DRAFT

San Bernardino Valley College

DRAFT

Mid-Term Report

Submitted By

San Bernardino Valley College

To

The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

October 2017

DRAFT

Table of Contents

Statement of Report Preparation

The Accreditation and SLO Committee (ASLO Committee) is a shared governance committee with representation of all constituency groups. In preparation for the Mid-Term report, the ASLO Committee met to review and evaluate the Planning Agenda items from the 2014 Comprehensive Self-Study.

[Insert Updated Timeline]

The October 2014 accreditation team visit resulted in San Bernardino Valley College being placed on warning. The team made several recommendations to resolve deficiencies, one directed to the college, four directed at the district and one commission recommendation. In brief the ACCJC Commission and recommended the following:

- PLOs be assessed on a regular basis

- examine the role of the Board of Trustees and ensure Trustees act consistently within defined policies

- improve the effectiveness of district human resources services that support the Colleges in their missions and functions

- inclusion of SLOs on faculty evaluation forms

- increase the consistency and transparency of Resource Allocation Model

- develop comprehensive and fully integrated Enrollment Management and HR Staffing Plans

- increase the transparency and improve communication between the District and the Colleges.

- ensure the President holds an appropriate degree

- ensure that the college catalog accurately reflects the degrees held by all administrators and faculty

The campus addressed these recommendations and submitted a Follow-Up Report to the Commission in March 2016. As a result of the Follow-Up Report and a team visit San Bernardino Valley College was removed from warning and accreditation was reaffirmed.

The October 2014 accreditation team visit and Commission made further recommendations for improvement. In brief the Commission recommended the following:

- dialogue about the results of the evaluation and measurement of strategic goals and objectives should be increased

- documentation of assessment of planning and evaluation processes

- review the financial aid department processes and make any changes deemed necessary to support student success

- develop a formal centralized student complaint process that is communicated to the College community through the catalog

- develop a local Board orientation program

The college takes very seriously the recommendations of the Commission and the 2014 accreditation and is ready to report on the campus' continued progress on these recommendations and the actionable planning agenda items in the 2014 Comprehensive Self-Evaluation Study.

The ASLO Committee reviewed the Planning Agenda items in SBVC's 2013 Institutional Self-Evaluation Report (ISER) and found that many of the Planning Agenda items have been satisfied during the completion of the District and College recommendations in the Follow-Up Report. A table aligning ACCJC Recommendations to completed Planning Agenda items and brief update to demonstration that processes put in place are ongoing.

DRAFT

Alignment of ACCJC Recommendations and Planning Agenda Items addressed in the Follow-Up Report

ACCJC Recommendation	Planning Agenda Items
College Recommendation 1: In order to meet Standards, the team recommends that all program student learning outcomes be assessed on a regular basis as part of a sustainable cycle of continuous quality improvement. (I.B.1, II.A.2.f)	I.B.2: SBVC will incorporate SLO/SAO data into EMP one-sheets II.A.1.b: SBVC will gradually implement SLO software for easier outcomes tracking, evaluation, and analysis. II.A.2.i: SBVC will conduct a campus-wide review of SLO processes during spring 2015 to further discuss and shape SBVC's future vision for SLOs at the course, program, and college levels. III.A.1.c: Professional development will provide expanded training and opportunities to engage the campus in dialogues on SLOs, learning, and success.
Activities:	

San Bernardino Valley College has continued to move forward with the innovative processes that were implemented during the ISER and Follow-Up Report. The Academic Senate has consistently voted to maintain current assessment processes which consists of ongoing data collection for every course, every semester and systematic evaluation of courses and programs on a three-year cycle. The Outcomes process was moved online during the follow-up report process. The SLOCloud, an open source SLO reporting tool that has been modified to mimic SBVC's simple paper SLO form on the front end for data collection and aligns SLOs with PLOs, and ILOs on the back end to generate evaluation reports has been very successful. SLOCloud data can be disaggregated for analysis of learning gaps between modes of delivery, between learning cohorts and general population, between accelerated and traditional delivery of classes, and more. The SLOCloud is currently being configured for SAO data collection and reporting.

In SP16, the Academic Senate voted to explore aligning SLO processes with Program Review processes to eliminate duplication of effort. The Program Review committee requires each program to complete a Program Efficacy report every four years. These reports already include a thorough evaluation analysis of PLO, SLO, and SAO data as appropriate. The ASLO and Program Review Committees successfully explored and have developed a plan to fully integrate outcomes with Program Efficacy. The data collection process will remain the same. SLO data will be collected for every course, every semester. PLO ,SLO, and SAO evaluation will move to a four-year cycle and be aligned with Program Efficacy. Programs will have to demonstrate to the

Program Review Committee that PLOs, SLOs, and SAOs have been evaluated at least once during the four year program review cycle. Program review will also focus on how programs are using outcomes to impact teaching, learning, and student success.

ACCJC Recommendation	Planning Agenda Items
District Recommendation 1: In order to meet Standards, the team recommends that the Board of Trustees examine its role in the development of policies and ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees should take steps to ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)	II.A.7.c: SBVC will complete a review of board policies and administrative procedures according to a designated cycle, in coordination with the SBCCD. (II.B.2.c, III.D.3.a)

Activities
SBVC continues to follow the review cycle for board policies and administrative procedures. For additional details see March 2016 Follow-Up Report pp. 13-19.

ACCJC Recommendation	Planning Agenda Items
District Recommendation 2: In order to meet Standards, the team recommends that the Board of Trustees, and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing significant issues to improve the effectiveness of district human resources services that support the colleges in their missions and functions. These issues include: Reliable data from the Human Resources Department to support position control and other human resources functions;	III.A.1.b: SBVC will establish better processes for tracking and completing employee evaluations. III.B.1: SBVC will implement a more efficient and effective process for filling vacant positions.

Timeliness of employee evaluations; Responsiveness and improved timelines for employee hiring; Consistent policy interpretation and guidance; and Completing the faculty evaluation instrument that was agreed would include work on Student Learning Outcomes (Prior Commission Recommendation #1 from 2009, Prior 2008 Recommendation - IV.B.3.b, III.A, III.A.1, III.A.1.b, III.A.1.c, III.A.6, IV.B.3.b)	

Activities
SBCCD continues to utilize the successful improvements and practices put in place for position control numbers, employee evaluations, hiring practices, and policy interpretation and guidance established in the Follow-Up report. For additional details see March 2016 Follow-Up Report pp. 20-29. SBCCD has evaluated the *Human Resources Reorganization and Restructure Plan* is currently restructuring HR personnel and processes based on feedback from District constituencies. SBCCD will continue to monitor and evaluate HR during and after the reorganization.

ACCJC Recommendation	Planning Agenda Items
District Recommendation 3: In order to meet Standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide program and financial plans,	III.A.1.a: The recommendations of SBCCD Three-Year Staffing Plan 2014-2017 will be reviewed in fall 2014 using collegial and transparent processes and will be implemented as appropriate. (II.A.4.b, III.A.6) IV.B.3.c SBVC will develop multiyear budget projections.

broadly communicated to the colleges. (San Bernardino Valley College 2009 Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)	
Activities	
SBCCD continues to utilize the successful the practices established and encourages campus participation in budget and RAM processes and enrollment management. The Staffing Plan will be readdressed after the reorganization of HR is complete. For additional details see March 2016 Follow-Up Report pp. 30-35.	

DRAFT

Plans Arising from the Self Evaluation Processes

Throughout the 2013 ISER and embedded in our campus planning documents including the Equity Plan, SSSP Plan, Strategic Plan and Educational Master Plan is found the recurring themes of access, course completion and strategic planning.

One way the college is addressing these Strategic Planning through a Culturally Competent Lens workshops. Our campus is striving to gain an accurate working definition of student equity through the increased understanding of cultural competence and to review or revise our planning documents to more effectively serve students. The workshops are a collaborative effort with our offices of Instruction, Student Services and Professional Development. The workshops include an overview of cultural competence; how it applies to higher education, and ultimately creating a living document that integrates this understanding into our strategic plan goals. Through this process a group of active and engaged colleagues will continue to make meaningful contributions.

Increased cultural competency supports student equity. Raising support for student equity throughout the campus will enhance course completion rates at all levels; CTE, Basic Skills, Degree and Transfer: and improve access by dispelling myths about misunderstood populations such as Dreamers and raise awareness of special circumstances surrounding populations such as Foster Youth or Veterans.

The campus scheduled 3 part off-campus retreats that were facilitated by a recognized speaker on cultural competence. Participants included a diverse mixture of attendees from instruction and student services who work with students in varying capacities. Workshop attendees included campus leadership; College President, VP's, Division Deans, Department Chairs, and the Academic Senate Executive Committee, as well as other interested faculty and classified professionals.

Institutional Reporting on Quality Improvements

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

District Recommendation 4 is closely aligned with District Recommendation 1 and the Board Handbook and Trustee training was briefly addressed in that section. The Board Handbook

includes the mission, vision and values of the District, organizational charts for both campuses and the District entities, Board imperatives and goals, Board duties and responsibilities, procedural information regarding the Board and its meetings, planning and evaluation, accreditation, and a Board member orientation, among other topics. The section of the handbook concerning orientation calls for training of all new Board of Trustee appointees within 30 days of appointment. The responsibility for new Board member orientation is shared by the Chancellor and current Board of Trustees members. The training includes orientation to the institution, such as college history and development; briefings on the organization, programs, budget, and facilities of the colleges and sites; and orientation to trusteeship, including roles of Board members, attendance at local, state, and national meetings, and review of pertinent laws and Board policy. The new Board Handbook was approved by District Assembly on September 1, 2015 and by the Board on October 8, 2015. The Handbook is available on the District website.

Each section of the handbook features a checklist, which the new Board member is expected to sign. The Board scheduled a special meeting for the purposes of new Trustee Orientation on December 3, 2015.

In addition, the SBCCD Board of Trustees participated in Board Training at a special meeting on June 1, 2015. Topics addressed included Board roles and responsibilities from an accreditation viewpoint, the realm of the Board, scenarios describing the accreditation experiences of three community college boards, and some actions for improvement.

The Board President received training specific to his/her role (IV.B.1.f).

Local Board President Training was included in the latest edition of the Board Handbook. Topics covered include Board imperatives and goals, Board duties and responsibilities, elections, officers of the Board, committees of the Board, Board education, the Brown Act, preparing for meetings, communications among Board members, and the like. Most important in addressing the recommendation is the addition of clear language that the Board President is ultimately responsible for new board member and student trustee orientation. Last, the Board Policy concerned with Board Officers (BP 2210) was updated to align with the new handbook. Board Policy 2210 was approved by the District Assembly on November 3, 2015, and was forwarded to the Board for a first reading on December 10, 2015. Final Board approval took place on January 21, 2016. The updated Board Policy will be added to the District website.

The Chancellor requested a Partnership Resource Team (PRT) visit through Institutional Effectiveness Planning Initiative (IEPI) that focused on the District Recommendations. The resulting Institutional Innovation and Effectiveness Plan includes actions based on the recommendation of the PRT that include improving the relationship between the Trustees, District and Colleges, developing a process to vet Board agenda items, increase communication, and increase training and leadership opportunities for the Trustees and the Chancellor. Section 3 of the Intuitional

Innovation and Effectiveness Plan focuses on Board Roles and includes the following actions.

1. "Reset" – Academic Senates, Managers, and Board Members to have joint training on 10+1

2. Develop joint training with constituency group leadership to improve communication and build a culture of trust

3. Utilize the District Assembly Executive Committee to vet board agenda items

4. Present "Key Topics" to Board at each meeting with calendar built out a year in advance.

5. Provide ongoing training for the Board on topics including:

a. Decision making

b. Adherence to policies and procedures

c. Role and importance of resolutions

d. Working within/with district processes and constituents of the district and not "go it alone."

Upon completion of the Institutional Innovation and Effectiveness Plan, the district requested and received a grant from Institutional Effectiveness Partnership Initiative. The District working with campus constituencies is planning to implement the objectives of the Institutional Innovation and Effectiveness Plan and seeking a date for item 3.1 "Reset" – Academic Senates, Managers, and Board Members to have joint training on 10+1.

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

Planning Agenda Items

I.B.7: SBVC will prepare and conduct a validity check of the evaluative measures for the Strategic Plan. [Dean of Research, Planning and Institutional Effectiveness, spring 2015]

I.B.4: SBVC will compile, analyze, and distribute the results of the Committee Self-Evaluation survey in fall 2014. (I.B.5, I.B.7) [College Council, 2014-2015]

DRAFT

Community meetings and Opening day events when planning and evaluation were on the agenda

Campus/Community Meetings	-----Date------	Attendance	Topics covered
	April 1, 2015		How can SBVC better serve the educational needs of the local community? Are the tools we use providing an accurate measure of our success?
	August 12, 2016		Cultivating partnerships with community organizations and local institutions: Adult Education, CTE, and Transfer. How do we determine the right balance?
	January 13, 2016		Student equity: How do we measure success?
	January 11, 2017		Planning priorities for a caring and safe campus. What are the indicators that let us know when we are moving in the right direction?
Opening Day Meetings with faculty and staff			
	January 5, 2015		Which of our current measures are essential to assess our progress toward achieving strategic goals. Which can be illuminated? Which need to be refined?
	January 15, 2016		Do we have the right strategic goals? How can we improve our strategic objectives? How can we improve our methods of measuring strategic objectives? Mission statement revisions—what should we include?
	January 13, 2017		Student success; student equity, and evaluating progress

Over the last two years, the campus has undertaken a broad-based and inclusive dialog regarding planning goals, and the methodology used to measure progress toward meeting those goals. In each of the meetings listed above, the campus engaged in identifying priorities, evaluating progress, and evaluating our evaluation tools.

Campus and community meetings are designed to provide a venue where community members can interact with faculty and staff to discuss planning priorities. These meetings typically have representatives from local school boards, community non-profit service organization representatives, elected officials, and residents from the surrounding neighborhood. The meeting involved presentation from subject experts who provided the attendees with statistics regarding, community demographics, student success, and employment projections. This was followed by table exercises that allowed that group to provide their input.

Recommendations from these meetings led to a reexamination of strategic planning goals, strategic initiatives, and objectives. The number of objectives was questioned. A reduction in the number of objectives was recommended. These recommendations have resulted in the combining and consolidation of several objectives, and the removal of many others.

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

I.B.2: SBVC will revise the SBVC Planning Model. (II.D.1.a) [College Council and appropriate collegial consultation committees, fall 2014]

III.D.1.a: SBVC will review and update SBVC Planning Model. [College Council and appropriate collegial consultation committees, fall 2014]

College Council worked on updating the SBVC Planning Model periodically through Feb 2016, but the project was tabled until a permanent campus President was hired. College Council reviewed relevancy with the new President and approved the SVC Planning model in November 2016

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

SBVC is happy to report that we have made some major advancements in our Financial Aid Office. During spring 2015, we implemented Auto-Packager and hired two additional clerks to work the front counter. Our fall 2015 numbers show that approximately 2000 students were paid $1.8 million during our first disbursement. This was nearly three times the amount of aid that was disbursed during the first disbursement during fall 2014. The integration of technology and reorganizing the staffing in the office have led to shorter lines and larger disbursements. During our first disbursement for spring 2016, approximately 2,800 students were paid $2.85 million. The spring 2016 disbursement was one of the, if not the, largest first disbursements in the history of SBVC.

During spring 2017, the Financial Aid Office launched an electronic line which allows students to sign into a virtual waiting line in the office where they can adjust their place in line based on the amount of people waiting to see an advisor. This use of technology has been met with great feedback from students who no longer have to come into the office to wait in line when they may have class or work. Students can now sign up to see an advisor without ever coming into the office. There is nearly never a line in the Financial Aid Office because students are alerted via text or email to see a counselor when they have questions. Additionally, our disbursements have been in the $2-$3 million range, which compared to before the launch of Auto-Packager, whenour first disbursements ranged from approximately $5-$600,000.

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

II.B.2.c: SBVC will update the student complaint policy. *[VPSS]*

Status: Emailed Dr. Shabazz for update

III.B.1: SBVC will review and modify as required the safety components and responsibilities of various position descriptions.

Progress Report: The purpose of this action item was to address the following problem: As stated in the self-evaluation, few positions are dedicated to safety, and there is increasing demand on management in general- significantly affecting management's ability to complete its mission.

- In the recent 12 months, the College and District have moved to address this problem more directly, and from a different angle to that stated in the improvement plan to get quicker relief to management while improving college safety simultaneously.

- In June 2015, Environmental Health & Safety was reorganized as follows and approved by the Board of Trustees:

- Environmental Health & Safety (EH&S), was changed to Safety & Risk Mgmt. (SRM)

- SRM was moved from under Fiscal Services to Human Resources

- The EH&S Administrator position was reclassified to the Director, Safety & Risk Mgmt.

- SRM was reorganized to oversee, safety, risk mgmt., workers' compensation, hazardous waste mgmt. operations & disaster preparedness

- 1 permanent staff member was added to SRM, the Safety & Risk Mgmt. Specialist in April 2016

- The Emergency Preparedness Manager was moved from Police to SRM in HR as a professional expert, the Emergency Preparedness Coordinator.

- During 2015, program review funding was approved to fund the Emergency Preparedness Manager position, permanently once again, under SRM. Recruitment will commence in December 2016 for the permanent position, in the interim a professional expert serves in this role.

Summary of Safety & Risk Mgmt. Specialist duties:

Under the general direction of the Director, Risk and Safety Management, the position is responsible for performing a variety of specialized duties related to the planning and implementation of the District's environmental health, safety and emergency preparedness programs; position assists and participates in the administration, enforcement, training, and advising departments of employee safety and accident prevention programs; participating in the administration of the District workers' compensation program; developing, preparing a variety of safety and risk management training topics; assisting in Americans with Disabilities Act (ADA-title II) and Occupational Safety and Health Administration (OSHA) compliance; preparing and maintaining appropriate files and records; and maintaining confidentiality.

Summary of Emergency Preparedness Manager duties – See attached for details – Pending Board Approval – Nov. 2016:

Under the direction of the Director, Safety & Risk Management, the Emergency Preparedness Manager oversees, coordinates, develops, implements, promotes, evaluates and manages the District's disaster, emergency preparedness and response program and activities. The Emergency Preparedness Manager provides leadership, expertise and professional consultation to the District in all phases of emergency management, which includes mitigation, preparedness, business continuity, response and recovery.

These new positions under the SRM reorganization are operating in the field, in support to managers responsible for the college safety programs. Safety training has increased because there are more qualified people to do it. These positions also relieve managers by interfacing with regulatory agencies, doing the necessary communications. They perform the time consuming and necessary research for appropriate safety actions, providing options, and in many cases preparing safety programs and program revisions/updates for management edits and approval- a big time saver. SRM now manages a contract with Citadel for internal safety assessments, evaluations, and recommendations, for management approval. The result is a heightened awareness of safety issues and regulatory compliance, a more proactive position, and timely, responsive, appropriate safety actions.

An item will be placed on the agenda of both the SBVC and the SBCCD Safety Committees to discuss the review and potential modification of job descriptions relative to safety.

III.B.2.a: SBVC will utilize information and enhanced data from cost analyses, reports, and new software for more effective use of resources and for long-range planning, staffing, and budget forecasting. (III.B.2.b) *[Administrative Services]*

Progress Report: In December 2015 the district contracted with ISES Corporation to provide a comprehensive facility condition assessment of all buildings on the SBVC campus. The assessment and report was completed in April 2016. The assessment inspected and evaluated all building components/systems and the utilities as they related to the asset. ISES determined

what repairs or modifications may be necessary to restore the systems and buildings to an acceptable condition, the timeframe, and costs to do so. The costs can be escalated for inflation. The reports identified recurring and non-recurring repairs and modifications, as well as critical modifications. The list of projects identified as critical were reviewed and used to prioritize the allocation of facilities repair funding this fiscal year. The reports were produced for the college in hard copy binders, as well as on-line access.

A space inventory and utilization study was completed in July 2016 by in-house staff under the auspices of the Director of Facilities, Maintenance and Operations. It was used this year to adjust classroom chair counts to maximize student capacity but stay within code limits. It will also be used to populate the new facilities scheduling and management software Resource 25.

As enrollment increases, we continue to struggle with finding suitable space to conduct classes, especially during the prime hours of the instruction week. Matching course facilities requirements with our inventory of rooms is becoming increasingly labor intensive for staff, generating less than optimal schedules for some faculty and students.

Resource 25 facilities scheduling and management software implementation is in the planning and data collection process. Training for academic and administrative power users is scheduled for were completed November 2016. To make sure R25 is implemented effectively, we have pulled together a team with individuals from both colleges and the District. The team includes technical personnel, classified employees with scheduling expertise, and academic managers. The team is following an 18-month implementation timeline with beta tests scheduled for Spring 2017 and Fall 2017. Our "go-live" goal is to officially develop the Spring 2018 schedule with R25. Throughout the process we will be collecting feedback from multiple shared governance committees and groups.

II.B.3.c: SBVC will implement and evaluate the SSSP Plan.

SSSP Plan has been implemented and evaluation is ongoing. Currently, representatives from the SSSP, Student Equity, and Basic Skills committee are working on the new integrated report.

III.D.1.b: SBVC and SBCCD will implement the recommendations of the DBC to the Chancellor's Cabinet. (III.D.2.e)

Progress Report: The District Budget Committee has continued to discuss and deliberate budget issues and forward recommendations to the Chancellor's Cabinet for consideration. Evidence of DBC meetings and recommendations to the Chancellor's Cabinet, as well as acceptance of the recommendations by Chancellor's Cabinet can be found at the link below. http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-Forms/District_Committee_Minutes/District_Budget_Committee

When the recommendations are accepted by the Chancellor's Cabinet, and subsequently entered into the budget and approved by the Board of Trustees in the final budget, SBVC implements the budget as approved by the board.

Evidence of recommendations to the Chancellor's Cabinet that are ultimately approved by the Board of Trustees and implemented by SBVC are indicated in in the 2016-17 Final Budget Summary.

Data Trend Analysis

Substantive Change

In October 2016, San Bernardino Valley College submitted Substantive Changes Reports for two programs; Heavy Duty Diesel Program and Basic Police Officer.