on-time completion rate during 2011-2012 (10.80).

As a result of the 2008 accreditation visit, SBVC was able to address the recommendations provided by ACCJC. A follow-up report (10.82) was provided to the Commission during 2010, and a midterm report was filed in 2011. The SBVC follow up report examined Recommendations 5 and 6, specifically addressing the issues of direct participation of faculty and others on effectively producing and evaluating SLOs (Standard III.A.1.c). The second issue addressed the development of SBVC’s Strategic Plan, Human Resources plan, Technology Strategic Plan, and district-level program review process (Standard I.B.2,4,5,6; III.A.1.b,c; III.A.6; III C.1.a,c; III.C.2; IV.B. 3.a,b,g).

SBVC has come to embrace SLOs, and many divisions take pride in the progress they have made. SBCCD Chapter CTA/NEA and SBCCD developed an MOU in January 2013; defined the specific compensations for faculty (full time and part time) evaluating, collecting data, and reporting course SLOs. Meanwhile, SBVC continues to have meaningful and continuous dialogue on the strategic plan, basic skills, student success, and SLOs (10.51).

Periodic reports to the Accrediting Commission (including items such as DE and SLOs) have been submitted in a timely manner. Each periodic report is submitted through the ALO, who is responsible for sending the most current information to the Accrediting Commission. For example, there have been two Substantive Change Proposals for DE submitted since the 2008 accreditation visit (10.69, 10.70). This is due to the fact that the number of DE courses has

increased over the past few years, where 40 degrees and 22 certificates can now be completed by taking 50 percent or more of the units through approved DE courses.

### **Self-Evaluation**

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

SBVC is in full compliance with past Accreditation Commission recommendations as evidenced by the Focused Progress Report, 2009 (10.81) and the Midterm Report, 2010 (10.82). SBVC has been responsive to ACCJC's recommendations and has been proactive in many areas to sustain and improve the quality of its services.

The Online Program Plan includes provisions to monitor degrees and certificates to ensure that they are compliant. This includes careful monitoring of the percentage of any program that can be completed online.

### **Actionable Improvement Plan**

None.

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*IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

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### **Descriptive Summary**

Governance, decision-making structures, and processes are evaluated internally and externally. For example, the Program Review Committee normally holds a meeting to debrief on the process at the end of a cycle. The debriefing includes committee members and campus members who have just undergone the program review process. Program review self-evaluations have led to a number of improvements in the program review process including the addition of draft review sessions for committee members and campus members to jointly review drafts of program review documents prior to submission to the committee (10.85).

Another example of internal evaluation collegial processes resulting in institutional change are the Academic Senate discussions of the campus committee structure. Faculty felt that moving from a one-year committee assignment to a two-year committee assignment would improve continuity in committees and make them more effective. Committee membership is reviewed within the constituencies to ensure adequate representation on committees (10.86).

The new committee evaluation survey that was developed and implemented in spring 2014 will enable committee members to evaluate their participation in and the effectiveness of campus committees (10.88). Results of the survey will be compiled in the summer to be distributed to committees and collegial consultation groups in the fall of 2014.

Successful achievement of campus strategic initiatives speaks to the success of campus governance and decision-making processes, whereas failure to meet the strategic initiatives would call campus governance and decision-making structures into question. Strategic initiatives include explicit measures of effectiveness; for example, Goal 2.2.2 from the strategic initiatives states, “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” and results show increased campus satisfaction with the program review and curriculum processes (10.14).

Campus governance, collegial consultation, and decision-making processes are evaluated through the campus climate surveys that are conducted annually. Surveys are sent to managers, faculty, classified staff, and students to gain a well-rounded perspective of the campus’s performance in the areas of planning; student learning programs; student support services; human, physical, financial, and technology resources; and leadership and governance (10.15).

Board policies and administrative procedures related to campus leadership and collegial consultation exist and have an established cycle of review. Changes to board policies and administrative procedures can be introduced as needed. BP/AP2225 (10.1, 10.6), Collegial Consultation, and BP/AP2045 (10.41), Policies and Administrative Procedures, are currently undergoing review at the SBVC campus and SBCCD level.

### **Self-Evaluation**

The institution meets the standard. Evaluation of leadership, campus governance, and decision-making processes is an ongoing, systematic process, and results are publicly accessible in various reports and used for future improvements of SBVC, with the exception of personnel evaluations conducted for administrators, faculty, and classified staff, which will remain confidential.

Supporting data are located on the Office of Research, Planning and Institutional Effectiveness website (10.31); reports are categorized by topics and are readily available for public viewing.

### **Actionable Improvement Plan**

1. College Council will develop plans to improve trends in campus climate and Committee Self-Evaluation surveys.
2. Campus climate surveys will be coded to enable longitudinal study.

Table 31. *IV.A.5. Selected Campus Climate Survey Results*

Percentage of employees who agreed with the following statements	2010	2011	2012	2013
The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	53% Faculty		34% Faculty 67% Managers	
SBVC promotes sufficient consultation about important decisions.		48% Faculty 60% Managers		
The role of leadership is regularly evaluation.			67% Managers 37% Faculty	
SBVC has an ongoing and systematic cycle of evaluation and improvement.	76% Classified staff			55% Classified staff

## **Evidence—Decision-Making Process**

- 10.1 AP2225
- 10.2 College Council Website
- 10.3 Classified Senate Delineation of Duties
- 10.4 Campus Committees
- 10.5 AB1725
- 10.6 BP2225
- 10.7 Board of Trustees Website
- 10.8 Campus Mission and Values
- 10.9 Campus Climate Survey 2013: Classified Staff
- 10.10 Campus Climate Survey 2013: Managers
- 10.11 Educational Master Plan
- 10.12 Educational Master Plan PPT
- 10.13 Link to College Planning Documents
- 10.14 Link to Strategic Initiatives and Benchmarks Document
- 10.15 Office of Research, Planning and Institutional Effectiveness Reports Page
- 10.16 Program Review Website
- 10.17 Needs Assessment Prioritization
- 10.18 Technology Strategic Plan
- 10.19 Facilities Master Plan
- 10.20 Enrollment Management Plan
- 10.21 Basic Skills Report
- 10.22 Professional Development Plan
- 10.23 Minutes of Academic/Classified Senates Regarding Reaffirming Mission
- 10.24 Communication Flowchart
- 10.25 Meetings Day/Time Spreadsheet
- 10.26 Vice President of Instruction Website
- 10.27 CurricUNET Website
- 10.28 Student Services Shared Drive
- 10.29 Curriculum Committee Website
- 10.30 Academic Senate Minutes
- 10.31 Office of Research, Planning and Institutional Effectiveness Website
- 10.32 College Council Minutes February 27, 2013
- 10.33 College Council Minutes February 13, 2013
- 10.34 April Flex Day Strategic Plan PPT
- 10.35 BP3250
- 10.36 BP2270
- 10.37 Draft Governance Handbook
- 10.38 Representative Samples
- 10.39 California Teachers Association Bargaining Agreement
- 10.40 Bargaining Agreement
- 10.41 BP/AP2045
- 10.42 SBVC Organizational Chart
- 10.43 Academic Senate Bylaws
- 10.44 Classified Senate Website
- 10.45 Office of Student Life

- 10.46 Associated Student Website
- 10.47 Associated Student Governance Website and Representative Samples of Committee Membership
- 10.48 Student Government Constitution
- 10.49 Representative Samples Regarding Budget
- 10.50 Representative Samples Regarding Strategic Plan Development
- 10.51 SLO Memorandum of Understanding
- 10.52 Representative Samples Regarding Professional Development Activities
- 10.53 Evidence Business Process Analysis December 2011
- 10.54 Classified Senate Constitution
- 10.55 Chancellor's Chat
- 10.56 What Happened at the Board Meeting
- 10.57 Board Policies and Administrative Procedures Chapter 4
- 10.58 Outcomes Processes
- 10.59 Student Services and Success Plan
- 10.60 Academic Senate Minutes November 9, 2011
- 10.61 Program Discontinuance Policy
- 10.62 AP7210
- 10.63 Faculty Handbook
- 10.64 Curriculum Handbook
- 10.65 Valley-Bound Commitment Award
- 10.66 Valley-Bound Commitment Brochure
- 10.67 District Assembly Website
- 10.68 District Assembly Constitution
- 10.69 Substantive Change 2012
- 10.70 Substantive Change 2014
- 10.71 AP4108
- 10.72 BP4108
- 10.73 BP3710
- 10.74 Representative Samples
- 10.75 Handbook for Online Students
- 10.76 Online Program Committee Website
- 10.77 Online Learning Plan
- 10.78 2008 Campus Climate Survey: Classified
- 10.79 Representative Samples—Middle College High School
- 10.80 Gainful Employment 2011-2012
- 10.81 Focused Progress Report 2009
- 10.82 Midterm Report 2010
- 10.83 AP7250
- 10.85 Representative Sample—Program Review Debriefings
- 10.86 Academic Senate Minutes Regarding Committee Term
- 10.87 Committee Evaluation Survey
- 10.88 Academic Senate Minutes September 19, 2013
- 10.89 Classified Senate Minutes September 2011
- 10.90 Representative Samples—Transfer Model Curricula
- 10.91 Valley-Bound Commitment Success Data

- 10.92 Representative Minutes—Smoking Policy Revision
- 10.93 Associated Student Governance Constitution
- 10.94 College Brain Trust Report
- 10.95 Response to College Brain Trust Recommendations
- 10.96 2014-2019 Draft Strategic Plan
- 10.97 Equity Survey spring 2014
- 10.98 Academic Senate Minutes—AP2045
- 10.99 Classified Senate Minutes
- 10.100 SBCCD Webpage
- 10.101 Representative Samples—2014 Professional Development Schedule